UNIVERSITY OF WISCONSIN **PARKSIDE**

Student Employee Supervisor's Guide

A Supervisor's *"Know How"*
Guide to Student Employment

May 2021

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Introduction and Welcome

Thank you for serving as a Student Employee Supervisor!

The University of Wisconsin-Parkside Student Employment Program offers a wonderful opportunity for students to defray the cost of their college education while also gaining valuable work experience and marketable skills. In order to maximize the benefits of this experience, it is important that you familiarize yourself with the policies and procedures by which this program operates, as well as the federal and state laws to which it is subject.

The Student Employee Supervisor Guide will provide you with useful information about hiring and employing student employees at UW Parkside. It explains the requirements, responsibilities, and rights that you have as a supervisor of student employees. Should you have any questions, please contact the Department of Human Resources at Ext. 2204 or hr@uwp.edu.

SECTION I

Employment Policies and Laws

Affirmative Action Policy

The University of Wisconsin-Parkside adheres to the policy that appropriate qualifications for the performance of specific duties are the basic criteria for the employment and promotion of all University employees. The University reaffirms its established policy as an Equal Opportunity Employer. Equal opportunity and treatment shall be provided in the hiring, retention, training, promotion, and upgrading of all employees without regard to race, age, religion, color, national origin, or sex, by means of an Affirmative Action Program in accordance with the Civil Rights Act of 1964 and related Executive Orders.

Nondiscrimination Policy Statement #29

UW System and University policy require that all institutional publications bear a statement of nondiscrimination. The following statement is currently used at UW Parkside: The University of Wisconsin-Parkside is committed to equal opportunity and nondiscrimination for all persons regardless of race, creed, ancestry, religion, color, sex, national origin, age, disability, arrest or conviction record, marital status, pregnancy, political affiliation, sexual orientation, gender identity and expression, veteran status, membership in the national guard, state defense force or any other reserve component of the military force of the United States or this state, or any other protected status in its education programs, activities, and employment policies. Student Affairs Handbook.

Sexual Violence and Sexual Harassment Policy Statement #36

The University of Wisconsin-Parkside is dedicated to providing a teaching, learning and working environment in which faculty, staff and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will improve quality of life for all. To promote these institutional values, UW Parkside is committed to creating and maintaining a community environment that is free from sexual violence and sexual harassment.

This policy prohibits acts of sexual violence and sexual harassment on university property, at university-sanctioned or university-affiliated events, and where off-campus conduct affects a member of the university community. This policy applies to all university students and employees.

The university is committed to educating its community and to promptly and effectively respond to and redress conduct that violates this policy. This policy provides the UW Parkside community with information and resources to identify, report, and respond to sexual violence and sexual harassment including sexual assault, stalking, and dating and domestic violence.

These efforts support the overall missions of UW Parkside and the UW System. The full policy can be viewed at: Governance Policy 36.

American with Disabilities Act (ADA)

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities.

It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a nondiscriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504.

The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit or service to beneficiaries of the university's programs.

DEFINITIONS:

1. Disability means, with respect to an individual:

   a. a physical or mental impairment that substantially limits one or more of the person's major life activities;

   b. a history of such an impairment; or

   c. being regarded as having such an impairment.

2. A Qualified Individual with a Disability is someone who (with or without accommodations) meets the essential eligibility requirements for participating in programs, services, and activities provided by the university.

3. Accommodation means adjustments including reasonable modifications to rules, policies, or practices; environmental adjustments such as the removal of architectural, communication, or transportation barriers; or auxiliary aids and services.

4. Examples of accommodations include, but are not limited to: alternative testing, extended time, scribe, and interpreter, environment free of distractions, brailed material, taped lectures, and computer-assisted instruction.

5. Essential Eligibility Requirement means the academic or other technical standards required for admission to or participation in the university's programs, services, or activities which an individual must be able to meet with or without accommodation.

6. Individual means any person applying for admission to or participation in a program, service or activity of the university, or any person currently participating in a program, service or activity of the university.

The full policy can be viewed here:
[Student Affairs Handbook](#)

Immigration Reform and Control Act of 1986

The Immigration Reform and Control Act requires that employers verify the identity and work eligibility of every employee, whether a citizen or non-citizen. In order to comply with this Federal regulation, all students who intend to work on campus will be required to present identification to the Human Resources. International Students will be asked to show their I-94 and their I-20 in addition to their passport.

You cannot begin to work until you have completed the Form I-9 (Employment Eligibility Verification) and have presented the appropriate identifying documents to Human Resources.

SECTION II

Title IX

What is Title IX?

Title IX of the Education Amendment Act of 1972 reads that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance". Title IX also covers forms of sexual misconduct, including sex discrimination, sexual harassment, stalking, dating/relationship violence, and sexual assault.

Here you can find general Title IX information, resources for faculty, staff, and students, and reporting and contact information.

Reminders and Reporting

As a Mandatory Reporter, all UW Parkside and UW-System employees share in the responsibility to create safe learning and working environments, and take appropriate action in the event a student or colleague approaches you regarding a sensitive topic. Please reference the "Mandatory Reporting Requirements for Faculty and Staff" page for more comprehensive information. Reporting can be done by contacting the Title IX Coordinator, the Dean of Students office, the UW Parkside Police Department, or by completing a Sexual Assault/Sexual Misconduct Report Form. If you are unsure of, or are not certain about the need to report, we encourage you to contact the Title IX Coordinator at titleix@uwp.edu or (262) 595-2239. The intent is to respond quickly so these matters are not weighing on you, and most importantly, so that we can provide necessary and timely support to our students and fellow employees.

Course Syllabus

Including Title IX information in your course syllabus can be a great way to increase awareness and share resources, specifically for our students. Title IX matters often have major impacts on students' lives in and out of the classroom. We recommend you to consider sharing a brief statement regarding Title IX in your upcoming course syllabus so that students know where they can turn in the event they need resources. Please feel free to utilize the following statement below if interested:

"UW Parkside is committed to fostering a safe, productive learning and working environment for all students, faculty, and staff. Title IX of the Education Amendment Act of 1972 reads that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance".

As these matters can have a significant impact on your life as a student, both in and out of the classroom, UW Parkside provides a variety of resources and reporting options.

<div align="center">

Title IX Office: Tallent Hall, 288B
titleix@uwp.edu
(262) 595-2239

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Office of Title IX

Bystander Intervention Training

Bystander Intervention Training is a great resource for students, faculty, and staff to learn the importance of being an active bystander and practical tips for intervening in the event they or someone they know are in a potentially dangerous situation. If you are interested in hosting this training for your students or group you work with, please complete the event request form.

Diversity, Equity and Inclusion

The Office of Diversity, Equity, and Inclusion collaborates with students, faculty, administrators, staff, and members of our surrounding community to promote and implement the University of Wisconsin-Parkside's mission, strategic diversity, and inclusion initiatives. In addition, the department is charged with reviewing, recommending, and coordinating proposals related to the implementation of policies, programs, and practices that enhance diversity, inclusion, and equity into all levels of the University; as well as advising the Chancellor's Cabinet on relevant policies and programs.

Further, the committee will be tasked with monitoring accountability measures and program evaluation methods designed to assess the effectiveness of Diversity and Inclusiveness programs aimed at closing equity gaps, and increasing both awareness and cultural proficiency of students and staff.

Questions related to Diversity, Equity and Inclusion on campus can be directed to the Associate Vice Chancellor for Human Resources, Diversity, Equity and Inclusion at diversity@uwp.edu or (262) 595-2204.

SECTION III

Requirements and Eligibility

Overview

At Parkside, you are an integral part of our campus community including our work community. Student employment is a flexible and convenient way to gain hands-on, real life experience that enhances your personal and intellectual development. Working on campus is also a great opportunity to get to know the university, meet staff, and help fellow students.

All student positions require at least a 2.30 GPA and be in good academic standing (unless otherwise noted); and enrollment of at least 6 non-audit credits.

Student Employment Types

Understanding student employment types is helpful for supervisors when requesting a student hire. Student employment is critical in meeting the business needs of the University and also provides students with financial support in pursuit of their academic goals as well as providing opportunities for students to gain academic or administrative job experience.

There are two student employment types defined by statute and UW System Administration policy.

>The ***Student Assistant*** employment category is defined by Wisconsin Statute. *Student Assistant* is an employee class designed primarily for graduate students who hold a fellowship, scholarship or internship, perform work usually under the supervision of a faculty member and are typically paid on a monthly basis.

>The ***Student*** (or Student Help) employment category is defined by UWSA Policy 205. *Student Help* is an employee class designed for either graduate or undergraduate students primarily enrolled at a University of Wisconsin Institution, who works part time in an administrative, technical or other support function on campus and is paid on a biweekly basis.

Eligibility Requirements

Next you need to understand which students meet eligibility requirements for these employment categories: *Student Assistant* and *Student Help*. Note that the *Student Assistant* employment category covers the teaching, graduate and research assistant titles.

Student Assistant Eligibility Requirements

Although Student Assistant category is primarily for graduate students, there are scenarios where an undergraduate student can hold a Student Assistant title (i.e., graduate, teaching or research assistants). For this reason, we have provided separate requirements for each.

Graduate Assistants:
Graduate Assistant's positions vary widely depending on the hiring department. Payments are made on a monthly basis and provide a stipend or tuition assistance and/ or health insurance benefits.

- Hold fellowship, scholarship or traineeship; and
- Hold appointment intended to primarily further their education and training; and
- Employed to assist with research, training or academic programs or projects; and/or
- Assigned teaching responsibilities in instructional department under faculty supervision.

Undergraduate Students:
- No qualified graduate student is available to perform the function.

General requirement for both Graduate/Undergraduate Students:
- Registered/enrolled for academic credit at *educational institution* for current or upcoming semester. *Educational institution* is defined as an accredited institution of higher learning, technical college, vocational/trade school or high school.
- For additional details on this requirement review last three bullet points under Student Eligibility Requirements section below.

Student Eligibility Requirements

Because the Student Help employment category is open to either graduate or undergraduate students, the requirements below apply to both:

- At least 16 years of age; and
- Not appointed as Student Assistant or Employee in Training; and
- Will provide part time and/or temporary administrative, clerical, laborer, technical or other general support to administrators, faculty and staff of institution; and
- Appointment meets definition of an employment relationship as defined in UWSA Policy 235; and
- Has completed registration within the University of Wisconsin System* for credit towards their degree for the current semester as evidenced by presentation of a fee statement; or
- Be in the process of registration; or
- Registered/enrolled for academic credit at educational an institution for the current or upcoming semester (i.e., accredited institution of higher learning, technical college, vocational/trade school, or high school).

