

# A GUIDE FOR SUPERVISORS OF USD STUDENTS EMPLOYED UNDER THE FEDERAL WORK-STUDY PROGRAM

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## What is a Student?

### A STUDENT IS...

**THE MOST IMPORTANT PERSON ON THE CAMPUS.  
WITHOUT THEM THERE WOULD BE NO NEED FOR THE  
UNIVERSITY.**

### A STUDENT IS NOT...

... a cold enrollment statistic but  
a flesh and blood human being with  
feelings and emotions like our own.

...someone to be tolerated so that  
we can do our thing. They are our thing.

...dependent on us. Rather, we are  
dependent on them.

...an interruption of our work, but  
the purpose of it. We are not doing  
them a favor by serving them. They are  
doing us a favor by giving us the  
opportunity to do so.

## **Supervisors of Students as Teachers**

(from NSEA\* Student Employment Essentials)

*Supervisors of student workers have the opportunity to teach lessons not found in a college classroom. In the best student work programs, supervisors understand what values may be gained through work experience, and they do their best to ensure that students understand and develop the skills and traits that will complement their academic program. Taking responsibility for a part-time job under effective supervision enhances employment options after graduation.*

*Work helps prepare a student for modern office culture, and promote constructive employer/employee relationships. Students express ingenuity and creativity, as they are encouraged to make improvements in their job situation. Working students also develop good habits such as consistency, dependability, cooperation, tact and poise, and learn responsibility through meeting work schedules and quality requirements. Students are often able to find jobs that relate to their academic subjects, which further foster new interests and abilities.*

*Supervisors, then, have two responsibilities: concern for the development of the student as a worker, and also for the worker as a student. The best supervisors treat their student workers as individuals, and understand that student workers have other interests and responsibilities. They make the work of the student seem interesting, significant, and worthwhile to both supervisor and student.*

\*National Student Employment Association

## *USD Student Employee of the Year*

Each February the Student Employment Center (SEC) asks supervisors to nominate outstanding student employees for the honor of ***USD Student Employee of the Year***.

Any USD student employee may be eligible for nomination as long as that person has worked for the same supervisor for at least six months on a part-time basis or three months full-time. Awards are not limited to Federal Work-Study employees. The student selected as *USD Student Employee of the Year* will receive a certificate at the *USD Honors Convocation* in May and will be entered into the competition for the *California Student Employee of the Year*. The student who is chosen for the state award receives a plaque and a \$50 Savings Bond. That student is entered into the competition with outstanding student employees from the 12 other states in the Western Region to be considered for the *Western Regional Outstanding Student Employee of the Year*. The Regional winners receive a plaque and a \$ 250 Savings Bond. A *National Student Employee of the Year* is selected from the four Regional title holders.

Listed below are students who have received the honor of being chosen ***USD Student Employee of the Year***:

<b>Academic Year</b>	<b>Student Employee</b>	<b>USD Department</b>
1989/90	Peter Ditzhazy*	Student Affairs
1990/91	Barbara Henscheid**	Biology
1991/92	Jack Guntley	Academic Computing
	Jaime Freeman	Hahn University Center and Housing
1992/93	Pam Malone	Manchester Child Development Center
1993/94	Geoff Schmitz	Outdoor Adventures
1994/95	Ryan Sweeney**	Housing
1995/96	Tracey Eizonas	University Relations
1996/97	Jeffrey Tysor	Hahn University Center
1997/98	Kristine Jaramillo	College of Arts and Sciences
1998/99	Ruby Aceves	Housing
1999/00	Michael Lamarre**	Human Resources
2000/01	Rasheed Behrooznia	Academic Computing
	Gioconda Brunetti	Academic Computing
2001/02	Susan Turner	Community Service-Learning
2002-03	Andrew Ganse	University Ministry
2003-04	Alejandro Castro	Jenny Craig Pavillion
2004-05	Kristopher Carter**	Summer Conference Services
2005-06	Joanna Kinsey	Chemistry
2006-07	Jennifer Howard	TRIO: Upward Bound
2007-08	Raffaella Abbriano	Marine and Environmental Sciences

\*State and Regional Winner

\*\*State Winner

# A GUIDE FOR SUPERVISORS OF USD STUDENTS EMPLOYED UNDER THE FEDERAL WORK-STUDY PROGRAM

## What is Federal Work-Study?

The Federal Work-Study (FWS) Program is a federally funded, need-based, student employment program. Institutions share in the cost of the wages paid. USD supplements the federal share of each student employee's wages.

