PEPPERDINE
Graduate School of Education and Psychology

Student Employment Supervisor Handbook

TABLE OF CONTENTS

SECTION 1: Introduction

1.1 Welcome

Student Employment supports the University mission of preparing students for lives of purpose, service, and leadership by providing meaningful employment opportunities that allow students to apply what they learn in the classroom and strengthen core professional skills. While both student employees and supervisors play a role in working toward professional readiness, supervisors have the privilege of instilling a sense of pride and ownership for the mission of their departments with student employees.

This GSEP Student Employment Supervisor Handbook has been prepared by the University Student Employment Office and the GSEP Student Employment Office as a guide to inform supervisors of their responsibilities and to share resources that may be useful throughout the year. Supervisors are encouraged to read the Handbook and keep it available as a reference. In addition to information and policies, this handbook contains examples of forms and letters that supervisors may use as templates. Supervisor should also familiarize themselves with other applicable University policies, including the University Policy Manual.

Circumstances could occur that may result in changes to the policies, procedures and practices described in this Handbook. Pepperdine University reserves the right to amend, supplement, or rescind any or all provisions of this Handbook as it deems appropriate at its sole and absolute discretion.

Thank you for taking on this responsibility; by doing so, you make a substantial contribution to fulfilling the mission of Pepperdine University. If you need any assistance or have any questions regarding student employment, please contact:

Student Employment
Pepperdine University
Graduate School of Education and Psychology
Email: gsepsemp@pepperdine.edu
Phone: (310) 568-5600

1.2 Mission and Purpose Statements

Mission

The GSEP Student Employment Office seeks to allow students to engage in meaningful work while gaining worthwhile job experience; to provide students with the chance to earn additional income while taking courses and to support professional growth opportunities during their time as student employees.

Purpose

The GSEP Student Employment Office supports students seeking employment as an integral part of the total education experience. Student employment should teach students essential skills such as punctuality, dependability and personal responsibility, provide opportunities for career exploration and resume building, networking, and should prepare students for lives of service, purpose, and leadership.

1.3 Preface

Students who accept employment at Pepperdine University and serve as employees in your department are bound to the policies and provisions contained within the Student Employee Policies and Procedures Handbook [see Appendix E], as well as all other applicable student policies, including but not limited to the student Code of Conduct.

Pepperdine University student employees are at-will employees. The student employee or Pepperdine University may terminate at-will employment with or without cause and with or without notice at any time.

Pepperdine University does not unlawfully discriminate in employment on any basis protected by applicable local, state or federal law. Questions or complaints regarding discrimination or harassment in the workplace may be directed to the Student Employment Manager. Questions or complaints regarding sex discrimination, sexual harassment, or sexual misconduct must be reported to:

> Edna Powell
> Chief Business Officer
> Title IX Coordinator
> TAC Suite 433
> Phone: (310) 506-6464
> edna.powell@pepperdine.edu

If an accommodation is needed for a student employee with a disability, please contact the Office of Student Employment (SEO). The SEO office is located in Tyler Campus Center, Suite 210, (310) 506-6994.

1.4 Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA is a Federal law that protects a student's privacy interest in his or her "education records." In particular, FERPA affords students the right to inspect and review their education records, the right to seek to have their records amended, and the right to have some control over the disclosure of information from their records. FERPA provides that education records may be disclosed by educational agencies and institutions only after a student provides prior written consent, except in statutorily specified circumstances.

Under FERPA, Pepperdine University may disclose "Directory Information." Directory Information includes: student name, student ID number, address, e-mail address, telephone listing, photograph, date and place of birth, dates of enrollment, college in which enrolled, classification, major degree(s) earned, awards, and the most recent previous educational agency or institution the student attended. Disclosure is at Pepperdine University's discretion. Prior to releasing student Directory Information, please confirm with the Registrar that the student does not have a "Request for Non-Release" on file. Student employment records are protected by FERPA. All employment verification requests should be forwarded to the Office of Student Employment.

SECTION 2: THE PEPPERDINE UNIVERSITY WORK EXPERIENCE

2.1 Student Work Experience at Pepperdine University

Pepperdine University is committed to assisting students by providing on campus employment opportunities based on the following principles:
- Student work experience enhances the educational development and growth of students by providing work related learning experiences.
- Student work experience can provide practical training in areas of student academic or career related interests.
- Student work experience is a vital part of the total financial aid program and provides assistance to students who otherwise might be unable to attend Pepperdine University.

The supervisor can often be a key figure in the student's university experience and in his/her personal growth. By affecting attitudes about work, the supervisor can influence the success of the individual throughout his/her life.

Student work experience can provide learning and career development opportunities from basic job skills to interpersonal skills to leadership skills. The following list outlines the typical types of skills and values developed through work experience. William A. Laramee, in "Values clarification and self-understanding through student work experiences" observes that the following skills and values are often developed through the student employment experience.