International Student Requirements

An international student is defined as a student who is not a U.S. citizen but who has obtained a visa status that allows them to attend school in the U.S. and may provide limited U.S. work authorization.

In addition to the eligibility requirements indicated in the Student Assistant and Student Help section, international students may have additional eligibility requirements they must meet.

To ensure a timely and efficient international student hire, you must contact the Human Resources department to ensure all paperwork is in order. **Please note:** International students may not telework from home.

The International Student Visas and Employment website is a valuable resource for both the international student as well as their supervisor.

Summer Employment Requirements

Summer Employment, defined as the period between the close of the spring semester and the beginning of the following fall semester, has its own unique eligibility requirements. To qualify for summer employment, a student must have:

1. Completed high school or be returning at the beginning of the following fall semester.
2. Completed the preceding spring semester at any University of Wisconsin institution or other *educational institution* (defined above), and declare intention of returning at the beginning of the following fall semester or,
3. Applied for admission and indicate an intent to enroll the following fall semester.

Scenarios That May Lead to Ineligibility

Upon graduation, students are no longer eligible for student employment. Supervisors should check with student employees at the end of each semester and plan to terminate the student appointment in a timely manner. Students may not continue in the Student Help employment class beyond the biweekly payroll period that includes the graduation date. See University Staff Temporary Transition section below for option to continue employing the student under a new employee class.

Students who have withdrawn or taken a leave of absence from their academic program are no longer eligible for student employment. This ineligibility could be temporary or permanent.

The details surrounding a scenario of a student who is studying abroad or is enrolled in Graduate Professional Studies will be critical to determining eligibility for student employment. Please contact Human Resources to discuss options. This is also true for students enrolled in a non-degree program.

International student employees may not continue in their student employment beyond the expiration date of their visa. Please contact Human Resources and/or International Student Services for more information.

WORK REQUIREMENTS

Maximum Work Hours

Effective January 1, 2016, the Student Employment policy changed to limit *Student Help* work hours to 25 hours per week while school is in session.

This 25 hour per week limit is for all active Student Help appointments for each student employee including student appointments at UW campuses other than Parkside. There is one exception: Please note the *Student Assistant* employment type is not impacted by these requirements as they are typically paid monthly and do not record hours worked. Student Assistant's typically help teach a class. Otherwise, UW Parkside will occasionally use a Graduate Assistant.

Because students may work more than one *Student Help* appointment at any given time, the supervisor and the student should be careful to consider the scheduled hours across all of the student's appointments.

The Affordable Care Act requires employers to offer health insurance to full time employees (which ACA defines as 30 hours per week). The University of Wisconsin System is statutorily prohibited from offering employer-based health insurance to *Student Help* employees. To avoid the scenario where the federal government defines the student as full time, we place restrictions on the number of hours *Student Help* may work during the Fall and Spring semesters. Student employees may work more than 25 hours during weeks when classes are not in session. The *classes not in session* time periods are defined annually by the University of Wisconsin-Parkside Benefits/Payroll Coordinator**.**

Federal Work Study hours do not count towards the hours evaluated to determine a full-time employee for ACA reporting.

Students should not work more than forty (40) hours per week even during periods when classes are not in session. However, work in excess of 40 hours in any one week (pay weeks are defined as Sunday through Saturday) may be subject to an overtime rate (i.e., time and one-half of the hourly rate). The 41st hour is charged automatically to the job posted on the next timesheet entry.

International student employees have a lower work hour limit during the Spring and Fall semesters. They are limited to 20 hours per week while school is in session. These requirements exceed the ACA requirements but meet legal requirements related to their visa requirements.

Credit Preferences for Employment

Student Help employment is primarily designed to provide financial assistance to full-time students who are pursuing educational degrees. Campus employers are therefore, encouraged to give preference to students taking at least six (6) undergraduate, or four (4) graduate credits per semester.

This credit preference is based on the University of Wisconsin-Parkside enrollment status definitions. Each educational institution has their own enrollment status requirements, but the student must be enrolled at least half-time based on these requirements. If the student does not meet these credit requirements, their employment, not their education, would be considered

their main activity. University Staff Temporary employment may be the better option if the student is enrolled in fewer than half-time credit hours.

Student Transitions to University Staff Temporary Employment Type (USTE)

Should you wish to continue to employ the student after they graduate, withdraw or go on leave of absence from their educational program, you must complete the New Hire/Rehire form through BP Logix at [BP Logix](#) and elect the University Staff Temporary Employee type. As a University Staff Temporary Employee (USTE), their employment is their main activity on campus; school attendance is secondary; (less than half-time credits).

This transition from Student Help to University Staff Temporary Employee may also be used if the person is temporarily replacing a permanent University Staff employee. Please note, employees should not have both a Student Help and a University Staff Temporary appointment active at the same time.

Once the student re-enrolls, returns from leave or completes their temporary replacement assignment, you must complete the New Hire/Rehire form to return them to their prior Student Help appointment if you wish them to continue working.

SECTION IV

Financial Aid

Funding

Students may be employed under either the on-campus employment, or the college work study program. Students hired must meet the general eligibility requirements.

There are several types of student employment.
- Undergraduate student can be eligible for Federal Work Study or Department Funded.
- Graduate Assistants are Department Funded.
- Paid or Non-Paid Internships which are Department Funded.
- International Students must obtain a F1 or J1 Visa.

See definitions below:

Federal Work Study (FWS) Positions:
Federal Work Study is a federally funded financial aid program awarded to students based on their eligibility determined by the Free Application for Federal Student Aid (FAFSA) along with other financial aid criteria. The student must have received communication from the Office of Financial Aid regarding their eligibility for the current academic year.

Department Funded Positions:
Student without federal funding can find jobs in an array of departments. UW Parkside pays full student wages. All Students are encouraged to apply regardless of financial need.

Graduate Assistant:
Graduate Assistant positions vary widely depending on the hiring department. Some pay an hourly rate, while others provide a stipend or tuition assistance.

What is Federal Work-Study (FWS) and UW Parkside Employment?

There are two main types of employment on campus: Federal Work-Study (FWS) and University Employment. Although any student with a valid Social Security number may seek employment on campus, students who are awarded FWS or University Employment allotment as part of their financial aid package are given priority for certain jobs. Financial Aid package picks up either a portion or all of the student's earnings up to the FWS award.

Federal Work-Study is a work program funded by the federal government and the University of Wisconsin-Parkside. It is offered to undergraduate students (who are U.S. citizens or permanent residents who meet federal eligibility requirements). Students must file the FAFSA to be considered for FWS.

How does Federal Work Study Pay Work?

Students who receive Federal Work Study will receive 75% of their pay from their Federal Work study allocation, with their department being charged the remaining 25%.

A student making $9 per hour then would receive $6.75 per hour in work study, and $2.25 per hour from the department.

Students eligible for Federal Work Study will automatically be notified. Their pay will divide automatically between work study and the department.

Federal Work Study FAQ's

What forms do I need to complete?

- Only the regular hiring forms are required. Complete the hiring forms using your department budget string information.

How can I confirm the student has work study?

- Email the Financial Aid office at Financial Aid to confirm eligibility. This should be done prior to the student beginning work to ensure that pay is processed accurately on the first pay period.

What if the student has multiple appointments?

- Work study cannot be applied towards one appointment and not another, meaning that if the student has multiple appointments, they will likely use their full allocation faster as they are pulling from their Federal funding at a quicker pace than a student with only one appointment working less hours.

What happens when the student runs out of work study?

- Once a student has used their full allocation, they will switch to 'student hourly' and will be paid 100% from the department they work for.
- There *may* be the opportunity to increase the student's work study allocation, but as funding is limited, this is unlikely.
- If you know your student employee is at risk of using their full allocation and may need additional funding, contact finaid@uwp.edu to see if an increase in eligibility is an available option.

SECTION V

Recruitment

Overview

If you are considering hiring a student, please reach out to Advising and Career Center to assist in your search and posting your position. They can be reached at Advising and Career Center.

Position Description

When writing the position description, keep in mind the following:

- Nature of student work (undergraduate, graduate, office assistant, project work).
- Pay type (hourly, stipend – indicate hourly amount/stipend pay).
- Length of job assignment.
- Budget to pay the student (fund-org-account)

If you have never created a job description before, you can use the following examples as a guide: Remember, HR will require both the *Working/Business Title and Official Title.*

Note: If your department is interested in participating in the initiative to make on-campus employment a high impact practice for students, and for guidance in developing a high impact job description, we recommend you reach out to Community and Business Engagement at cbe@uwp.edu for assistance.

- Student Assistant
- Student Office Coordinator
- Student Helper – *Official Title*

Jobs will be visible to students on a daily basis. Supervisor is encouraged to post jobs as soon as the paperwork has been submitted and signed off by Budget. Jobs can be reactivated if you have an opening and continue to be posted on Handshake *(i.e. a student is going abroad in the spring and you need to rehire for the position).*

Generally, if the student will be working for an office or department on a regular, continual basis, the position should be posted on Handshake. If you will be hiring students on a one-time basis (e.g. Commencement, Reunion, etc.) or faculty managed positions such as Research Assistants, the position does not have to be posted. However, students will need to be paid an hourly wage as they do not qualify for a "stipend" based payment and the Supervisor will need to complete the one-time hire and payment form available through Business and Financial Services.

Your department is allocated funds within your operational budget for student employment. It is your responsibility to allocate funding to each student you hire within the limit of your budget allocation.

Posting the Position

Handshake is the official resource for connecting Parkside talent with opportunities. You will personalize recommendations for full-time and part-time employment, paid and unpaid internships, on-campus positions and volunteer opportunities.

Check out the website at [Advising and Career Center](#)

Student Application

If a supervisor has identified a student they would like to hire, it is important an application is completed. The application can be found on the Advising and Career Center website [Advising and Career Center](#).

Interviewing Student Applicants

Supervisors are encouraged to conduct virtual phone call or in-person interviews with students. This provides the student with valuable interviewing experience, and it gives you the opportunity to choose the student who best fits your department needs.

List of Steps for Interviewing

1. Contact the student by phone or email using the information provided on the student job application. Identify the position you are calling/emailing them about and give the student 2-4 possible time slots for the interview. Explain the anticipated length of the interview, as well as any preparation the student should do before then.

2. Make sure to plan your questions ahead of the interview and ask all applicants the same basic questions.

3. Let the student know before ending the interview that they will receive further communication by email or phone as the process moves forward. It is important that once you identified the final student employee, please inform the students who were not selected by via a phone call or email.

If you have any issues posting on, please reach out to the Advising and Career Center at AdvisingCenter@uwp.edu.