## **Eligible Students**

To be employed under FWS, students must apply for financial aid and then be awarded FWS as part of their financial aid package. Students should apply in January or February each year to have their eligibility for FWS, and all other types of financial aid, determined. Students may apply after these dates, but consideration for funding is not assured. Applications are made available each year starting in December. Eligibility is often very dependent on the student's timely response to specific forms. Students unsure of the application process should direct their questions to the Student Employment Center (Hughes Center 313). **Quick reference check-lists have been provided below for the processes that students need to complete to receive a Federal Work-Study award.**

## Undergraduate Student FWS Check-List

- Complete and submit the FAFSA. **Deadline: March 2<sup>nd</sup>.**
- Accept Federal Work-Study online on the Financial Aid Award Offer on the MySanDiego portal under the One Stop Services tab (you will be notified through your USD email when it is available to view)
- Complete the Undergraduate *FWS/CWO Authorization Form* under the Financial Aid Requirements channel on the MySanDiego portal under the One Stop Services tab.
  - Must be submitted to the Student Employment Center (SEC) within three weeks of the date of notification the Financial Aid Award Offer is available or risk cancellation of their Federal Work-Study award.
- Continuing students only:** Pick up your USD Student Work Referral form at the SEC (Hughes 313) August 25, 2008-September 21, 2008
  - If not picked up by September 21, 2008, you risk cancellation of your Federal Work Study award.
- Return referral, signed by both student and supervisor to the SEC (Hughes 313) **BEFORE** you begin working.
  - Any time worked before referral is signed by supervisor will be charged to the department.

## Freshman/New Transfer Student Check-List

In addition to the requirements above, students being employed at USD for the first time must:

- Read the Employment Eligibility Verification Procedures (included with Form K) and bring the necessary documentation to the Job Fair.
- Pick up USD Student Work Referral and required HR paperwork form at the FWS Job Fair
  - Must pick up referral at the Job Fair or risk having their Federal Work-Study award cancelled.
- Complete and return required HR paperwork.

As a supervisor, it is **important to understand that a student's eligibility may change** from year to year. As their family's financial circumstances change, so might the student's eligibility. Eligibility for FWS is not guaranteed from year to year, and may also change mid-year. It is the student's responsibility to notify their supervisor of a change to their Work-Study award. However, in most cases, the Student Employment Advisor will send a courtesy letter to the supervisor alerting them to the change.

### ***Eligible Departments***

Most departments at USD, and other approved non-profit off-campus agencies, may utilize FWS employees. All students working under FWS are considered employees of the University of San Diego and must follow the regulations, policies and procedures established by USD and the state and federal governments.

USD departments must have an approved budget line for Federal Work-Study employees. The budget allocation and notification process occurs in late spring each year. In general, budgets are determined based on the utilization rate of the previous year. Unusual circumstances resulting in a **request for budget increases should be submitted to the SEC by mid-March each year.**

The SEC directs all requests, needs and concerns to the Director of Financial Aid who finalizes all budget determinations. Please note: if additional funds are not allocated to USD by the U.S. Department of Education, then requests for increases may not be granted.

### ***Departmental Requirements***

In addition, there are specific federal financial aid requirements all hiring departments must meet:

1. All departments must submit a *Job Description Form* to the *SEC* for **each specific job and pay level** (A, B, C, D, and E) in the department.
2. Each hiring department must submit a *Supervisor Agreement* form for each Federal Work-Study supervisor to the *SEC*. There are different agreement forms for on-campus and off-campus employers.
3. No FWS student may work for the construction, operation, or maintenance of any part of a facility used for religious worship or sectarian instruction. Please contact the *SEC* for information regarding hiring students awarded need-based student employment if your department falls under this category.
4. A Federal Work-Study student employee cannot be used to replace a full-time staff position.
5. A Federal Work-Study student cannot work during his/her regularly scheduled class time.
6. Federal financial aid law prohibits employers from accepting voluntary services from any paid Federal Work-Study student employee. Any student under FWS must be paid for all hours worked. If the student's award has been earned, all remaining hours worked beyond the award must be paid by the department.