Basic work habits and attitudes

- Meeting schedules
- Effective use of time
- Positive attitudes toward work and supervision
- Working with others
- Learning basic skills and information

Responsibility and skill development
- Taking personal responsibility
- Application of knowledge to situation
- Learning and developing confidence in skill or program
- Appreciation of work as a process as well as product

Creativity and awareness
- Importance of initiative
- Problem identification
- Analytical ability
- Problem solving

Understanding and commitment
- Understanding relationships between individuals, institutions, and process
- Commitment to service
- Ability to articulate and interpret observations and experiences
- Comprehension of values, realities, and goals

Leadership and autonomy
- Development of responsible autonomy
- Confidence of self-knowledge and value commitments

2.2 Definition of Student Employee

A student employee is an individual whose employment is incidental to the pursuit of a full-time course of study at the University. Individuals who have been admitted to the University, who take a full course load during an academic year as defined by the particular school in which they are enrolled, and who simultaneously are employed, will be classified as student employees.

Individuals may remain student employees during vacation periods -including summer-provided they maintain their enrollment status for the following academic term. Upon graduation, these individuals will no longer be considered student employees of the University. However, spring graduates may continue working as student employees through the last pay cycle of the current fiscal year.

2.3 Unique characteristics of student employees

In general, students are short term employees and their primary goal and priority is academics.

However, this does not excuse unsatisfactory job performance, but flexibility may be necessary. By understanding the dual role as employer/educator, the supervisor can be instrumental in assisting a student in his or her development. Students are often an invaluable resource for innovative and creative ideas.

SECTION 3: BEGINNING THE HIRING PROCESS

3.1 The Graduate School of Education and Psychology offers three types of on-campus student employment:

- Graduate Assistant (GA) - Work within the department, duties as assigned by supervisor. – up to 19.75 hours a week
- Teaching Assistant (TA) - Assist in grading exams, papers, holding study sessions, individual tutoring, and proctor exams. – up to 6 hours a week
- Research Assistant (RA) - Assist in collecting/reviewing articles; collecting, scoring, and analyzing data; and assisting in the preparation of presentations and/or articles. – up to 10 hours a week

3.2 Determining Your Office Needs

- A few things to consider when determining your office needs: Remember that a student employee's first responsibility is to his or her academic pursuits. Remember to exercise flexibility due to the student's academic schedule and responsibilities.
- A student employee should never be used to replace a full-time position.
- The best approach to estimate how many students you will need, is to determine the duties you want them to perform and the number of hours it will take to complete each task.

3.3 Supervisor's Role

National Student Employment Association statistics show that nearly two-thirds of today's college students hold part- or full-time jobs while in school. Student Employment is an important educational experience. It is a means of preparing for a meaningful career by developing skills and contacts that will help secure a job after graduation.

Supervisors play a key role in students' future employment success. Every effort should be made to encourage student employees to develop characteristics of good judgment, dependability, initiative, and responsibility.

Supervisors of Students as Teachers (from NSEA Student Employment Essentials)

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

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

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

3.4 Supervisor Responsibilities

- ✓ Posting open positions on the Student Employment website, *PepPro.*
- ✓ Collecting applications, interviewing, and selecting students who are a good match for the position.
- ✓ Submitting paperwork needed in order for students to be paid correctly and on time.
- ✓ Clearly communicating the duties and responsibilities of the position.
- ✓ Providing the student with the tools necessary for performing the work assigned (training, technology, etc.).
- ✓ Giving regular feedback to students regarding their performance and providing additional training when appropriate.
- ✓ Providing opportunities for growth and development.

3.5 Helping Students Succeed

10 Strategies for Supervisors to help their Students Succeed

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

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

Communicate Expectations:
Communicate the job standards, requirements, and expectations to your student employees. One

should not assume these are self-evident to the student, even though they may seem obvious to you.

Give Feedback Frequently:
Provide consistent and appropriate feedback to your student employees. Students, like all employees, benefit from feedback in job performance, providing it is communicated with a positive spirit and the goal of helping the student to succeed.

Be Fair:
Supervisors who are too lenient or view students as children are not doing them favors. Student jobs are "real jobs". Treat student employees as you would like to be treated in a similar situation.

Train, Train, Train:
Take the time to train your students in important work skills, attitudes, and habits such as time management, phone skills, quality service practices, handling difficult situations.

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

Give Recognition:
When you see a student "going the extra mile", acknowledge this in front of other staff and peers. People need to feel appreciated.

Share the Vision:
Have regular staff meetings with your student employees, and inform them how their work fits into a larger purpose of the department and the institution.

Be an Educator:
To the degree that we each contribute to the lives of others, we are all educators. Do your part in helping the university to produce graduates that are quality employees.

SECTION 4: STEPS FOR HIRING & POSTING EMPLOYMENT POSITIONS

THE STUDENT EMPLOYMENT OFFICE DOES NOT HONOR PRIVATE AGREEMENTS OR PROMISES MADE BY SUPERVISORS TO STUDENT EMPLOYEES. ALL DEPARTMENTS ARE REQUIRED TO FOLLOW THE SAME PROCEDURES AS MANDATED BY FEDERAL LAW, STATE LAW, AND UNIVERSITY POLICY. BEFORE HIRING ANY STUDENT YOU MUST FOLLOW THE PROCEDURES DETAILED BELOW.