SECTION VI

Hiring Student(s)

Student Hire Procedure

1. The New Hire/Rehire Form is completed by the ADA/Support Person or Supervisor in BP Logix at BP Logix

   a. On the form, you will be requesting a Criminal Background Check (CBC) via New Hire Notification on-line.

      https://www.uwp.edu/explore/offices/humanresources/newhirenotification.cfm

   b. Be specific for the *Working Title and Department*.

   c. Do not use *Student Help* as a *Working Title*.

   d. Form will be submitted to HR for completion.

2. HR will send an email to the student informing them they will be receiving an email from GIS (3rd party vendor who will be sending them a request to complete the CBC and I9 forms.)

3. HR will be sending the following documents to the student to complete. Once complete HR will notify the student to provide ID verification to certify paperwork is valid.

   a.   W4 and Self-ID.
   b.   Direct Deposit.

   NOTE: If there are more than (10) students hired at one time, HR is available to assist in completing student paperwork.

4. HR will forward the form to Budget for approval and obtain signatures.

5. The Student will bring all completed paperwork to HR as well have documents for I9 certification.

   NOTE: UW System Policy states all I-9 require certification prior to starting employment. Failure to comply may lead to substantial fines to UW Parkside.

6. All new hire paperwork needs to be completed before a student begin their employment i.e. CBC and I9.

7. HR will notify Supervisor via email or call if there are concerns and when all documents have been completed.

8. The Supervisor is the student's first point of contact if they are having problems with their paycheck. **The Supervisor** should contact HR to discuss the problem at Ext. 2204 or email hr@uwp.edu. Please do not have the student contact Payroll.

9. Please remind students that if they do not complete the Direct Deposit form the payroll checks will be mailed to their home. This will be sent as a **Focus Pay Card**.

NOTE: The start date should never be before the criminal background check and I9 has been cleared from HR. – Can we give a guideline as to the length of time because you have to enter a 'start' date on the form? How long once the student completes form will it take for the vendor to complete the background check and renotify HR?

Verbal Offer

Supervisor Script

- Hi [NAME OF STUDENT], this is [YOUR NAME AND TITLE]

- I am offering you the [POSITION TITLE] with [THE DEPARTMENT NAME]

- You will be doing [LIST DUTIES]

- Your pay will be [THE DOLLAR AMOUNT]

- Your hours will be [TIME]

- We are looking at [A START DATE OF … *(give a week out)]*

- You will be reporting to [NAME OF PERSON] and [LOCATION]

- There are few things we need to go over before you begin.

- **Your offer is contingent upon passing a criminal background check.**

- You will be receiving an email from HR stating you will need to complete the Criminal Background Check and I9 forms on-line. Please complete and submit these forms online. **You have 24/48 hours to complete the CBC and I9. Any delays in this paperwork will delay your start date.**

- You will also get an email from HR with W4 and direct deposit documents.

- Once you are cleared to work you will be asked to take the W4, the 2 required forms of ID for I9 verification, and the direct deposit forms to HR for final completion. Please do not email completed documents.

- Once you have completed your documents, we will go over your duties in detail and will review the Pay Schedule *(give them a copy when they start)* that is also available on your UW-Portal.

- Thank you and we look forward to having you on our TEAM. If you have any questions, please contact me at [GIVE YOUR PHONE NUMBER]

Work Permits for Minors

A work permit is required before anyone under the age of 16 is allowed to work in any job with the exception of agriculture or domestic service. Employers must have a work permit on file for the minor being employed before they may allow the minor to begin work.

The requirements for obtaining a work permit are:
1. Proof of age - birth record or baptismal record.
2. Letterhead stationery from the employing department indicating the duties the minor will be performing.

3. Letter from the parents stating that they desire the minor to have a work permit (the letter must be signed).
4. Social Security Card.
5. A fee of $10.00 which will be reimbursed by the Cashier's Office upon request

Work permits and the "Guide for Employment of Minors" pamphlet may be obtained by the minor at the following locations:

Kenosha area residents may obtain work permits at the Boys & Girls Club of Kenosha, 1330 52nd Street, Kenosha, WI or Urban League, 1418 68th Street, Kenosha, (262) 652-2111.

If you are not a resident of Kenosha or Racine, please visit the Department of Workforce Development website for additional locations.

Please call the appropriate phone number for the hours during which a work permit may be secured.

Fair Labor Standards Act (FLSA)

An employer who requires or permits a student employee to work overtime is generally required to pay the employee premium pay for such overtime work. Student employees covered by FLSA must receive overtime pay for hours worked in excess of 40 in a workweek at a rate not less than time and one-half their regular rates of pay. Overtime requirement may not be waived by agreement between the employer and employees. An agreement that only 8 hours a day or only 40 hours a week will be counted as working time also fails the test of FLSA compliance. An announcement by the employer that no overtime work will be permitted, or that overtime work will not be paid for unless authorized in advance, also will not impair the employee's right to compensation for compensable overtime hours that are worked.

International Student Employment

Before hiring an International Student, you must contact the Human Resources Department at hr@uwp.edu or call (262) 595-2204.   There are government guidelines to hiring an international student.

Please refer to the website below if you have any questions:
International Student.

Please note: International Students may not telework from home.

SECTION VII

Student Pre-Arrival Checklist

Below is a new student orientation checklist for the supervisor to follow. If you have any questions regarding the process, please reach out to hr@uwp.edu. See *Appendix B* in back of the book to access the form. Here are the orientation videos to view prior to starting your employment with UW Parkside. Click on the link below.
https://www.uwp.edu/explore/offices/humanresources/student-employment-training-videos.cfm.
To access the new student orientation checklist, click on the link below.
https://www.uwp.edu/explore/offices/humanresources/supervisors.cfm

UNIVERSITY OF **PARKSIDE**
WISCONSIN

New Student Orientation Checklist

Student Name		Start Date	
Student Position		Department	
Supervisor		Completed by	

Instructions: This checklist is provided to assist the Supervisor and HR in onboarding a new student. When the entire checklist is completed, the form should be filed in the department personnel file folder.

Note: This checklist ONLY applies to U.S. Students.
International Students: Before hiring an international employee, please click on the link below. In addition, all International Students cannot telework from home. International Payroll

Prior to Arrival	**Who is Responsible**
☐ Discuss Covid-19 protocols and review Ranger Recovery website Ranger Recovery ☐ Discuss youth protection protocols and reporting of child neglect or abuse Title IX ☐ If applicable, reach out to CTS to set up **DUO Training** DUO Training and Solar Access. ☐ **Supervisor communicates to the student a verbal offer and the following.** 　▪ Read script on how to communicate a verbal offer to the student. 　▪ Contingent upon passing a Criminal Background Check (CBC). 　▪ Click on the link to complete the new hire/rehire form on BP Logix which will start the onboarding process BP Logix 　▪ Also click on the link on the notification form to start the criminal background check 　　https://www.uwp.edu/explore/offices/humanresources/newhirenotification2.cfm 　▪ An email will be sent to the student from HR to complete the CBC and I-9 forms and the supervisor will be copied. ☐ HR will email student stating they will be contacted by HireRight (outside vendor) to complete the CBC & I-9 forms. ☐ HR will attach the W4, Direct Deposit, and Self-ID forms to complete. 　▪ Certifying the documents **must** be done prior or on the student's first day of employment. ☐ HR recommends the Supervisor allow a week out to start the student. ☐ These student employment training videos should be viewed by students prior to coming on campus. If not, Supervisor should have the student view. Student Employment Videos	Supervisor

Prior to Arrival	**Who is Responsible**
☐ HR will send a work approval to the Supervisor when all legal paperwork has been completed. NOTE: No student starts prior to work approval from HR.	HR Assistant *(Front Desk)* Ext 2204

Arrival in the Department	**Who is Responsible**
▪ Supervisor should have the student review how to complete a timesheet. ▪ https://uwservice.wisconsin.edu/docs/pd/upgrade/time-absence/ESS_Punch_Positive/ ▪ https://uwservice.wisconsin.edu/docs/publications/phit_access_the_timesheet.pdf ▪ https://kb.uwss.wisconsin.edu/82812 ▪ Explain the Pay Schedule and give them a copy of the schedule. ▪ What time to report. ▪ What the expectations and duties. ▪ Supervisor will review with the student the importance of clocking in and out on a timely manner or their checks will not be processed on time. ▪ Student must login to the UW-portal and complete W4 on first day. ▪ Supervisor should be able to view student timesheet within 48 hours of start date.	Supervisor
☐ Student will be notified by Shared Services to complete the mandatory training which will be sent to their uwp.edu email. Note: Make sure they check junk/spam email box. 　▪ Harassment & Discrimination Prevention 　▪ Checkpoint: Data Privacy & Security (EDU) 　▪ Mandatory Reporting ☐ Supervisor, please reach out to the student and follow-up if the student has completed the training modules. If they have not received notice from Shared Services, please reach out to hr@uwp.edu.	Student

SECTION VIII

Onboarding

It is important to provide clear expectations early. This will provide a student an opportunity to clarify questions or concerns and ultimately set the tone of the employment experience. If the student did not view the orientation videos prior, please click on the link below to access the onboarding videos. Student Prior and Onboarding Videos

Student Orientation

This is a general guide for supervisors to use for new student employee orientation and training. It important you set the expectations for the following immediately.

- Scheduling
- Attendance, Punctuality and Absences
- Meals and Breaks
- Workplace Attire
- Cell phone usage
- Workplace Conduct
- Confidentiality

Scheduling

Each semester the Supervisor and student should establish his or her work schedule. Every attempt should be made to schedule work hours at convenient times and in accordance with the student's class schedule. However, the department's needs should also be taken into consideration when assigning work hours. You should discuss any special requests or schedule conflicts well in advance with your student employee. Once you have agreed to a work schedule, your student employee inability to maintain this schedule may result in his or her termination from employment.

Attendance, Punctuality and Absences

A student employee is expected to be at work at their scheduled start time and not to leave before the end of their scheduled hours. Communicate to them that frequent absences and lateness impair the value of a student's service and could result in termination of student employment. Failure to notify you, their supervisor, will be considered an unexcused absence.

Meals and Breaks

The University provides a half-hour, unpaid meal break to students who work more than five consecutive hours in a day. If the employee works for four consecutive hours, he or she is allowed a 15-minute rest period. Any student working 8 hours should be provided two 15-minute rest periods and a 30-minute unpaid lunch.

Workplace Attire

Student employment is a training ground for professional employment and presenting oneself well is important. A student employee is expected to report to work in clothes that are neat and clean and that appropriately reflect the specific position he or she holds. When in question, the supervisor has the discretion to make decisions on what constitutes appropriate attire.