## Hiring Process

As a departmental FWS supervisor, you will be interviewing and hiring your FWS student staff. The departmental budget, and correspondingly, the number of allowed students to be hired, will be forwarded to each department during the summer, usually in July. In determining academic year budgets, a further consideration the SEC makes is the projected need in the department for summer student assistance. The budget established for each department is for twelve months, starting in September. Since the budget must include anticipated summer needs, student hiring for the academic year might not utilize the full budget amount.

All FWS award recipients are to submit a *Student FWS/CWO Authorization Form* to the SEC within 3 weeks of receiving their financial aid award notice materials. This form notifies the SEC of the student's acceptance of the Federal Work-Study Award and provides information about the student's departmental preferences.

### **Job Fair**

To help all departments with the interviewing and hiring of new students, the SEC sponsors a *FWS Job Fair*. The *Job Fair* is usually held in Forum A/B in the Hahn University Center. FWS departments participating in the *Job Fair* are given a table and students have an opportunity to go from table to table, meeting department representatives. Departments may complete the hiring process at that time. Representatives from the SEC are available during the *Job Fair* to assist with the hiring process.

### **Work Referrals**

The SEC will have a *USD Student Work Referral* form for each FWS recipient. Those continuing students selected by your department for re-hire will have your department's information pre-printed on the *Work Referral*. For entering students, the *Work Referral* will have all details printed except the hiring department information. The departmental information will be completed by the department when the student is hired and the form will then be returned to the SEC. **Continuing students must pick up their *Work Referrals* by the end of the first week of classes. Entering students must pick up their *Work Referrals* at the *Job Fair*.** This form **must** be signed by the student and the supervisor, and **returned** to the SEC. IMPORTANT: After the student and the supervisor have signed the *USD Student Work Referral*, the supervisor must make a copy for the department's records. A copy will be provided for the student by Student Employment Center and a copy will be kept in the student's confidential file in the SEC.

**All students must pick-up their *USD Student Work Referral* by September 25, 2008. Students failing to pick up their *Work Referrals* in the prescribed times risk losing their FWS awards.**

**ALL HOURS WORKED BY A FEDERAL WORK-STUDY STUDENT BEFORE SUBMITTING A WORK REFERRAL TO THE STUDENT EMPLOYMENT CENTER WILL BE PAID BY THE HIRING DEPARTMENT.**

## ***Required Student Work Forms***

To meet federal and institutional requirements the following forms must be submitted before a student may begin to work or be paid:

1. Properly signed *USD Student Work Referral* form.
2. The University's Confidential Employee Data Form (CED).
3. Federal W-4 Form: Tax withholding form.
4. I-9 Form (Immigration and Naturalization form required of all employees to document eligibility to work in the U.S.).

## ***Transferring Departments***

This **may** be a possibility. Because job openings are limited, the SEC would like to negotiate any problems that may be present before the job transfer request is initiated.

In most cases, it is best to transact job transfers at the end of a semester. This provides the student with expanded opportunities for a new job and will cause the least disruption for the department. To transfer departments a student **MUST** complete the *Federal Work-Study Department Transfer Form*, available at the SEC. The form will require signatures from the current supervisor, potential new supervisor, and the SEC. The student must also give a minimum two week notice to their current department.

## ***Student Awards and Weekly Hour Allotments***

Students may receive a Federal Work-Study award of up to \$3,200 for an academic year. The actual amount may vary depending on each student's federal financial aid eligibility. The award amount dictates the maximum number of hours per week a student may work. In general, students should work the hours indicated on their *Referral* form. During periods of enrollment, **USD policy prohibits** students from working more than **20** hours per week. During periods of non-enrollment students may work more than these indicated hours per week, but should never work more than **8** hours a day and no more than **40** during a week. They should **never be in an "overtime" status**.

## ***January Intersession and Summer Session***

Students may be eligible to work during Intersession and Summer Session. For each session, a student must complete the *January Intersession Aid Application* or the *Summer Supplemental Financial Aid Application* (available at the Office of Financial Aid). Close to the start of the session, the student will need to go to the Student Employment Center to pick up the special session hiring *Work Referral* and other forms for their and their supervisor's signature.