4.1 Steps for Hiring a Student Employee

1. Develop a Job Description (Need Help? See Developing a Job Description)

2. Staff supervisors will complete a GA hiring request on the community page which will need to be approved by:
   a. The department director who will approve the weekly hours requested and the overall purpose of the GA position.
   b. The student employment manager who will verify supervisor training.
   c. The fiscal director who will confirm funding availability.

3. Once the staff supervisor receives approval for their GA, the requested position is required to be posted on PepPro and include mandatory learning objectives and necessary position description details.

4. Supervisors should interview at least 2 students per position.

5. Once they have identified the final candidate, staff supervisors will report a hire in PepPro which will trigger the student employment office to process the hiring request and complete any necessary paperwork with the student.

6. The university is required to comply with the Department of Homeland Security, which states, "Newly hired employees must complete and sign Section 1 of Form I-9 no later than the first day of employment." Failure to do so can result in various fines and penalties. Therefore, supervisors are not authorized to allow students to begin working prior to receiving confirmation from the student employment office that the student has completed all required new hire paperwork. Students are not authorized to begin working in any capacity prior to this notification.

7. The GSEP Student Employment Office will, determine whether or not the candidate needs to complete a New Student Employee Orientation and will email you as such. You will then be notified once the student has completed all necessary paperwork and is eligible to begin working

   o If the candidate has completed the Form I-9 from a previous position at Pepperdine, no additional paperwork is needed. Candidate may be hired immediately (proceed to **Step 9** to complete hiring process)

   o If candidate does not have I-9 from previous position at Pepperdine, candidate must proceed to **Step 7**

8. Student employee completes the following at the Student Employment Office: Form I-9, Form W-4, Confidentiality Agreement, and Mandated Reported Acknowledgement Form.

9. Student employee informs supervisor that they have completed Form I-9, Form W-4, Confidentiality Agreement, and Mandated Reporter Acknowledgement Form

10. You can hire the student in the Student Hire Module. Please visit the Student Hire Module how-to video to see the step-by-step guide. (Note: Each department should have at least 1 designated Student Hire Module user. If your department does not and you will require access, please complete the

following forms: [Student Hire Module and Roster Access](); [Kronos Approval Access Form]())

11. Train new student employees in their new role. Be sure to set expectations (such as dress code, punctuality, professionalism) with each of your student employees.

Student employees should be treated with the same respect and dignity as all other employees. It may be necessary to allow student workers flexibility due to exams, class schedules, and other factors related to their student status. Because the students' primary purpose is the pursuit of an education, employment should complement their educational goals. At the same time, employers should not expect any less in performance or accountability just because the employee is a student.

4.2 Developing a Job Description

Pepperdine University is required to maintain a job description for each student employment position. For sample job description see Appendix A. Job descriptions should include:
• The purpose of the job.
• The duties and responsibilities of the job.
• The skills and qualifications required to perform those duties.
• Days and hours required.
• Student employees must be supervised.

Target Learning Outcomes: (identify the target learning outcomes of each duty using the list below)
1. Build essential job skills (ex. punctuality, dependability, etc.)
2. Calling & Career Exploration and Development: Engage in opportunities for calling and career exploration and experience.
3. Life Balance and Time Management: Encourage improved time management and life balance.
4. Campus & Community Engagement: Create a positive connection to a multicultural campus and community.
5. Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
6. Appreciate the complex relationship between faith, learning, and practice.
7. Develop and enact a compelling personal and professional vision that values diversity.
8. Apply knowledge to real-world challenges.
9. Respond to the call to serve others.
10. Demonstrate commitment to service and civic engagement.
11. Think critically and creatively, communicate clearly, and act with integrity.
12. Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

13. Use global and local leadership opportunities in the pursuit of justice.

SECTION 5: APPLICATION/INTERVIEW/SELECTION PROCESS

5.1 Applications

Students will use the information in the job posting to contact department supervisors directly. Supervisors are then responsible for reviewing applications, conducting interviews and selecting candidates.

5.2 Interviews

For the supervisor, interviewing is a time to gather information about the candidate. For the student, interviewing is an invaluable lesson. The process of applying and interviewing for a position gives the student experience and confidence for the future employment search. For sample job interview questions see Appendix C. Here are a few tips to help you begin your interview process.

*Interview questions should be:
- predetermined and asked of all candidates,
- non-leading and open-ended,
- based on job requirements, and
- job related

*Introduce yourself and provide a brief overview of the position before you start asking the applicant questions.

*Inform the applicant when they can expect to hear of your decision.

*Rate each applicant immediately after the interview. If you wait, the information will not be as easily recalled.

5.3 I've Selected an Applicant, Now What?

*When the position is filled, call or send a letter to each applicant to let them know a decision has been made. (See Sample Letters of Regret for Formatting Help)

o [Sample Letters of Regret for Applicants](#) (found in Appendix D)

*Close the position on PepPro

5.4 Mandatory Student Employment Paperwork/Forms

Once the student has accepted the job position, they must complete their paperwork with the Student Employment Office in order to be officially hired in the system!

Student Employment Forms

Your student employee may not begin work until all of the following forms have been complete and received by the Student Employment Office.