Telephone and Cell Phone Usage

Office telephones are an important means for conducting University business. Personal calls can interfere with important business calls and should be made only in an emergency. Urgent personal calls should be kept as brief as possible. Similarly, visits to the workplace from friends during work hours are not permitted. It is also important to remind students that they should limit the use of their cell phones while at work.

Workplace Conduct

The student is expected to exhibit professionalism on the job and in their contact with others. This conduct can range from the manner the student answers the phone to addressing questions or concerns from customer/visitor.

The supervisor should provide guidance to the student should they not know the answer to a question or how to handle a concern from the customer/visitor. The student should be informed to let the customer/visitor know they will write down their concern or question and will have the supervisor get back with them by the end of the day or the following day depending on the urgency of the issue.

Confidentiality

Student employees may have access to confidential material such as financial information, employee information, grades, telephone numbers, addresses, etc. They are prohibited from sharing information with others or using it for themselves for any reason not connected with the University. Under no circumstances are student employee permitted to release any information to any unauthorized person, including, but not limited to, a friend, outside caller or other departments.

Breach of confidentiality is a serious offense and may result in termination of employment. The supervisor should remind the student employee confidentiality is mandatory.

Each student is required to read, accept and sign off on the Confidentiality Agreement which can be found in the back of the guide book under *Appendix B*. Once they sign off on the agreement, please forward to Human Resources at hr@uwp.edu.

Workplace Onboarding Expectations

In 2018, through an initiative to provide our students with the best possible post-graduation success, UW-Parkside made a commitment to develop student positions that includes High Impact Practices (HIPs) for career readiness, co-curricular learning and development of transferable skills.

To that end, we have committed to incorporating the National Association of Colleges and Employers (NACE) Career Readiness Competencies and other national recognized best practices into our student employment program.

As more departments sign on, the goal is to make most student positions high impact. A student employee's experience working in a participating department is one that provides a high impact experience to meet career readiness competencies and help prepare them for a successful transition to the workplace.

The term high impact practice refers to an experiential, structured employment experience that is associated with an elevated student performance across multiple activities. The desired outcomes are professional career development, student persistence as well as student satisfaction with the university experience.

Onboarding, ongoing feedback, reflection and evaluation are all high impact practices which the university is committed to providing each student employee. We will further explain these high impact practices below.

- **Step 1: Onboarding**
  Onboarding is an opportunity for supervisors to set the stage for personal growth and professional development of student employees. Explaining the position description, unit expectations, ongoing feedback process, and performance evaluation during the onboarding process will bring a common understanding of the position and goals.

- **Step 2: Position Description**
  Talking your student employee through their position description will define each task to create a common understanding of the position expectations.

- **Step 3: NACE Competencies**
  Introducing the student employee to the National Association of Colleges and Employers (NACE) Career Readiness Competencies (Appendix D) will help them understand the link between their campus work experience and the expectations of future employers. Career Readiness is the attainment and demonstration of the requisite competencies that prepare college graduates for a successful transition to the workplace. They include:
  - Critical Thinking and Problem Solving
  - Written and Oral Communication
  - Teamwork and Collaboration
  - Digital Global Technology
  - Leadership
  - Professional and Work Ethic
  - Career Management
  - Global and Intercultural Fluency

  Discuss how focusing on and developing two career competencies throughout the semester can help the student employee with their professional development and make them more marketable after graduation. The Supervisor and the Student Employee decide which two career competencies related to the position they wish to develop for semester. This is consistent with Step 1.

- **Step 4: Additional Onboarding Topics**
  - Mission Statement
  - Unit Policies
  - Disciplinary Action/Process
  - Attendance Policy
  - Performance Appraisals/Raises
  - Cell Phone Usage
  - Employment Policy Violations
  - Safety Procedures and First Aid
  - Procedures for Shift Changes, Sick Days and Emergency Procedures
  - Continued Employment Requirements *(i.e. a continued minimum GPA)*
  - Student Staff Email Account *(must set up and access for all communication)*
  - Additional Job Specific Training or Competencies
  - Communication Expectations *(staff email, cell phone)*
  - Shift Reports
  - Meeting the Team and/or other Support Personnel
  - Staff Meeting Requirement or Shift Check-in Procedures

- **Step 5: Ongoing Feedback**
  Supervisor and Student Employee decide on a regular check-in mechanism (e.g. face-to-face meeting, staff meetings, and shift reports) to discuss the development of the two selected NACE competencies and provide regular feedback on performance throughout the semester. Giving on-going feedback is an excellent time to gain insight into the work being accomplished and the student's growth in the pre-determined competency areas.

- **Step 6: Reflection on NACE Competencies**
  Student learning is measured through reflection on the two career competencies agreed upon by the Supervisor and the Student Employee in Step 3, above. There are a number of modes of reflection (Reflection Guide Appendix D). The Student Employee and Supervisor select which style of reflection is most appropriate for the student and the needs of the department. Reflections can include any of the following: a short essay, a one-on-one discussion with a supervisor, a small group discussion with other student employees, or the creation of an experiential project.

  Projects might include a training manual, video, blog, social media campaign, e-portfolio, or any other number of hands-on projects. Projects are also an opportunity for reflection between the Student Employee and Supervisor.

- **Step 7: Two-Part Evaluation Process** This two-part approach focuses on both performance and learning for the student's professional development

  1. The Supervisor will introduce the Evaluation Form to the Student Employee. (Appendix F)
  2. Supervisor explains to the Student Employee that they will rate their performance at the end of a predetermined time. Then the student fills out their rating and gives their comments. (Performance Evaluation tool).
  3. Supervisor fills out their portion of the Evaluation.
  4. In the final evaluation process, the Student Employee and the Supervisor meet to discuss the student's performance and their reflection on the two selected NACE Career Readiness Competencies.

SECTION IX

Time Reporting and Pay Schedule

Please note the following:

UW-Parkside Student Employee - My UW Portal/Timesheet Access

As most of you are aware, **My UW Portal** was put behind two-factor authentication on **Thursday, March 25th**. *UW-Parkside Student Employees must now use their **Staff Account** to log into portal to access their timesheet.*

If you've never activated your staff email account and/or it has never been enrolled in DUO, please call TechBar at **595-2444** as soon as possible.

Important Reminder!
UW-Parkside Student Employees are required to use their staff accounts for work related activities such as email communication and time entry.

This is a message from **UW Parkside - Instructional Top Level**

Student employees are required to complete their time each pay period showing the exact number of hours worked. Best practice is to complete timesheets daily. Ultimately, it is the supervisor's responsibility to ensure the hours are correct and submitted on a timely manner.

Below you will find steps to set up a student employee on payroll.

1. After the student has accepted the position, please complete and return the student employment hire form to the Human Resources Office at hr@uwp.edu. This form must be completed before a student begins working. Additionally, students required to complete an I-9, CBC, W4 and Direct Deposit Forms. All required student employment paperwork must be completed. All Students are to wait until HR gives approval before starting.

2. International students must either be in the process of and/or have obtained a social security number to be paid. Students will work with the International Student Services to do this and will require a letter of employment from their supervisor as part of the process to obtain a social security number. Please note that international student will need the SSN to go through the CBC process.

3. Someone in your department should be assigned the role of the approver and backup for approving timesheets. All student employee timesheets must be approved bi-weekly. If your student employee has never used HRS system it is your responsibility to train and assist them with this process. Should you need assistance, you may contact hr@uwp.edu.

4. If, at some point during the year a student employee is no longer working for your department, please complete the Departure Form through BP Logix at BP Logix.

How to Pay a Student

A student timesheet is required as the daily record of time worked. Timesheet entries are rounded to the nearest quarter hour. Timesheets are completed within the UW Employee Portal.

It is the responsibility of each student employee and supervisor to accurately report only actual work hours.

The supervisor should check each timesheet for accuracy, and make any necessary edits. After the biweekly pay period is completed, all student timesheets must be approved by the student's supervisor or the supervisor back-up staff.

This should be completed to meet the deadlines of the Biweekly Payroll. Timesheets that are not approved by the supervisor or department representative will not be processed for payment until the next payroll cycle.

Prior Hours Missed

If hours are missed on a previous timesheet, these hours need to be entered by the supervisor on the employee timesheet in the Manage Self Service Portal. The student employee should work with their supervisor to report missed hours worked. The supervisor should enter the missed hours as soon as possible via Manager Self Service. This should be reported and completed as soon as possible.

HRS Timesheet

User guides for Employee Self-Service are available in the HELP link of the Time and Absence App of the Portal. Managers Self-Service Guides are located in the HELP link of the Manager Time and Approval App of the Portal. This training material is updated periodically by the UW Service Center. Any questions regarding this timekeeping system should be directed to the HR Shared Services.

Timesheet Errors

If there are any errors in previously processed timesheets, contact HR Shared Services. It is the responsibility of the offending department to correct any errors that may have been caused by their student employee.

Overpayments

If there are any overpayments due, contact HR Shared Services Payroll Specialist. This overpayment will need to be repaid by the student employee. The email address for Hollie Moore is hollie.moore@uwss.wisconsin.edu.

If the student employee is continuing working at UW Parkside, the HR Shared Services Payroll Specialist will coordinate a check correction. An adjustment will be made to the next pay period worked.

How to Give a Student a Raise

Complete the Employee Payroll Change Form through BP Logix at BP Logix to submit a raise for the student. For example, a supervisor can give a student employee a raise at the end of the semester or end of the year or based upon continued employment to the next year. If there are any questions regarding the processing, please contact hr@uwp.edu or Ext. 2204.

Student FICA Exemptions

Financial and Administrative Policy - During 1999, the State of Wisconsin was successful in modifying its 218 Agreement to provide a more liberal student FICA exemption. In the past, services provided by students were exempt from FICA only if their services were expected to not exceed 600 hours in a calendar year. The new policy, effective July 1, 2000, provides significant changes and improvements over the past policy.

Some of these improvements are:

1. Students must be attending classes on at least a half-time basis as measured by UW Parkside policies. If a student no longer meets the half-time requirement due to dropping classes, FICA tax must be withheld. This is automatically process between the computer systems. CTS uploads the FICA file with each payroll.

   Note: Due to Affordable Care Act (ACA), students are not allowed to work more than 25 hours/week while classes are in session.

2. Breaks in class attendance of five weeks or less will not impact the FICA exemption.
3. Students in their final semester attending classes solely to meet their degree, certificate or other educational credentials shall be deemed half-time regardless of the number of credits they carry.
4. Summer Breaks: Students who work during the summer break and who are not enrolled and attending classes during the summer session are not exempt from FICA.
5. Students working immediately before or after an academic term:

   NOTE: It is common for student employees to work shortly before the academic term begins or after the academic term ends. The services performed during the payroll period that fall either wholly or partially within the academic term is eligible for the student FICA exemption.