To be eligible for Intersession employment, a student must have worked during the fall semester (exceptions may be granted to students who were studying abroad) and will not graduate at the end of January. Summer work requires students to have Federal Work-Study eligibility for either the prior academic year or the upcoming academic year and to be enrolled during the upcoming academic year. Funding levels will dictate if additional criteria will be used in selecting eligible students.

Students will not be awarded additional funds for Intersession; they work off any unused hours from the fall semester. For summer session, students will be awarded a specific dollar amount from university employment funds.

### ***Breaks and Meal Periods***

Per State of California labor laws, all employees are entitled to a 15 minute paid break for every four consecutive hours worked. Students do not need to clock out on their time card for this break. All employees are prohibited from working more than 5 hours without a 30-minute unpaid meal period. During meal periods, employees must be relieved of all duties. **Exception:** If the workday will conclude in 6 hours, the meal period may be waived by mutual consent of the employer and employee. The required form must be forwarded to Payroll before the end of the pay period.

### ***Monitoring Earnings***

You must monitor their earnings against their total award. **SUPERVISORS MUST ALSO ENSURE THAT STUDENTS DO NOT EXCEED THEIR SEMESTER AWARD, EVEN THOUGH THEY MAY HAVE A FULL ACADEMIC YEAR AWARD.** Students earning their award before the end of the academic period will have their FWS job terminated. Each department has access to their department's payroll report each payroll period online through Oracle (please contact Ann Lander at X4268 to obtain access). Particular attention should be paid to the column with the remaining earnings eligibility. **ANY HOURS WORKED BEYOND THE STUDENT'S AWARD CANNOT BE PAID OUT OF FWS FUNDS. THE STUDENT WILL BE PAID OUT OF DEPARTMENTAL FUNDS.**

Students are **not** required to work all the hours indicated on the *work referral* form. Due to class schedules and other activities they may choose to work less than the approved number of hours. At the end of the spring semester, all unused funds are returned to the general Federal Work-Study fund. Funds **cannot** be rolled over into the next academic year.

### ***FWS Pay Rates***

All USD Federal Work-Study employees are assigned a pay rate of \$8.00 per hour. This is considered job classification "A". In some jobs a higher level of skills and/or responsibilities may be involved. In these situations supervisors may request a higher job classification for a student. The *Job Referral Form* is the mechanism to initiate these requests. For 2007/2008, "B" classified jobs will be paid \$8.25, "C" classified jobs will be \$8.50, "D" classified jobs will be \$9.00, "E" classified jobs will be \$9.50 and "F" classified job will be \$10.00 per hour.

Movement to "B", "C", "D", "E", and "F" levels is based on the Supervisor's assessment of the student's skills and abilities, the job itself, as well as the length of service a student has in the Federal Work-Study program. Since the work performed at the higher levels will be different than an "A" classified job, separate job descriptions are necessary for each job classification within a hiring department.

Requests to move a student to a "B", "C", "D", "E", or "F" level without the appropriate job description on file with the SEC will not be honored. Promotion to the "B", "C", or "D" level positions are not based on the length of service or other merit considerations, but on supervisory assessment that the student is capable of the increased responsibilities and tasks of the higher classification. Please

contact the SEC if you are unsure about the classification of jobs in your department. Promotion to Levels “E” and “F” are based on both supervisory assessment that the student has increased responsibilities and length of service. Level “E” requires the student to be entering their third year of FWS service, and level “F” requires the student to be entering their fourth year of service.



## Federal Work Study Pay Levels



Pay Level	Pay Rate
A	\$8.00
B	\$8.25
C	\$8.50
D	\$9.00
E	\$9.50
F	\$10.00

Class Level	Years of Service	Pay Level
Freshman	1	A,B,C,D
Sophomore	2	A,B,C,D
Junior	3	A,B,C,D,E
Senior	4 or 5	A,B,C,D,E,F
Graduate	Community Service Only	G

## Supervisor Responsibilities

One of the challenging aspects of FWS supervision is balancing the special needs of students with ongoing departmental work needs. Supervisors need to be flexible with student work schedules, particularly during exams, “papers”, and extra-curricular activities. We must always remember that a student’s primary purpose for being at USD is his or her education.

**At the same time, it is important that students treat their FWS job as a “real job”.** This attitude must be fostered by USD supervisors. It is very important that you, as their supervisor insure that they always have work to do.