1. **United States Department of Homeland Security Form I9**

   The United States Department of Homeland Security (DHS) requires verification of all employee identity and eligibility to work within three days of employment. The I‑9 form provides a list of approved documents to review (see below).

   o [List of Approved Documents for Verification and Eligibility](#)

   o All verification and eligibility documents must be the ORIGINAL documents, NOT photocopies or faxes.
   o Verify in the Student Hiring Module that the student's I-9 status says, "Current."

   Examples of Commonly Used Verification Document Combinations:
   o Passport (Serves as both Verification of Identity and Eligibility)
   o Driver's License + Social Security Card
   o Driver's License + Certified Copy of Birth Certificate
   o School ID + Social Security Card
   o School ID + Certified Copy of Birth Certificate

2. **W-4 Form**

   Although currently enrolled students are exempt from FICA and SDI, they are subject to all federal, state and local taxes. The W-4 form is required by the IRS to determine the appropriate tax withholding status for each individual.

3. **Confidentiality Agreement**

4. **Mandated Reporter Acknowledgement Form**

California law identifies several categories of individuals who are considered "mandated reporters" of child abuse and neglect. Such employees, including student employees, as a term and condition of employment at the University, are required to sign a Mandated Reporter Acknowledgement Form,

which discusses the employee's legal obligations. An employee's failure to comply with this law may result in immediate termination of employment. The Student Employment Office will determine which student employees are required to complete the Mandated Reporter Acknowledgment Form. If you suspect that a minor is being abused, whether he or she is a Pepperdine University student, student employee or campus guest, please inform your supervisor and immediately contact the Department of Public Safety to assist in filling a mandatory report to Child Protective Services.

PLEASE REMEMBER THAT STUDENTS ARE NOT ELIGIBLE TO WORK WITHOUT COMPLETING FORM I-9, FORM W-4, STUDENT CONFIDENTIALITY FORM AND THE MANDATED REPORTER ACKNOWLEDGEMENT.

5.5 On-Campus Employment for International Students

Recent changes in the Social Security Administration regulations require international students to submit proof of employment at the time of making application for a social security number. The following is information given to international students and outlines the hiring process.

1. Apply for and secure a job – check "Student Employment" website.
   http://services.pepperdine.edu/studentemployment

   F-1 students are not eligible for **Pepperdine Work Program** or **Federal Work Study** type positions, only **Departmental Student Pay**, or **Graduate Assistantship Pay**.

2. Obtain a letter from the employer describing your job, your employment state date, the number of hours you will work, pay rate, and your supervisor's name and telephone number. The letter must be signed by your supervisor and dated. (Visit the Student Employment Office for assistance.)

3. Make an appointment with your Designated School Official for immigration purposes at the Office of International Student Services (ext.4246) and obtain a letter verifying your full-time student status and eligibility to work on campus. **Bring your passport, Form I-20, Form I-94, and letter from your employer**.

4. Go to the Social Security Administration (SSA) Office (West Los Angeles is the nearest office from Pepperdine) and apply for a Social Security Number (SSN). Bring your passport, Form I-20, Form I-94 and letters from your employer and your designated school official. Obtain a letter from the SSA stating that you applied for a SSN.

5. Make an appointment with the Student Services Coordinator at the Student Employment Office (ext.4177), and complete the **Form I-9**. Bring your **passport, Form I-20, Form I-94, and letter from the SSA.**

6. Make an appointment with Patty Culley (ext.4636) at the Payroll Office and complete the Foreign **National Information Form and the W-4 Form**. Bring your **passport, Form I-20, Form I-94, and letter from the SSA**.

7. As soon as you receive the card in the mail from the SSA, provide your SSN to the Student Employment Office, Payroll, and Office of International Student Services.

8. International Students **cannot** begin working or receive payment until **all** paperwork has been completed.

Hours for International Students

It is extremely important that international students *do not work more than 20 hours per week during periods of enrollment.* To do so would jeopardize their status in the United States.

SECTION 6: STUDENT EMPLOYMENT POLICIES

Student Workers Volunteering

The Fair Labor Standards Act of 1938, as amended, *prohibits employers (including schools) from accepting voluntary services from any paid employee*. Any student employee must be paid for all hours worked.

Student FICA Exemption

FICA taxes are a combination of Social Security and Medicare taxes. Student employees, including international students, are exempt from FICA taxes based on Internal Revenue Service Code. In order to be considered eligible, students must be enrolled at least half-time at Pepperdine University. The law allows each institution to define half-time. Pepperdine uses the definitions set forth by the Registrar. Work performed during school holidays and breaks between academic periods is eligible for the exemption if:

- The break is less than 2 weeks long, and
- The student is enrolled or eligible to enroll in the first academic period following the break.

6.2 Hours, Overtime, Breaks & Meal Penalties

- Students may work up to (but not more than) 19.75 hours per week during period of enrollment. This means 19.75 hours total for all on-campus jobs
- California labor law requires overtime of one and one-half the regular rate of pay for work:
  Over 8 hours in one 24 hour period
  Over 40 hours in one 7 day period
  On the 7th straight day of the pay week (Sunday)

- At Pepperdine, employees are entitled to one 15 minute break for every 4 hours of consecutive work.

- Employees are entitled to a one-half hour unpaid meal period for consecutive work of 5 hours or more.
- If an employee works more than 6 consecutive hours without taking a one-half hour meal period, they are entitled to a 1 hour meal penalty which is automatically calculated by the Kronos timekeeping system.