Audits of school enrollment are done by UW Service Center to determine FICA exemption eligibility. If it is determined that a student employee was not enrolled at least half-time, or dropped classes, and FICA was not taken, prior FICA deductions will be taken from a future payroll check.

The individuals signing the Student Employment Authorization Form are responsible for ensuring that this employment conforms to the campus rules and the Financial & Administrative Policy as it relates to the FICA exemptions.

To access more information to UW Policy Gen 20, click on the link below.
US Policy Gen 20.

SECTION X

Miscellaneous Student Employee Changes

Overview

Pay Increases may be submitted using the BP Logix Employee Payroll Change Form   BP Logix. Effective date along with prior and new rate are required. Please discuss the new pay rate with the Human Resources at hr@uwp.edu.

Time and Labor Approver Changes

Time Approver changes for student employees may occur as a result of attrition, hiring, promotion or transfer. Supervisors may use the Employee Change Form to submit approver changes. Each student employee should have both a primary and backup approver to ensure that approvals are handled in a timely manner regardless of absences, leaves, vacations or holidays.

Funding Changes

Funding changes for student employees can be submitted using the Employee Change Form. A start date is required along with complete Budget string (Dept. ID) Fund Program and Project) as well as the percent. If multiple budget funding strings are provided, the sum of the percentages should total 100%.

SECTION XI

Mandatory Student Employee Training

Overview

As an employee of a State of Wisconsin employer, all student staff are required to complete the following training listed below as a condition of employment.

- Sexual Harassment and Discrimination Prevention

- Data Privacy and Security

- Executive Order #54 – Mandated Reporter

For anyone working in a department dealing with payment cards:

- Payment Card Industry Security Data Standard

Mandatory training requirements may change over time. Student employees will receive notifications of mandatory training in their staff emails. See Staff Email for notification for additional information.

SECTION XII

Campus Employment as a High Impact Practice

Overview

Campus employment during a student's college career helps contribute to the student's success. It is an opportunity for the student to make meaningful "real world" connections to what they are learning in their classroom and their campus job. The value of campus employment can be amplified by creating a high impact experience for student employees. A high impact practice means that the student is not only experiencing what they are learning on the job but also sharing with their supervisor what they have learned through reflective thinking. Reflection on what one has experienced deepens the learning and helps the student connect their development to skills for future employment.

The student's supervisor facilitates this connection. It starts with a job description that aligns the position's tasks with the competencies the student will develop when accomplishing them. During the onboarding process, the supervisor talks through the job description and the expectations of the position with the student. The supervisor introduces the NACE Career Competencies (Appendix D). These Career Competencies prepare college graduates for their transition to their careers. The supervisor and student discuss which two career competencies they would like to develop over the semester. Once they decide, the supervisor checks in regularly with students on the tasks they are completing. This is an opportunity for the supervisor to ask the student to reflect on the two NACE Competencies and how they are contributing to the student's self-knowledge and their own professional development. This reflection process is what makes this work experience high impact practice.

Supervisors are encouraged to use reflective thinking when meeting with students and coaching them on job performance. By incorporating classroom learning into hands-on work experiences as well as providing supervision and coaching, students gain necessary tools to grow and contribute as professionals. Below are examples of questions your students can reflect upon. They can also be accessed in the Appendix D.

1. **Critical Thinking/ Problem Solving**
   Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

   Tell me about a time at work that you had a problem that needed to be resolved.
   - What was the problem?
   - What actions did you take to solve the problem?
   - What was the positive outcome of your actions?

2. **Oral and Written Communication**
   Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.

The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

3. **Oral Communication**
   What was a situation at work where you had communicated an oral message that had to be understood?
   - What was the message you used?
   - Was the communication you used effective? In what way?

4. **Written Communication**
   Please choose a sample of your written work.
   - What was the purpose of the writing? Was the written message effective?
   - How could you tell if the message was effective?

5. **Team Work and Collaboration**
   Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

   A team is a small number of people with complementary skills who act as an interdependent unit. They are equally committed and cooperate with each other to accomplish a mission.
   - Tell me about a time you had to work as a team member.
   - What was your role in the team?
   - How did it contribute to the overall success of the team mission?

   Collaboration is a style of conflict management that requires cooperative problem solving. Collaboration also values positive social interaction and forwarding the relationship while resolving the problem. Collaboration means a win-win approach for all parties.
   - Tell me about a time you collaborated with someone at work.
   - What was your role and how did you solve the problem and still maintain a positive relationship?

6. **Digital Technology**
   Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

   What technology are you currently using on your job?
   - How does the technology you use apply to your work?
   - Tell me about a time you solved a technical problem you were having with a program.

   Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Tell me about a time you coached one of your co-workers or direct reports.
- What was the situation?
- What interpersonal skills did you find useful?
- How did the coaching situation affect the person you were working with in a positive way?

7. **Professional and Work Ethic**
   Demonstrative personal accountability and effective work habits, e.g., punctuality, working productively with others, time/workload management, and understand the impact of non-verbal communication on professional work image.

   The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his or her mistakes. Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences.

8. **Career Management**
   Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

   Reflect on the skills you bring to this position, what are your skills?
   - Give an example of a time you successfully applied one of these skills at work.
   - Give an example of something you learned in class that you found useful in your job.
   - What do you consider your top two strengths?
   - Give an example of how one of your strengths helped you complete a task or project successfully.

9. **Global Intercultural Competency**
   Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

   UW Parkside is the most ethnically diverse UW System campus.
   - Tell me about an interaction with someone who is culturally different from yourself.

SECTION XIII

Performance Evaluation

Performance Management

When a student employee is hired, take time to have a clear conversation with them about the expectations of their position and the standard of work that they'll be held accountable too. It is also helpful to create a set of goals for what the student will seek to accomplish.

It is important, Supervisors provide an opportunity to build the student's professional and technical skills. All students should not work unsupervised. A staff, faculty or administrator within the department should regularly monitor the student's job duties and performance. By ensuring a mutual understanding of the student's role and responsibilities, these conversations serve as a baseline for conversations about performance concerns.

1. Put an evaluation process in place in order to assess the student's performance each semester. There is a performance evaluation available in (Appendix F). This addresses not only an opportunity of performance assessment but also can address how the student has developed and what they have learned. It can make a deeper connection between the learning in the classroom and their work. It also highlights the NACE Career Competencies they have developed over the semester (Appendix D).

2. If a student is failing to meet expectations, supervisors are encouraged to give them a verbal warning. This should be accompanied by a conversation that seeks to address and the student's shortcomings and establish a plan for improvement. For additional suggestions on conducting this conversation, see the following section on problem solving with your student employee.

3. If a student's performance issues continue, issuing a written warning is an appropriate next step. This warning should be reviewed and signed by both the supervisor and student employee.

4. Before terminating the student, discuss the situation with Financial Aid to determine if the student has Federal Work-Study award. Documentation should be provided, if the student is terminated, to be kept with the student's record in the Office of Financial Assistance.

Please note that the Human Resources Office can provide support on handling these issues. If you would like to talk to someone for advice or support, please contact Title IX Coordinator at titleix@uwp.edu or (262) 595-2239.

Workplace Conduct

As members of the UW Parkside, student employee assumes an obligation to act in a manner conducive to the maintenance of good order and respect for the rights and property of others.

Outside visitors and community members do not distinguish student employees from regular college staff, therefore UW Parkside expects its student employee to exhibit professionalism on the job and their contact with others.

Professional conduct can range from the manner in which they answer the telephone or address a Staff member or visitor to the integrity and honesty with which they perform their work.

Student Conduct Process

Generally, students who violate UWS Chapters 14, 17, and/or 18 will face student conduct procedures administered through Student Affairs. Students, however, who violate University Housing Policy will face student conduct sanctions, administered through the Office of Residence Life. A complete reference to the procedures can be found in **UWS Chapters 14, 17, and 18** of the University of Wisconsin Administrative Code.

<div align="center">

Student Affairs
WYLL 340
(262) 595-2598

</div>

SECTION XIII

Termination/Resignation of Employment

Voluntary Resignation

Student employees who voluntarily resign are asked to complete the following procedure:
- Send an email to the Supervisor indicating the reasons for leaving the position, as well as the student's last day.

Supervisors are asked to:
- Complete the Departure Form through BP Logix at BP Logix.
- Contact Advising and Career Services if you wish to post the open student position at Advising and Career Center.

NOTE: To term a student you will need the Student ID#. Please see instructions on page 36 to access the Student ID#.

Involuntary Termination

A termination will be deemed involuntary when the department makes the decision that a student employee should be released from his or her positon for cause. Supervisors must take the following steps in order to terminate a student employee.

- Provide the student with feedback (written or verbal) about unsatisfactory behavior, conduct, and/or performance.
- Give the student a plan of action for improvement.
- If the student does not improve after guidance, or if the conduct is serious in nature, email the student employee with the reason for releasing him or her and their last day of work.
- Complete the departure form through BP Logix at BP Logix.

NOTE: To term a student you will need the Student ID#. Please see instructions on page 13 to access the Student ID#.

Student Exit Interview

The supervisor should provide ongoing feedback throughout the student's employment in your department. The goal is to ensure the student is equipped with skills they will take with them as they prepare to enter the job market.

We highly recommend the supervisor meet with the student to conduct an exit interview. The exit interview form can be found in the back of this guidebook in *Appendix E*. Otherwise, the supervisor can email the student the questionnaire through Qualtrics at Student Exit Interview Questionnaire.

Other Termination Scenarios

If the student will be graduating, please complete the BP Logix Departure form at BP Logix immediately. If you are aware the student will no longer be returning prior to last day, you may complete the form sooner.   Please terminate only the appointment they are assigned for your department.

If the student is transitioning to a graduate student, you must terminate their student status. The department hiring the graduate student/assistant will need to complete new hire/rehire form through BP Logix at BP Logix. **Please note this step is critical since the graduate student/assistant may become benefits eligible.**

Instructions to Term Student

As a first step, you will need to look up the **student employee's ID number** as well as determine the **student employee's last day worked**. This information is needed to complete the Departure form for the termination.

Below are detailed instructions on how to look up a student's employee ID and/or determine their last day worked.

Looking Up a Student's Employee ID (EMPLID)

- Login to *Manager Self Service* on My UW Portal
- Select the *Time and Absence help and resources* hyperlink in upper right-hand corner.
- Select the *Manager Self Service* tab on this page and select the *Access Employee Timesheet* tip sheet.
- Once on the student employee's timesheet, look to the right of their name and you will find their Employee ID (EMPLID) in the HRS database. Note this ID for when you complete the *Departure form*. This is a required field on that form.