**One misconception with the Federal Work-Study Program is that students should be allowed to “study while working”.** This is not the objective of the program; students should not be paid for studying. Ideally, the work a student performs will have either a direct or in-direct educational value, but that does not mean students should be paid to study.

With proper planning, all FWS employees will have tasks to complete when they work. One suggestion is to maintain a list of tasks with low priority that always needs to be done. The student can find work from this list when higher priority tasks and day-to-day functions are accomplished. If you find there is absolutely no work, it is acceptable to release a student for the day. This should not happen regularly, however. If a student continually has no work, let the SEC know so we may re-assign him/her.

There are some additional guidelines that are important to keep in mind when supervising FWS employees:

1. **Have a signed *USD Student Work Referral* form for each student before they begin work.** Do not allow students to start work before they have been authorized and then defer their pay until later.
2. If your student employees need to access student academic records, they must complete the Family Educational Rights and Privacy Act (FERPA) tutorial found at <http://www.sandiego.edu/registrar/ferpa/>.
3. Provide adequate training for the job. It is your job to ease the student into increased levels of responsibility as the training progresses. Keep the student informed of any procedural, scheduling, or working condition changes. Make employment expectations clear. **Your training program should always include safety training specific for your department.** Please review the section in this guide on Safety Training.
4. Communicate internal office policies to students to ensure all employees understand the office rules.
5. **Give directions to your workers. Do not assume they understand the required tasks, duties, and responsibilities.** Although USD students bring many skills and talents with them, many have not worked in this type of setting before. Make your expectations clear and establish a set work schedule for each student including hours and days of the week; clarify from the beginning how deviations from the established schedule will be handled and how they are to be communicated to you.
6. **Check timecards for accuracy and make sure that they are electronically submitted to payroll on-time.** Please see the special section on time cards in this Guide.
7. **Know the starting and ending dates for employment.** These will coincide with the school's academic time periods and the student's FWS award. Students should not work for time periods other than their award indicates. Please see the "Important Federal Work-Study Dates to Remember" form found on page 15 of this guide.
8. Be sensitive to the cultural differences of USD students. It is important to avoid cultural biases regarding students of diverse ethnic and cultural backgrounds (for example, assuming that students from a particular ethnic background have better math than verbal skills). Each student is unique and will bring different strengths to a job.
9. Correct any inappropriate behavior as soon as possible. (refer to tip sheets at the end of this Guide on pg 16-17).
10. **Complete mid-year and end-of-year FWS employee evaluations.** These forms are critical to awarding FWS and for job assignments for the succeeding year. These forms should be reviewed with and signed by the student. Some points to remember when evaluating student employees:
  - There should be no surprises. Do not bring up any issues or behaviors that have not been discussed before.
  - Ask for feedback from all staff members/supervisors the student has worked with.
  - Focus on learning and development.
  - Create a safe environment in which the student can learn from his/her mistakes. Help the student learn by celebrating his/her successes as well as reviewing mistakes made.

- Collect examples of the student's work performance and progress throughout the semester and keep it in a file. Also, note any major achievements and accomplishments. Waiting until the last minute to collect this information will result in forgetting many things you may have wanted to include on the evaluation.

## **Student Performance**

This can be a difficult area of supervision. As USD student supervisors, we want to be sensitive to student issues. However, we must realize that the students are employees and certain expectations must be met. A three step disciplinary approach is recommended.

### ***Disciplinary Procedure***

1. Initiate a verbal discussion with the student outlining the problem areas needing to be changed. Clarify your expectations and a time frame for change to occur. Inquire about conflicting problems or commitments that may be affecting performance. Renegotiate the work schedule if necessary. Please feel free to contact the *SEC* Coordinator for consultation if desired.
2. If the job performance does not improve within the specified time frame as discussed, a written warning is warranted. This memo to the student from the supervisor should outline the job performance problem(s), should reference the prior verbal discussion(s), and indicate that if the desired improvement does not occur the student will be removed from employment in that department. Please send a copy of this memo to the Student Employment Center, and reference in the text that the Student Employment Coordinator is being notified.
3. If the problem(s) persist(s), the student can be removed from the department and referred back to the *SEC* for possible reassignment. The *SEC* Coordinator will work with the department to find a replacement position. The student will need to meet with the *SEC* Coordinator to determine if reassignment is possible. Please put the termination in writing and send a copy to the *SEC*.