Student Employment During Breaks and After Graduation
A student employee can work up to 19.75 hours a week during the semester and 40 hours a week during academic breaks. During the summer, a student employee can work 20 hours during the session in which he is enrolled in a class and 40 hours during the sessions he is not enrolled. A student employee may work no longer than a 10 week maximum at 40 hours per week. A student graduating at the end of the spring term may continue working as a student employee through the last pay cycle of the fiscal year.

6.3 Hours Tracking for Employees Not Eligible for Medical Coverage

The Affordable Care Act ("ACA"), also called Health Care Reform, generally includes requirements for employers to offer medical coverage beginning in 2015, to employees who work an average of 30 hours or more per week during a 12-month "measurement period." This measurement will be measured for a 12-month period from the date of first hire for new student employees and during a standard 12-month period from June 1st to May 31st thereafter.

Student employees are subject to hours tracking under ACA and student working hours will be closely monitored to insure that their hours worked in any of the measurement periods do not exceed the ACA thresholds. The GSEP Student Employment Office encourages all student employees to track their hours as well so that they do NOT exceed 19.75 hours per week.

Affordable Care Act Guidelines – To remain in compliance with the Affordable Care Act (ACA) and ensure students can remain employed in the student classification throughout their academic career, it is extremely important an individual student employee does not average 30 or more hours per week for a 90-day period (collectively across all job assignments) at any point in time. Once a student reaches this threshold, per ACA rules, they must be hired as restricted staff, at the appropriate burden rate (currently 34.5%), and be provided with one of the established University health plans going forward. This applies to the position in your department as well as future employment during their student career.

Since it is critically important students not reach the ACA threshold, the following are guidelines established by the Student Employment Office with the assistance of Human Resources.

o During summer break, student employees may not work 30 or more hours per week beyond 12 weeks.
o The Student Employment Office will closely monitor any students who work 30 hours per week or more for 10 weeks. In these cases, our office will work with you to modify student work schedules.

6.4 Sick Leave

To comply with the new California law, Healthy Workplace Healthy Family Act of 2014 (AB 1522), as of July 1st, 2015, all student employees of Pepperdine University became eligible to accrue sick leave.

Student employees will accrue time using a new leave accrual module in KRONOS. Accruals are based on actual hours worked in the following manner.

- Leave will start accruing on the first day of work at the rate of.033 hours of sick time per hour worked.

- Student employees can accrue up to a 48 hour maximum per calendar year.

- Student employees can only take a maximum of 24 hours per calendar year (subject to available time.) The balances, if applicable, will rollover to the following calendar year.

How and when you can use Accrued Sick Leave:

- Students can utilize sick time ONLY after accruing at least one hour of sick leave.

- When using sick leave, students must take a minimum of 1 hour of sick leave at a time, in one-hour increments. (Example: if you have accrued 5.333 hours of sick leave, you can use a minimum of 1 hour or a maximum of 5 hours).
- Students can utilize sick time ONLY if they are unable to work their assigned shift due to illness or a medical appointment AND cannot make-up the shift on another day during the same work week.
- It is important to notify your supervisor prior to the beginning of your shift (if possible) to let them know you will be unable to work due to illness. Supervisors may have additional policies regarding notification of absences, please ask your supervisor for contact preferences or department policy regarding missed work.

Other important notes:

- Accrued sick leave is NOT to be used as paid vacation time or study time
- Accrued sick leave is NOT to be forecasted, unless it is for a medical appointment set in advance and the hours CANNOT be made up during this same work week.
- Accrued sick leave balances are not paid out at the end of your work assignment; however, if you are rehired as a university employee within one year from the separation date, previously accrued and unused sick leave will be reinstated (up to a max. of 24 hours).

6.5 Student Payments, Logging Hours, and Kronos Troubleshooting

Recording hours and Student Payments

Student employees will document their hours in Kronos, which is a web-based time keeper and attendance system that helps to ensure accurate recording of time worked. Student payments are built based upon the information and hours documented in the Kronos system.

For more information on Kronos please refer to the User Guide located in following link:
http://community.pepperdine.edu/it/content/services/kronos2014/newkronossupervisorsuserguide6_3.pdf

6.6 Student Employee Training and Development

Training and Development
It is very important to provide orientation and training for student employees. This should include an introduction to your department policies and procedures, a general tour of your area and an introduction to other staff and faculty members in the department. We recommend that you use this time to set clear expectations.

New Student Employee Orientation
All New Pepperdine GSEP Student Employees are required to attend New Student Employee Orientation. NSEO reviews the rights and responsibilities of employees of Pepperdine University. This training will also provide information regarding workplace expectations, workweek, office etiquette, payroll process, conduct, attendance, and disciplinary action.

Please take advantage of this excellent resource. Email notification will be sent to each hiring managers regarding time and dates for training sessions. Arrangements can be made for students who are unable to attend a group session due to scheduling conflicts.

6.7 Recognition

It is very important to recognize student employees for a job well done. Students who know their work is appreciated will work harder, will be happier employees, and will be less likely to change jobs frequently.