Determining a Student Employee's *Last Day Worked*

- If you just retrieved the student employee's EMPLID (using the directions above), remain on this page and scan down until you see the section entitled *Select another Timesheet*. If not, please follow the navigation instructions under Looking up a Student's Employee ID (above).
- On the right side of the *Select Another Timesheet* section, you will see a hyperlink entitled *Previous Period* and near the bottom of this section you will see a field entitled *Reported Hours*.
- You will be searching the most recent timesheet and then historical timesheets until you find a timesheet with *Reported Hours* greater than zero.

- If the current timesheet has *Reported Hours* of zero, click the *Previous Period* hyperlink and check *Reported Hours*. Continue this step until you reach a timesheet where *Reported Hours* are greater than zero.

- Review *Reported Hours* greater than zero, scroll down and determine the latest date in that pay period on which the student employee recorded hours.

- Now add one day to that date and note this for completion of the *Departure form*. This will be the student employee's termination date. (i.e., student's last recorded hours were on Monday, June 15th; you would note Tuesday, June 16th, as their termination date).

SECTION XIV

Tips for the Supervisor

Student employment is a mutually beneficial arrangement that allows students to support your department while developing valuable and transferable skill sets. In your role as a supervisor, creating a positive work environment for student employees encourages strong performance while also facilitating their professional development. Please keep the following tips in mind as you supervise students:

Provide thorough training and orientation: Supervisors are expected to provide timely training for student employees on their specific job responsibilities and departmental guidelines. This should include information on call out procedures, confidentiality, dress codes, email etiquette, social media policy, etc. Additional training on University-wide policies will be monitored and provided by UW Shared Services.

Create goals and expectations: Establishing set goals and expectations when students are hired establishes a baseline for accountability and helps students to take ownership of their responsibilities. For high impact employment, this includes choosing and developing two NACE Career Competencies every semester that become part of regular feedback and semester performance evaluation (Appendix D – NACE Career Competencies and Performance Evaluation).

Get to know them: Demonstrating interest in your student employees as individuals helps them feel more comfortable in the work place and encourages open communication.

Be clear about assignments delegated: Before you assign a task to a student employee, make sure the task is well thought-out and your expectations are clear.

Make sure tasks assigned to students fit the job description: Make sure that when a task is assigned to a student employee, it matches the position description that they were hired for. While it is not always unreasonable to ask your student employee to participate in tasks not outlined in their position description, make sure the student understands why they are being asked to perform the task at hand.

Monitor their progress: It is important to periodically monitor a student's work to be sure that the job is progressing and being performed correctly. Do not wait until the deadline to check with your students to see how things are going.

Do not ignore poor work ethic: If a student employee is not adequately following their responsibilities, check-in with them to address your concerns. Use this time to clarify expectations and job tasks.

Provide feedback: When a specific task or project is completed, provide your student employee with feedback so they know what they have done well and how they can improve the next time a task is assigned to them. This should not only be about the how the task was performed but what they earned from the experience. Student Reflection Question can be found in (Appendix D).

Praise students on a job well done: When your student employee has completed a task, you assigned to them with impressive results, take the time to let them know they did a good job.

Supervisor's Responsibility

It is the responsibility of the person who hires and/or supervises a student employee to:

1. Ensure that the "Eligibility Requirements" are met, and follow rules outlined in "Procedures".
2. Establish job responsibilities and highlight any that may meet the "kids, cash, and keys" criteria and will require a Criminal Background Check before hire. Communicate these responsibilities, along with performance expectations to the student employee.
3. Ensure the accurate and complete performance of the duties assigned to the student(s).
4. Check the accuracy of timesheet entries in HRS. This may include editing of the student's timesheet for missed hours or exceptions.
5. Certify that the timesheet is accurate, complete, and duties were performed for the department by approving student hours in HRS.
6. Comply with the guidelines for employment of minors, if applicable. The guideline booklet may be obtained as noted above.
7. Verify and monitor student employees continued enrollment as a University of Wisconsin-Parkside student or enrollment in an educational institution defined in *"Qualifications"*.

SECTION XV

Administrative Assistance and Resources

Financial Aid Office

When a student approaches a supervisor requesting to be considered for a position in his or her department or if a supervisor has a particular student in mind for the position, the supervisor must instruct the student to contact the financial aid office. The student is not permitted to work until he or she is approved by the financial aid office.

<div align="center">

Financial Aid Office
Wyllie Hall D191
(262) 595-2574
finaid@uwp.edu

</div>

Title IX Office

The Title IX office is to protect students, faculty and staff at our campuses. It is important that everyone understands their rights and responsibilities. The goal is to increase efforts to eliminate sexual harassment and sexual assault on campuses and to continue to improve our response to sexual misconduct, including sexual violence. We must ensure that students, faculty and staff are safe, know what to do and where to report when they learn of an incident of sexual misconduct; and are apprised of services and remedies that are available if they are sexually harassed or assaulted.

<div align="center">

Title IX Office: Tallent Hall, 288B
titleix@uwp.edu
(262) 595-2239
https://www.uwp.edu/explore/offices/titleix/

</div>

Human Resources Office

Human Resources is a vital element within any organization. As a Supervisor, you will be required to implement HR practices when supervising students in day-to-day operations. Employers are required to follow both state and federal laws. These laws are reflective of minimizing discriminatory HR practices related to race, religion, disability, veteran/military status and many others.

Before you bring a student into the organization, you will need to identify the student and follow the steps in the guide for recruiting, screening and onboarding the student.

Ensure that all paperwork such as Student Employee Authorization Form has been filled out completely and timely as well as the criminal background check completed, I9 and W4 before they begin.

Most importantly, be sure to adequately evaluate the student's strengths and areas of improvement.

Human Resources
Tallent Hall – Room 280
(262) 595-2204
hr@uwp.edu

Human Resources – Payroll

It is vital that students are paid timely. The process of payroll involves more than paying students and employees, as certain guidelines and procedures must be followed. Hourly student employees are paid based on hours worked. Salaried employees are paid a set amount each pay period. It is not common for student employees to be paid a salary.

Hollie Moore
UW Systems Shared Services
hollie.moore@uwss.wisconsin.edu

APPENDIX A: SOURCES

KB 36301 PD Glossary for definitions of Student Assistant and Student Help

KB 36301 PD Glossary defines Student Assistant as follows:
An employee class designed primarily for graduate students who hold a fellowship, scholarship or traineeship; usually under supervision of faculty member; typically paid on monthly basis.

KB 36301 PD Glossary defines Student Help as follows:

Students who typically work part time in administrative, technical or other support functions on campus; may be undergraduate or graduate students enrolled at UW Campus; paid on a biweekly payroll.

UPS Policies

UWSA Policy 1237 Student Employment – largely deals with ACA law/regs on student employment. Does not provide a definition of student employment but does cover requirements regarding max hours to be worked, etc.

University of Wisconsin System Policy 1237 Student Employment defines the purpose of student employment:
- to meet needs of the University,
- provide University students with financial support in pursuit of academic goals and
- provide opportunities for academic or administrative job experience.

UWSA Policy 1251 Appointments Terms and Designations of Positions

Definition of the Student Assistants

Student Assistant authorized as "Other appointments" under Wis. Stat. § 36.19 and Wis. Adm. Code UWS 16.01, means graduate students who hold a fellowship, scholarship or traineeship; hold an appointment which is intended primarily to further the education and training of the student; are employed to assist with research, training or other academic programs or projects; and/or have been assigned teaching responsibilities in an instructional department under the supervision of a faculty member. Student Assistant titles may be available to undergraduate students when no qualified graduate student is available to perform a function that would normally be assigned to a graduate student, or when the terms of a supporting grant or contract preclude the use of other normally appropriate titles.

UWSA Policy 1276 Title Definitions - defines Student Assistant

Student Assistants
Titles in the Student Assistant title group are used for graduate students who: hold a fellowship, scholarship or traineeship; hold an appointment which is intended primarily to further the

education and training of the student; are employed to assist with research, training or other academic programs or projects; and/or have been assigned teaching responsibilities in an instructional department under the supervision of a faculty member.

In addition, Student Assistant titles are available to undergraduate students when: no qualified graduate student is available to perform a function that would normally be assigned to graduate Student Assistants; or when the terms of a supporting grant or contract preclude the use of other normally appropriate titles. Examples of Student Assistant titles are Fellow, Teaching Assistant, Program Assistant, Project Assistant, Research Assistant, and Graduate Assistant.

The assignment of Student Assistant titles is delegated to the chancellor with the expectation that assignments will follow system wide definitions and/or collective bargaining agreements (when applicable). These titles are assigned to Compensation Category D (see SYS 1277). [NOTE: The Student Assistants title group does not include student help employed under FAP Employment of Student Help [formerly GAPP #18.]

UWSA Policy 205 Employment of Student Help

Student Employee: An employee, at least sixteen (16) years old [1], of the UW System who:

- Is registered/enrolled for academic credit at an educational institution for the current or upcoming semester.

- Provides part-time and/or temporary administrative, clerical, laborer, technical, or other general support to administrators, faculty, and staff of the institution.

- Is not appointed as a student assistant or employee in training as specified in s. 36.19, Wis. Stats., and as defined in SYS 1251, A*ppointment Terms and Designation of Positions*, and UW-Madison HRD Employment Categories.

- Participate in an employment relationship as defined in UW System Administrative Policy 235 (SYS 235), *Personal Services Payments.*

UWSA Policy 215 Payment Methods and Timing for Payroll – has no definitions of student employment categories – references direct deposit requirements and deposit of earnings provisions.

APPENDIX B: STUDENT PRE-ARRIVAL CHECKLIST

New Student Orientation Checklist

Student Name		Start Date	
Student Position		Department	
Supervisor		Completed by	

Instructions: This checklist is provided to assist the Supervisor and HR in onboarding a new student. When the entire checklist is completed, the form should be filed in the department personnel file folder.