Any serious breach of conduct or cases involving fraudulent time cards must be referred to the Student Employment Coordinator immediately. This type of behavior typically results in immediate termination from the FWS program for the remainder of the student's academic career at USD and may include referral of the case to the U.S. Department of Education and the Office of the Inspector General.

### ***Recognizing Good Performance***

The three main situations in which it is appropriate to recognize good performance are:

1. The student performed "above and beyond the call of duty."
2. The student has been consistently competent and diligent in their job performance for an extended period of time.
3. The student has dramatically improved their job performance.

Giving recognition for performance should be done following some basic guidelines to maximize the impact of the recognition itself. It will help to serve as a motivator to all student employees in the department and assist students in developing a sense of pride in a job well done.

1. **Timely:** For extraordinary performance situations, recognition should be given as soon as possible after the performance takes place. The closer the recognition is to the event, the easier it is for the student to remember what he/she did.
2. **Specific:** Target the recognition to specific behaviors. This allows the student to know exactly what they did that resulted in positive reinforcement.
3. **Sincere:** Let the student know you really mean it when you recognize their accomplishments. Insincere comments are meaningless to students and will result in the student disregarding any future recognition.
4. **Individual:** Direct recognition to specific individuals. Even when a group has worked together to accomplish a task, continue to acknowledge individuals in the group who did something specific or performed at a higher level than the other group members. This lets the student know you are aware of exactly how much effort he/she put into the task.
5. **Personal:** Since all students are different, tailor the recognition to the student. Shy students may not appreciate praise in the presence of a large group, and extroverted students will not appreciate praise that is conducted in private.
6. **Proportional:** Do not over use recognition and do not provide a large award for an accomplishment that only warrants a small pat on the back. This removes much of the value of the recognition and any future attempts at recognition will be held meaningless by the students (e.g., they may begin to feel that just showing up to work on time deserves some reward).

## ***Giving Constructive Feedback***

Constructive feedback needs to be given as needed throughout the semester and not just at the end of the semester during the evaluation session. This is your means of communicating to the student where they are in terms of their job performance, and where they need to go. These discussions can range from ongoing performance, future learning goals and specific task pointers, to correcting specific behaviors and consequences of their behavior. It is a tool you have to positively assist your student in building work skills, NOT to negatively criticize their abilities. Some supervisors hold weekly meetings to discuss with their students how they are performing, new tasks that await them in the near future, etc. Others wait for signs that discussion is needed. (e.g., a student asks how he/she is doing, the student makes the same error over and over again, unresolved problems continue to exist, and the student's performance is not up to your standards).

There are several easy ways to make your feedback positive and constructive:

1. Describe the behavior that is being discussed rather than using evaluation words such as good or bad. This removes any need for defensiveness from the student and allows learning to take place (e.g. Avoid "You have good communication skills," instead use "You demonstrate a high level of confidence when answering students' questions.").
2. Focus on observable actions, not inferences drawn from those actions. Never assume what a student's behavior means or what motivated them to act a certain way. The student may not be aware of how their actions/behavior are perceived by others. Neutrally describe the action, and allow the student to respond to what was seen. Let them know how the action may be perceived by others and offer an alternative way of handling the situation.
3. Focus on the behavior, not the individual student.
4. Balance the positive and negative feedback.
5. Do not overload the student with too much feedback. Select a few key points to discuss at each meeting.

## **Additional Information**

### ***Time Cards***

The accurate completion and submission of time cards is a very important part of your job as a supervisor. The most critical part is the review and verification of hours worked.

- ◆ It is essential to have the employee complete the card each day worked, rather than to depend on each other to remember at the end of the payroll period.
- ◆ You should either keep an independent record of the hours worked, print the time card, or devise an alternative method for comparing actual hours worked against the payroll report for each pay period.

Verify that all the other information on the card is correct, including student's name, department code and the student's job code, and the time period the card covers. Please check with the *SEC* if you are not sure of these entries.

If you will be out of the office on the day time cards are due, be sure to forward your student/s timecard/s to another supervisor within your department.