6.8 Employee Termination

Employee Termination

The GSEP Student Employment Office is available to provide the supervisor and the student employees with conflict resolution service to assist with work-related situations.

If conflict situations occur between the student employee and his or her supervisor or co-workers, the supervisor is encouraged to resolve the matter as soon as possible. If resolution is unsuccessful or a conversation between the student employee(s) and the supervisor is not appropriate under the circumstances, either the student employee(s) or the supervisor should submit his or her concerns in writing to the Student Employment Manager for assistance in resolving the issue.

Employment Discipline

Whenever possible, conflicts should be resolved between the supervisor and the student employee before the situation deteriorates to the point that discipline, including termination or

resignation, is required. Because student employment is a learning experience for the student worker, it is generally expected that the supervisor will first advise the student verbally and then in writing of unsatisfactory performance before terminating the student employee. **It is expected that supervisors will document in writing in the student's employment file attempts, including dates and times, to reconcile the situation before consideration of termination.**

Acts that may result in disciplinary action or dismissal include, but are not limited to, inadequate job performance, inadequate job knowledge, misconduct, excessive absenteeism, or unauthorized leave or absences.

Types of Disciplinary Actions

In most cases, the supervisor counseling the employee and providing guidance on appropriate conduct or performance can address inappropriate job-related conduct or job performance. For more serious incidences or if counseling does not achieve the desired results, the supervisor may issue a written reprimand. Other possible disciplinary actions include:

Warnings

Except for situations of serious misconduct (see Immediate Release) the procedure for warnings and/or terminations is as follows: a verbal warning should be issued upon the first instance of misconduct. If misconduct continues, a written warning should be issued. If the matter is still not resolved, a written termination notice may be issued and a copy of the Pepperdine University Student Employee Leave of Absence/Termination Form should be completed. Supervisors are encouraged to communicate openly with students regarding performance and behavior expectations so that terminations may be avoided.

• *Verbal Warning*: Between supervisor and student, documented in student's employment file.

For Example:

Dear (Name of student),

I'd like to speak with you about yesterday when you (missed your shift). You must call us when you are going to be absent so that we may (reschedule, organize, etc.). I want you to know that this is a formal verbal warning and will be documented in your file.

• *Written Warning*: May be either a formal letter or an email. Please place a copy in the student's employment file.

For Example:

Dear (name of student),

As we discussed on (date), you (must call in if you are going to be absent during your scheduled shift). You have again failed to comply with this policy, which resulted in problems for the office. This is a formal written warning and will be documented with the Student Employment Office. If this happens

again you will be terminated from your present position. If you have any questions regarding this matter please contact me as soon as possible.

Suspension without pay:
  An employee may be temporarily removed from duties without pay or be temporarily placed in a non-paid status (normally one to three days).

Dismissal:
  An employee may be dismissed from their employment within your department. It is important that the student know they may be eligible to seek other student employment opportunities within the University.

Non-Disciplinary Action Termination

Voluntary Termination
• The student initiates a voluntary termination.
• A student who voluntarily elects to terminate his or her employment should give at least two weeks' notice to the supervisor.
• The supervisor must notify the Student Employment Office of any voluntary termination via email.

Withdrawal and Leave of Absence
• Students who are withdrawn or take a leave of absence from the University are no longer eligible to work as student employees. If the student re-enrolls and remains in good standing with the University, he or she may again be considered for student employment positions. No exceptions will be granted.

Graduate Assistant Exit Interview Questions
1. How did the job match your expectations?
2. Did you feel that the work you were doing aligned with your personal goals and interests?
3. What was a perk/benefit of working in this department?
4. Did you have the tools and resources you needed to effectively do your job?
5. How would you describe your experience to your replacement?
6. How would you describe the environment/culture here?

6.9 Termination of Employment

Termination of a student's employment can be a difficult process that occurs as a result of either disciplinary action, insufficient funds of a department, etc. For any termination of employment, the Student Employment office requests the following:

• **A Written Termination Notice:** Must be sent to the student and a copy sent to the Student Employment Manager in the Student Employment Office, along with a completed Pepperdine University Student Employee Leave of Absence/Termination Form.

For Example:

Dear (name of student)

This letter is to notify you that you have been released from your present position (with (department name) due to (failure to report for scheduled shifts). (If applicable - Please return any office keys or materials in your possession to (department supervisor) immediately). This notice will be documented with the Student Employment Office. You may still be eligible to obtain on-campus student employment, a current list of available positions can be found on PepPro.

Terminating a student can be a difficult process for many supervisors. The Student Employment Office can provide you with guidance if necessary. Please contact the Student Employment Manager directly for assistance or to address questions or concerns.

Immediate Release

Acts of serious misconduct will not be tolerated and may result in an immediate release from employment. Examples of serious misconduct may include but are not limited to: serious disregard of University rules, disorderly conduct, the unauthorized possession, distribution, use of or being under the influence of alcohol, marijuana, or other non-prescription drugs or controlled substances during working hours, theft of University property or the personal property of a student, staff, or faculty member, breach of confidentiality, falsification of employment records, payroll, or other documents, harassment, gross incompetence, and/or insubordination or refusal to perform assigned tasks.