Note: This checklist ONLY applies to U.S. Students.
International Students: Before hiring an international employee, please click on the link below. In addition, all International Students cannot telework from home. https://www.uwp.edu/explore/offices/humanresources/internationalpayroll.cfm

Prior to Arrival	**Who is Responsible**
☐ **Supervisor communicates to the student a verbal offer and the following.** ▪ Read script on how to communicate a verbal offer to the student. ▪ Contingent upon passing a Criminal Background Check (CBC). ▪ Click on the link to complete the new hire/rehire form on BP Logix which will start the onboarding process https://uwp.bplogix.net/ ▪ Also click on the link on the notification form to start the criminal background check https://www.uwp.edu/explore/offices/humanresources/newhirenotification2.cfm ▪ An email will be sent to the student from HR to complete the CBC and I-9 forms and the supervisor will be copied. ☐ HR will email student stating they will be contacted by HireRight (outside vendor) to complete the CBC & I-9 forms. ☐ HR will attach the W4, Direct Deposit, and Self-ID forms to complete. ▪ Certifying the documents **must** be done prior or on the student's first day of employment or they will not be able to start. ☐ HR recommends the Supervisor allow a week out to start the student. ☐ These student employment training videos should be viewed by students prior to coming on campus. If not, Supervisor should have the student view. https://www.uwp.edu/explore/offices/humanresources/student-employment-training-videos.cfm	Supervisor

☐ HR will send a work approval to the Supervisor when all legal paperwork has been completed. **NOTE: No student starts prior to work approval from HR.**	HR Assistant *(Front Desk)* Ext 2204

Arrival in the Department	**Who is Responsible**
▪ Supervisor should have the student review how to complete a timesheet. ▪ https://uwservice.wisconsin.edu/docs/pd/upgrade/time-absence/ESS_Punch_Positive/ ▪ https://uwservice.wisconsin.edu/docs/publications/phit_access_the_timesheet.pdf ▪ https://kb.uwss.wisconsin.edu/82812 ▪ Explain the Pay Schedule and give them a copy of the schedule. ▪ What time to report. ▪ What the expectations and duties. ▪ Supervisor will review with the student the importance of clocking in and out on a timely manner or their checks will not be processed on time. ▪ Student must login to the UW-portal and complete W4 on first day. ▪ Supervisor should be able to view student timesheet within 48 hours of start date.	Supervisor
☐ Student will be notified by Shared Services to complete the mandatory training which will be sent to their uwp.edu email. Note: Make sure they check junk/spam email box. ▪ Harassment & Discrimination Prevention ▪ Checkpoint: Data Privacy & Security (EDU) ▪ Executive Order 54 – Mandatory Reporting - Complete 60 calendar days from first day of hire. When completed, email certificate to hr@uwp.edu. https://media.wcwpds.wisc.edu/mandatereporter/ ☐ Supervisor, please reach out to the student and follow-up if the student has completed the training modules. If they have not received notice from Shared Services, please reach out to hr@uwp.edu.	Student

APPENDIX C: CONFIDENTIAL STATEMENT FORM

University of Wisconsin-Parkside
(NAME OF DEPARTMENT)

Confidentiality Statement

I understand that working in the (Name of Department) I will be exposed to confidential documents and/or conversations. I further understand that confidential information shared within the department is to be kept confidential and is not to be discussed outside of the department.

Signed:

_____

Printed Name

_____

Signature

_____

Date

APPENDIX D: HIGH IMPACT PRACTICES

CAREER READINESS
for the New College Graduate
A DEFINITION AND COMPETENCIES

NACE®

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

Definition:
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.

- Establishing defined competencies as guidelines when educating and advising students.

- Establishing defined competencies to identify and assess when hiring the college educated.

NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at www.naceweb.org/career-readiness/competencies/career-readiness-resources.

The National Association of Colleges and Employers
Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission—to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships—NACE connects more than 7,600 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

www.naceweb.org
62 Highland Avenue • Bethlehem, PA 18017 • Phone: 610.868.1421

UW Parkside Campus Employment
Student Reflection Questions

The ability to reflect on your work experience at UW Parkside and transfer your experience into practical knowledge is important to your professional development. The National Association of Colleges and Employers has developed eight Career Competencies that can give you an edge in developing your career. With your supervisor, select two career competencies to develop through written reflection or oral reflection with your supervisor. Supervisors may choose to use the sample questions below or create their own.

1. CRITICAL THINKING/PROBLEM SOLVING

Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
Tell me about a time at work that you had a problem that needed to be resolved.
- What was the problem?
- What actions did you take to solve the problem?
- What was the positive outcome of your actions?

2. ORAL AND WRITTEN COMMUNICATION

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Oral Communication
What was a situation at work where you had communicated an oral message that had to be understood?
- What was the message you used?
- Was the communication you used effective? In what way?

Written Communication
Please choose a sample of your written work.
- What was the purpose of the writing? Was the written message effective?
- How could you tell if the message was effective?

3. TEAMWORK/ COLLABORATION

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

A team is a small number of people with complementary skills who act as an interdependent unit. They are equally committed and cooperate with each other to accomplish a mission.
- Tell me about a time you had to work as a team member.
- What was your role in the team?
- How did it contribute to the overall success of the team mission?

Collaboration is a style of conflict management that requires cooperative problem solving. Collaboration also values positive social interaction and forwarding the relationship while resolving the problem. Collaboration means a win-win approach for all parties.
- Tell me about a time you collaborated with someone at work.
- What was your role and how did you solve the problem and still maintain a positive relationship?

4. DIGITAL TECHNOLOGY

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

What technology are you currently using on your job?
- How does the technology you use apply to your work?
- Tell me about a time you solved a technical problem you were having with a program.

5. LEADERSHIP

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Tell me about a time you coached one of your co-workers or direct reports.
- What was the situation?
- What interpersonal skills did you find useful?
- How did the coaching situation affect the person you were working with in a positive way?

6. PROFESSIONALISM/WORK ETHIC

Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, time/workload management, and understand the impact of non-verbal communication on professional work image.

The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.

What is your daily workload?
- What were the processes you put into place to prioritize your workload?
- Was there ever a challenging situation where you felt you had to much work to be productive?
- How did prioritize your work and still accomplish what was needed?

7. CAREER MANAGEMENT

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Reflect on the skills you bring to this position, what are your skills?
- Give an example of a time you successfully applied one of these skills at work.
- Give an example of something you learned in class that you found useful in your job.
- What do you consider your top two strengths?
- Give an example of how one of your strengths helped you complete a task or project successfully.

8. GLOBAL/INTERCULTURAL FLUENCY

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

UW Parkside is the most ethnically diverse UW System campus.
- Tell me about an interaction with someone that is culturally different from yourself.

APPENDIX E: JOB DESCRIPTIONS – Examples using NACE Career Readiness Competencies

UNIVERSITY OF WISCONSIN **PARKSIDE**

EVENT COORDINATOR
Campus Activities and Engagement

Position Description
The Events Coordinator will assist with development and coordination all-campus events and programs sponsored by the Campus Activities & Engagement. Each coordinator will be responsible for a specific set of all-campus events and programs which will contribute to a vibrant campus life!

Supervision
Reports to the Campus Activities Coordinator and Campus Activities Associate.

High Impact Practice (HIP) Statement
By incorporating classroom learning into hands-on work experiences as well as providing supervision and coaching, students gain necessary tools to grow and contribute as professionals.

Position Tasks and Corresponding NACE Career Readiness Competencies:

1. **Critical Thinking and Problem Solving**
   Promote the benefits of being involved in all-campus programs.
2. **Oral and Written Communication**
   Effective interaction and communication with students, staff, faculty, customers and the public.
3. **Teamwork and Collaboration**
   Each Event Coordinator, with another Event Coordinator, will be responsible for a set programs each semester. Programs could include but are not limited to: Den nights; Bridge and Main Place programs; Student Organization & Involvement Fair; Late Night Breakfast; and, Fall Fest, Weeks of Welcome, Spirit Week, Relaxation Week and Ranger Wellness events.
4. **Digital Technology**
   Event marketing should be at least 50% of the time spent on program planning and include word-of-mouth, social media and printed materials.
5. **Leadership**
   a. Complete an after-event report for the entire team to be aware of successes and challenges.
   b. Where appropriate, assist in the interpretation of University and department policies and procedures.
   c. Planning, budgeting, marketing, coordinating, hosting and assessing all-campus events.

6. **Professionalism and Work Ethic**
   a. Meet weekly with one or both supervisors.
   b. Perform other duties as assigned.
   c. Learn the importance of setting priorities to meet deadlines when working independently on projects.
7. **Career Management**
   Program planning will include program development and budgeting, marketing across campus and residence halls, implementation, hosting and assessment.
8. **Global and Intercultural Fluency**
   Training includes but is not limited to: proficient and competent in hazard & bodily fluid clean up procedures, mandatory reporting, general fire and emergency protocol.

Qualifications and Requirements

- Must have a minimum cumulative grade point average of 2.30 and have 6 non-audit credits.
- Must be available to work 6-15 hours per week, with some evening and weekend hours required as needed. Flexible hours and willingness to help out with timely deadlines.
- Must have excellent customer service skills.
- Possess good social media and problem-solving skills, and be able to determine priorities.
- Must be willing to learn program planning and marketing skills to provide excellent-level programs.
- Adhere to Student Employee Handbook uniform dress policy and attend Mandatory trainings.
- Must be able to lift up to 30 pounds.
- Performance reviews are conducted with the supervisor at least once per semester. Self-management is a must and self-evaluations are continuous.

Wage Information

- Entry Level: Intermediate.
- Starting wage: $8.75 per hour. Both work study-eligible and non-work study students are encouraged to apply.

ATHLETICS EVENT STAFF

Job Summary

Work closely with the Event and Operations Coordinator and Graduate Assistants in maintaining a high-level athletic event at either the Sports and Activity Center, Wood Road Field, Case Softball Complex, or Simmons Field. Hours include days, nights and weekend and, possibly, holidays. As a member of the event staff you are responsible for the following:

- Assist with the overall game day operation of the following sports: volleyball, soccer, cross-country, track/field, wrestling, basketball, softball, baseball, and any other External events coordinated by Parkside Athletics.
- Required to properly setup and breakdown for an athletic event.
- Required to attend brief and debrief meetings before and following the event to obtain more information necessary to job performance.
- Must have the ability to perform duties outdoors in various weather conditions, if necessary.
- Complete game duties, promotions and projects as assigned by Administrators.
- Willingness to represent Parkside Athletics, the University, and our mission and core values, in a positive manner on and off campus. This is a part time position.

Duties and Responsibilities

1. **Critical Thinking**
   a. Resolve customer service issues relating to ticketing and concessions.
   b. Assist with game/facility set up, including gym, fields, and hospitality areas.
   c. Prepare concessions and review inventory
2. **Oral and Written Communications**
   a. Communicate effectively with fellow staff members using two-way radios
   b. Provide exceptional customer service and guest experience
   c. Communicate with supervisors using email regarding scheduling and game day assignments
3. **Teamwork/Collaboration**
   a. Work with fellow team members to efficiently accomplish assigned tasks
   b. Maintain positive attitude with fellow staff members and guests
   c. Effectively coordinate with other areas and departments within Parkside Athletics
4. **Digital Technology**
   a. Effectively use point of sale system in concessions and Ranger Store
   b. Effectively use ticketing system, including sales and scanners
5. **Professionalism/Worth Ethic**
   a. Maintain professional appearance at all times during Parkside Athletic events, including reporting in uniform.
   b. Demonstrate willingness to work nights and weekends

6. **Career Development**
   a. Assist ticketing manager with sales and ticket organization
   b. Assist marketing team with in-game promotions and alumni events
7. **Global/Intercultural Fluency**

CAREER AMBASSADOR
Advising and Career Center

Overview

The Advising & Career Center Career Ambassador will serve as a peer mentor and staff member to help other students navigate the career development process, and will promote the many services, events, programs and resources provided by the department. The Career Ambassador will serve a valuable role in working with peers in a variety of career development initiatives and promoting the Career Center.