### ***Contracts***

Some departments prefer to let a student know their expectations during the job interview and want a record that the student understood and agreed to the conditions of employment in that department. To accomplish this, student contracts can be used, as long as the contract clearly states the department's rules, the supervisor reviews each of the points on the contract with the student, and the student signs the contract indicating his/her acceptance of the specified rules. A sample contract from Texas A&M University's *Student Employee Manual* is included for your reference at the end of this Guide.

### ***Pagers and Cell Phones***

Electronic devices need to be turned off or put on silent mode, unless you as a supervisor find it necessary for students to have access to them. Ringing cell phones and beeping pagers are a distraction to co-workers and indicates that an employee is taking personal calls rather than completing their work. If a student needs to place a personal call, it needs to be done during his/her break.

### ***Birthdays***

Acknowledging a student's birthday is a good way to let them know that you appreciate all that they do. A small gesture of kindness is worth a lot to the person receiving it.

## ***Safety Training***

It is each supervisor's responsibility to develop safety training programs specific to their department and to insure that the program is carried out for each student employee. First year FWS participants receive a *Guide to Safety Training* provided by Facilities Management.

Due to federal and state regulations, safety training is essential for all employees (including those in office settings). All student employees are to be made aware of specific safety issues required for each department which may include but are not limited to:

- ◆ Proper file cabinet use; proper lifting techniques; awareness of potential electrical hazard; correct procedure for notifying the proper office or authority in the case of emergency; and procedures for accident reporting.
- ◆ Departments with work involving hazardous material must have all employees participate in the University's Hazardous Material Safety Training Program.
- ◆ The locations of: the emergency exits in the student's work area, the fire alarms, and fire extinguishers.
- ◆ Evacuation procedures in case of fire or other emergency.

**Any supervisor with questions regarding safety training for their department should contact Leilei Thein, Director of the University's Safety Programs in Facilities Management.**

## **Your Suggestions are Welcome**

Hopefully, this guide provides answers to many of your questions and concerns regarding supervision of Federal Work-Study students at the University of San Diego. Please feel free to contact the SEC at X4801 with any questions.

Your suggestions and comments on this guide are encouraged, since you may recognize areas that need to be included in future revisions. Please contact the Student Employment Coordinator or send a note regarding your ideas for the next edition of this guide.

**“Thanks,  
USD Student Supervisors!”**

# Important Federal Work Study Dates to Remember

8/25/08	<b><u>Continuing Students</u></b> must pick up referrals between 8/25/08-9/25/08 or risk cancellation of Federal Work-Study award.
9/4/08	Student Employment Job Fair (all new students are required to pick up their Federal Work-Study Referral or risk cancellation of Federal Work-Study award)
9/3/08	Fall Semester Begins
12/19/08	Fall Semester Ends
1/5/09	Interession Begins
1/23/09	Interession Ends
1/26/09	Spring Semester Begins
5/21/09	Spring Semester Ends
3/2/09	Financial Aid (FAFSA) Priority Deadline for all Undergraduate Students for 2009-2010
5/22/09 to 5/29/09	<b>NO WORK allowed for Federal Work-Study Students</b>
6/1/09	Summer Begins (Start of Summer CWO earnings)
8/21/09	Summer Ends (End of Summer CWO earnings)



## **Tips for Supervisors**

### ***Interviewing Tips***

The interview is the time for the supervisor to gather important information about the student, and for the student it is an invaluable lesson about the application and interview process he/she may face upon graduation from USD. Following are some tips for the interview and some sample interview questions. Remember, you will need to tailor the interview questions to the skills needed by your department.

- Prepare for the interview by making a list of questions you want to ask. Keep the questions open-ended rather than simple yes/no questions. Open ended questions elicit more information from the student.
- Before beginning the interview, always introduce yourself to the student and review the job they are applying for.
- Ask all candidates for the job/s the same basic questions. You may expand the questions based on the specific experiences a student has had.
- For departments screening for specific qualities and who are not hiring on the spot, before ending the interview, let the student know when they can expect to hear a decision.
- Once the interview is concluded, rate the student while his/her answers and impressions are still fresh in your mind.
- If there were more candidates than positions, send each student applicant a letter, notifying them a decision has been made. Personalize each letter depending on whether or not the student was selected.