Employers who wish to terminate an employee under this policy are required to notify the Student Employment Office immediately and follow (a) and/or (b) below:

A. Inform the employee in writing that she or he is being released and send a copy to the Student Employment Office. The Student Employment Office will review the immediate release for appropriateness.

B. In the event that the misconduct constitutes a potential violation of the student Code of Conduct, refer the matter to the Office of Student Affairs for possible referral to the student judicial system. Illegal conduct should be reported to the Department of Public Safety.

Appendix

TABLE OF CONTENTS:

Appendix A
Sample Job Posting and Description

Sample Job Description

Weight Center Student Supervisor is responsible for the supervision of the Weight Center and its patrons. Student Supervisor is responsible for opening, closing, and securing the facilities. Also responsible for the appropriate use, arrangement and cleanliness of all equipment. Campus Rec employees are required to provide a welcoming, inclusive, safe and enjoyable, service oriented environment for participants at all times. Position is for the month of August: Friday evenings, Saturday and Sunday afternoons. Prefer students with availability to work in the fall as well. Will offer fall semester positions to summer staff in good standing.

12-20 hrs/wk. Assistant will provide direct support to the Student Health Center Director. They are responsible for updating protocols and manuals, preparing and coordinating department outreach and various special annual events, quantifying statistics, special projects, research, preparing for meetings, assisting with formatting monthly and annual report as well as the 5 year review and file maintenance. Administrative support such as answering the phone, sending faxes, filing, etc. Must be able to handle confidential information in a trustworthy manner. Self-motivated and ability to work independently. Federal Work Study and Pepperdine Work Study preferred.

THIS ASSIGNMENT STARTS IN AUGUST.
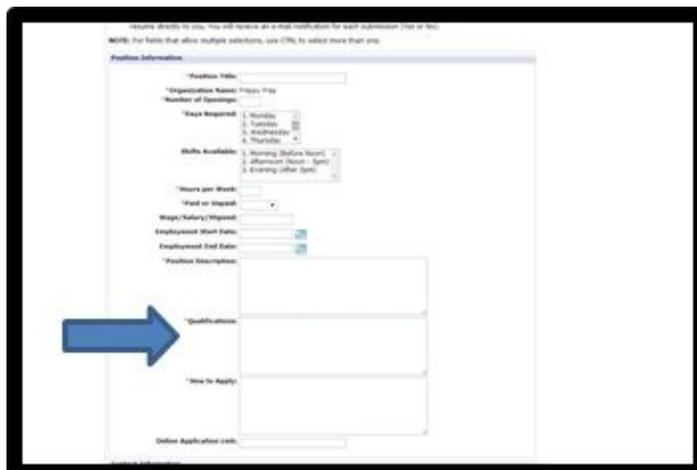
Appendix B
Posting Position

1. Go to PepPro (https://www.myinterfase.com/pepperdine-gsep/admin)
2. Log in using your email address and password.
3. Once you have logged into your account, click on "My Postings" and select "New Posting."

4. Fill out the required fields under "Position Information" such as position title, number of openings, days required etc.
5. It is important to include how you would like candidates to apply to the position. For example: You may include this information in the section labeled "How to Apply."

Tips on Posting a Job
- **Tip 1: Keep information clear**
  - In order to help keep the job posting clear, be sure to fill out the required sections in the appropriate areas. For example, be sure to include the qualification for the position under the "Qualifications" section rather than under the "Position Description."

- **Tip 2: Accepting Application through PepPro**
    - When posting a new position, students will be able to automatically apply for the available position through PepPro. Employers are notified via email that a position has been applied for.

NOTE: This can be changed by selecting the drop down menu and clicking "<u>No</u>". If this is selected, please see Tip # 3.

Appendix C: Sample Interview Questions

XXX DEPARTMENT
Student Assistant

Applicant: _____

1. **Why are you applying for this position?**

2. **What work experience/skills would you bring to this position?**

    a. **What aspects did you enjoy in previous positions?**

    b. **What aspects didn't you enjoy in previous positions?**

3. **What are your goals in this position/what would you like to gain from this experience?**

4. **What do you know about the position and our services?**

5. **How can the XYZ Department help you toward your goals?**

6. **Are you planning on working more than one job this year?**

7. **What activities/organizations/events are you thinking about becoming involved in here at Pepperdine?**

Appendix D: Sample Evaluation, Development and Feedback Forms

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology
— CAREER SERVICES —

Graduate Assistant Evaluation & Feedback Form

Name:

Date:

Positive Attitude:

    1   2   3   4   5

Comments:

Quality Productivity:

    1   2   3   4   5

Comments:

Teamwork:

    1   2   3   4   5

Comments:

Initiative:

    1   2   3   4   5

Comments:

Follow Through:

    1   2   3   4   5

Comments:

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology
—— CAREER SERVICES ——

Please complete the following questions regarding your GA experience. Your specific and honest feedback is invaluable to both individual and team growth.

1. What were 2-3 key learnings from this past year?

2. What do you consider to be your key contributions to Career Services thus far? Be specific; consider general GA responsibilities, individual projects, and team building.