High Impact Practice Statement:

By incorporating classroom learning into hands-on work experience as well as receiving supervision and coaching, students gain necessary tools to grow and contribute as professionals.

Career Readiness Competencies:

1. **Critical Thinking/Problem Solving**
   1. Assess and assist students in resume writing and job search
   2. Instruct students on how to maintain Handshake accounts for job interviews
   3. Attend to the needs of employers who inquire about tabling on campus to promote their organization and jobs.
   4. Evaluate employer accounts and jobs on Handshake for approval.
   5. Assess priorities and project deadlines
2. **Oral and Written Communication**
   - Apply strong interpersonal skills when assisting students with resume writing and job search
   - Demonstrate positive social interaction when dealing with employers from the community and university staff in meetings and career events.
3. **Teamwork/Collaboration**
   6. Serve as an integral member of the Career Center staff working with others on career events, fairs, programs, and class presentations,
   7. Practice and develop strong teamwork and collaboration skills through the many programs and services the department provides throughout the year.
4. **Digital Technology**
   - Navigate and utilize Handshake to approve employers and jobs as well as assisting students with their accounts.
   - Demonstrate proficiency in Microsoft Word, Excel, Google Docs and social media platforms.
5. **Leadership:**
   - Organize projects for completion.
   - Coordinate and provide career development resources and support to students as a peer mentor.

- Assess priorities and project deadlines.
- Manage day-to-day responsibilities with limited supervision.

6. **Professionalism/Work Ethic**
   - Present a professional presence in the office and throughout campus as a peer mentor and staff member of the Advising & Career Center team.
   - Attend meetings, take notes, provide input and ideas, collaborate, and complete tasks in a timely and professional manner.

7. **Career Management**
   - Demonstrate career-related skills, strengths and knowledge
   - Mentor and assist students in career development activities to include writing, communicating verbally, editing resumes, speaking in front of others, and managing projects.

8. **Global/Intercultural Fluency**
   - Demonstrate respect and learn from diverse cultures, races, ages, genders, sexual orientations, and religions in all interactions with students, university staff, faculty, and employers from the community.

Qualifications and Requirements

- Sophomore, Junior, or Senior with a 3.0 minimum overall GPA
- Strong interpersonal skills and high level of professionalism
- The ability to communicate in a concise and effective manner, both verbally and in writing
- Proficiency in Microsoft Word, Excel, Google Docs and social media platforms
- Must be available to work 8-12 hours/week throughout the school year and summer with additional hours, increasing responsibility and pay raises possible.

Career Ambassador – Advising and Career Center   *Updated 11/2019*

LIBRARY DESK ATTENDANT
Library

Position Description

The Library Desk Attendant wears many hats in the library. Multiple tasks will be accomplished during work shifts. They include checking library materials out/in, shelving library material, answering the phone, assisting library patrons, shelf-reading the collection, opening and closing the library as needed, and other tasks as assigned.

High Impact Practice Statement:

By incorporating classroom learning into hands-on work experience as well as providing supervision and coaching, students gain necessary tools to grow and contribute as professionals.

Position Tasks (and corresponding NACE Career Readiness Competencies)

1. **Critical Thinking/ Problem Solving**
   - Field question from students, staff, faculty, and community members regarding library usage.
   - Refer questions and situations when appropriate to librarian or supervisor.
   - Resolve questions or situations when neither a librarian nor supervisor are present.
   - Relay action to supervisors that arise when no one else is present and issue warrants attention.
   - Search for lost or missing material.
   - Maintain library collection.
2. **Oral and Written Communication**
   - Document in writing detailed information regarding fines, complaints, or issues arising when supervisors are not present.
   - Answer phone.
   - Conduct inventory of the library collection.
3. **Teamwork and Collaboration**
   - Refer reference related questions to the librarian to handle reference.
   - Collaborate on occasional projects requiring a group effort.
   - Take responsibility to open/close the library as needed.
   - Assist library users in finding material or basic research.
4. **Digital Technology**
   - Learn and demonstrate competency using the library-automated system ALMA for all library transactions: including library databases, Excel spreadsheets, or Word for Windows.
   - Train on the library catalog and various databases.
   - Check out/in library material to users.
   - Process Community Borrower information.
   - Authorize the use of log-in/ pass word info for Community library users.

5. **Leadership**
   - Demonstrate initiative in situations when challenges occur and no supervisor is present.
   - Coordinate clearing of library during closing or emergency situations.
   - Communicate information to supervisors that arise when no one else is present and an issue warrants attention.
   - Demonstrate responsibility to open/close library.
6. **Professionalism and Work Ethic**
   - Conduct oneself professionally demonstrating the characteristics of professional staff to students, faculty, staff, and community members.
   - Process morning newspapers in a timely manner.
   - Shelve library material.
   - Collect and distribute library material to its proper place.
   - Maintain cleanliness of shelve shelves dusting them as requested.
   - Attend student meetings occurring every three weeks during the semester.
   - Monitor weekly walkthroughs on all floors in the library.
   - Arrange library books during shelf reading.
   - Shift library material when areas become too tight and in need of space.
   - Maintain library dress code and wear staff lanyard while on duty.
7. **Global/Intercultural Fluency**
   - Respectfully Interact with a diverse community of faculty, staff, co-workers, and students of all cultures, races, ages, genders, sexual orientations and religions.
   - Assist library users in finding material or basic research treating all users with dignity and respect.

Qualifications and Requirements

The ability to lift or push 30 + lbs. while shelving book carts, dusting/cleaning shelves, and enrolled for credit.

Wage Information

Starting wage is $8.00 per hour. Both work study eligible and non-work study students are encouraged to apply.

APPENDIX F: EVALUATION FORM

UW Parkside Student Employee Competencies Evaluation Form

Student Name:			
Supervisor Name:			
Job Title:			
Evaluation Period		**Today's Date**	

Please rate the student employee's performance in the areas listed, using the rating scale below.

Ratings Definitions

EXCEEDS EXPECTATIONS (4): Consistently meets and often exceeds all relevant performance standards. Shows initiative and versatility, works collaboratively, has strong technical & interpersonal skills or has achieved significant improvement in these areas. Fully satisfies the requirements and expectations of the job function noted. Goals and objectives, expected results and/or special assignments are achieved. **Must complete comments section.**

SOMETIMES EXCEEDS EXPECTATIONS (3): Regularly meets and sometimes exceeds all relevant performance standards. Shows initiative and versatility, works collaboratively, has strong technical & interpersonal skills or has achieved significant improvement in these areas. Frequently satisfies the requirements and expectations of the job function noted. Goals and objectives, expected results and/or special assignments are achieved.

MEETS EXPECTATIONS (2): Regularly meets all relevant performance standards. Satisfies many of the requirements and expectation of the job function noted. Developing appropriate level of skills or is inexperienced/still learning the scope of the job.

NEEDS IMPROVEMENT (1): Sometimes meets the performance standards. Seldom exceeds or falls short of desired results. Employee needs to improve on standard(s) established for the job function noted. Work may be of variable quality or inconsistent with standards set for job function. **Must complete comments section.**

UNACCEPTABLE (0): Consistently fails to meet performance standards established for the job function. Significant performance improvement and/or corrective action is necessary. Goals and objectives are not achieved. **Must complete comments section.**

All NACE Career Competencies may not apply to each job description, therefore, if a category cannot be rated OBJECTIVELY, please select **Not applicable (n/a) Competency does not apply to this job description.**

National Association of Colleges and Employers (NACE) Career Readiness Competencies	
CRITICAL THINKING/PROBLEM SOLVING: Exercises sound reasoning to analyze issues, makes decisions and overcomes problems. Able to obtain, interpret and use knowledge, facts and data and may demonstrate originality and inventiveness	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
ORAL/WRITTEN COMMUNICATIONS: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
TEAMWORK/COLLABORATION: Builds collaborative relationships with colleagues and customers with diverse backgrounds and viewpoints. Able to work in a team structure and manage conflict.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
DIGITAL TECHNOLOGY: Leverages existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
LEADERSHIP: Leverages the strengths of others to achieve common goals. Uses interpersonal skills to coach and develop others. Able to manage own emotions and those of others. Uses empathy to guide and motivate, organize, prioritize and delegate work.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**

PROFESSIONALISM/WORK ETHIC: Demonstrates personal accountability and effective work habits, e.g., punctuality, productivity, workload management. Understands the impact of non-verbal communication. Demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind. Able to learn from their mistakes.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
CAREER MANAGEMENT: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**
Global and Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	
Student rating: **Student comments:**	**Supervisor rating:** **Supervisor comments:**

ACKNOWLEDGEMENT:

Student Employee Signature		**Date**	
Supervisor Signature		**Date**	

Adopted from NACE (National Association of Colleges and Employers) Career Readiness Competencies

APPENDIX G: STUDENT EXIT INTERVIEW FORM

Student Employee Exit Interview

Today's Date			
Student Employee Name			
Position Title			
Department Name			
Employment Date		Termination Date	

1. When you started your job, did you understand the tasks described to you in the position description?

2. Please share how you received training for the position.

3. What NACE Career Competencies did you develop during your time as a student employee? (Can we link to the NACE Competency page as reference?)

4. Would you share a situation at work where you demonstrated one of those competencies? (Can we link to the NACE Competency page as reference?)
What was the action that you took?
What was the outcome of your action?

5. What are your greatest learning moments?

6. What did you like the most about your position and why?

7. What was the least satisfying part of your position?

8. Please share about the feedback you received regarding your position. Did you feel it helped you improve your understanding of your skills and strengths? Please give examples.

9. How has this position helped you gain a better understanding of a direction for your career?

10. Have you developed a professional resume yet?

11. Have you had the opportunity to do practice interviews for career positions off campus?

12. Have you developed a professional profile on LinkedIn and Handshake?

13. Is there anything else we can assist you with your professional development?

14. Did you share with your supervisor any ideas on how to improve the position or experience to make it more career relevant for others? If not, would you share your ideas now?

Signatures:

Student Signature: _____   Date: _____

Interviewer Signature: _____   Date: _____

Title: _____

Eligible for Hire: Yes _____   No _____

Cc: Student File