### **Sample Questions**

1. Why are you interested in this position?
2. What skills and or experience would you bring to this office?
3. Describe your strengths and weaknesses.
4. Describe your prior job experience (or experience related to this position).
5. How do you deal with stress?
6. How do you manage your time?
7. What other activities are you involved in at USD?
8. What is your work style- independent or group setting?
9. Give an example of an obstacle you had to surmount to reach a goal and discuss how you accomplished this.

### ***Training Tips***

Proper training at the beginning of the student's employment will save you time later on. There should be no need for re-training, or errors due to lack of proper instruction. Before starting a student's training, take some time to prepare the information you will be presenting to the student. Create a training manual for the student in a three ring binder, listing general office policies and procedures as well as step by step instructions for the tasks the student will be doing. The student will be able to refer to the instructions as needed. As the student advances in his/her abilities, you will be able to add more task instructions to this manual. For the actual training, review the information in the manual with the student. Go over each instructional step for every task the student will be doing.

The following lists are some of the areas that should be included in the training session. All functions specific to your department should also be reviewed.

- On the first day, introduce the student to the staff in the office and give a tour of the office area and surrounding offices/facilities
- Verify the student has had you sign a valid Work Referral and he/she has submitted it to the SEC
- Review safety procedures for the office
- Explain the procedure to report absences/tardiness to you and the consequences of unreported or excessive absences/tardiness
- Explain how the time card process is handled in your department
- Instruct the student regarding how to monitor his/her hours worked to date, and remaining hours
- Issues of confidentiality
- Who the student reports to in the absence of the regular supervisor
- Your preferred method of the student asking questions: in writing, face to face, etc...
- Review proper use of phones and computer resources
- Emphasize whether or not studying during working hours is permitted, and if so, explain the situation(s) when it is permitted
- Discuss the general nature of the Federal Work-Study job and the types of tasks that are assigned to students
- Let the student know that even the simplest of tasks (e.g. mailings, filing) are critical to the daily operation of the office and the university
- Review each step in the task you give your student to complete

Please note: All students are to be paid for time spent in training.

# Sample Student Employee Contract

Courtesy of Texas A&M University

I understand that as an employee of the Student Employment Office, I represent not only the Student Employment Office and the Department of Student Financial Aid, I also represent the University of San Diego. In such, I also understand that I am expected to act in a professional manner and to serve students and employers to the best of my ability.

As a student employee of the SEO, I accept the following expectations as a guide to my behavior in the workplace.

*I will serve as a model of what a student employee should be to all students and employers.*

*I will respect all staff.*

*I will greet every individual who enters the SEO. I will answer telephone calls promptly and courteously.*

*I will respect the privacy of all students and will put forth effort to maintain the confidentiality of all employee records.*

*I will check in with my assigned area supervisor when I arrive each day and again before I leave each day.*

*I will work in blocks of time no less than 2 hours, unless prior arrangements have been made.*

*I will work according to my pre-arranged schedule. I will not work outside of the schedule, unless prior arrangements have been made. I will not ask to leave before the end of my scheduled time*

*I will call in at least 30 minutes before the beginning of my shift should I not be able to report for work due to illness.*

*I will ask for time off at least two working days in advance by submitting a Request for Leave. I will not assume that my request has been granted until I receive a copy of an approved request.*

*I am responsible for submitting my timesheet. If I do not submit in the due date, I understand that I will not be paid for hours earned until the next pay period.*

*I will complete all assignments thoroughly and in a timely manner. I will take pride in all work that I do.*

*I will dress in a professional and respectable manner in accordance with the Departmental Dress Code.*

*I will assist in maintaining the appearance of the Student Employment Office. This includes cleaning up after myself, straightening up the chairs in the Resource Center, and leaving all work areas in good condition.*

*I will refrain from eating during work hours.*

*I will refrain from making and receiving personal telephone calls during work hours.*

*I will refrain from studying, completing homework assignments, and editing/printing schoolwork during work hours.*

*Once I have completed all assigned tasks, I will ask for additional assignments. If an additional assignment is not available, I understand that I will be expected to assist in other areas of Financial Aid (Scholarships, Loans, etc.)*

*I understand that all computer use must be work related. I will not check personal e-mail accounts during work hours, nor will I surf the Internet.*

By signing below, I agree to these specified expectations. I understand that non-compliance may result in termination of employment.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date.