3. What are your areas of growth/development that you will commit to for the following semester? Be specific.

4. If your supervisor were to serve as a future employment reference for you, what would you want to be said about you? In other words, what qualities, skills, and accomplishments would you want to be highlighted?

5. As supervisors, what could we do more of?

    What could we do less of?

    What should we keep doing the same?

6.   What are the strengths of our Career Services operations and service delivery?

7. What are areas/ideas for improvement in our Career Services operations and service delivery?

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology
——CAREER SERVICES——

Student Employment Development

Investing in our student employees not only creates reciprocal learning opportunities, but it also empowers them to strengthen and contribute their talents so that they can make a true difference.

I. BENEFITS OF STUDENT DEVELOPMENT:
 a. Teach and mentor our students
 b. Help students affiliate at GSEP
 c. Gain additional/complimentary skills for your department
 d. Expose students to different career options within higher education; provide opportunities for them to gain relevant experience
 e. Increase visibility of student leaders among faculty, staff, students, and alumni; expand their professional network
 f. Strengthen your department's front-line service delivery
 g. Gain feedback to keep your department relevant to today's student
 h. Strengthen your supervisory/mentoring skills

II. RECRUITMENT:
 a. Having a descriptive Working Title:

 _____Specialist
 _____Coordinator
 Assistant to_____
 _____Associate
 _____Educator

 b. Creating a substantive and appealing Job Description:
   i. What is the function of your department?
   ii. Who are your constituents (internal and/or external)?
   iii. What are the primary responsibilities of this position? Identify key functional responsibilities.
   iv. In which special projects or events will this employee be involved, either as a team member or leader?
   v. What is the department/team structure?
   vi. What are the benefits/perks/learning opportunities of the position?
   vii. What relevant experiences, knowledge, skills, and qualities are required / preferred?
   viii. What, if any, are the scheduling requirements?
   ix. What is the culture of the team/department/campus?

III. SCREENING, INTERVIEWING, & HIRING

IV. ONBOARDING & TRAINING

V. SUPERVISION & MENTORING

Name: _____   Date: _____

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology
—— **CAREER SERVICES** ——

GRADUATE ASSISTANT LEARNING PLAN (GALP)

Professional Development:

What are 3 learning objectives you would like to accomplish this semester, related to Career Services (e.g., skill development, content expertise, etc.) and/or your own professional career path?

1. _____

2. _____

3. _____

Work Style:

1. What is your ideal work environment?

2. Favorite work activities?

3. Least favorite work activities?

4. What are your strengths?

5. What are your challenges?

6. How do you manage these challenges?

7. How will we know when you are at your best?

8. How will we know when you are under stress?

9. What is the best way to respond to you when you are under stress?

Supervisory Relationship:

1. What do you need from your Supervisors to establish a strong working relationship?

2. What are you willing to commit to in order to establish a strong working relationship with your Supervisors?

3. How do you prefer to receive feedback?

4. How do you like to be recognized / rewarded?

Appendix E: Sample Letters of Regret for Applicants

Sample On-Campus Employment Letter of Regret for Applicants

(Date)

Dear (Applicant's First Name):

On behalf of our department, we would like to thank you for taking the time to participate in our hiring process for the position of (Name of Position).

Your application has been reviewed and we are very pleased with the caliber and qualifications of all applicants. While we find that you have many good qualities that would be helpful and relevant to this position, I would like to take this opportunity to regretfully inform you that we received applications from other candidates who more closely align with the needs of the position at this time. I encourage you to continue to check all of the University's available positions, which are updated regularly at jobs.pepperdine.edu. Thank you again for your interest in working with our department.

I wish you both personal and professional success in your job search and in the future. We appreciate your interest in our organization.

Sincerely,
[Name of Hiring Manager]
[Department Name]

Sample On-Campus Employment Letter of Regret for Final Candidates
(Date)

Dear (Applicant's First Name):

On behalf of our department, we would like to thank you for taking the time to participate in our hiring process for the position of (Name of Position). Additionally, I want to personally thank you for the time you invested in the application and interview process.

It was a pleasure to talk with you and discuss the position. We were very fortunate to have several highly-qualified candidates in our pool. I regret to inform you that we have filled the position with an individual whose qualifications and background most closely align with our needs. I encourage you to continue to check all of the University's available positions, which are updated regularly at jobs.pepperdine.edu.

I wish you both personal and professional success in your job search and in the future. We appreciate your interest in working with our department.

Sincerely,
[Name of Hiring Manager]
[Department Name]

Sample On-Campus Employment Letter of Regret for Interviewed Applicants
(Date)

Dear (Applicant's First Name):

On behalf of our department, we would like to thank you for taking the time to participate in our hiring process for the position of (Name of Position).

It was a pleasure to talk with you and to learn more about your career background, qualifications, and aspirations. We were very pleased with the highly qualified, skilled backgrounds of all the candidates we interviewed, and I would like to take this opportunity to regretfully inform you that I have interviewed other candidates who more closely align with the needs of the position at this time. I encourage you to continue to check all of the University's current job postings which are updated regularly at jobs.pepperdine.edu.

I wish you both personal and professional success in your job search and in the future. We appreciate your interest in working with our department.

Sincerely,
[Name of Hiring Manager]
[Department Name]
Pepperdine University