



University Policy Manual

University of the Pacific

Student Employment/Policies and Procedures

Policy Administrator: Career Resource Center

Effective Date: January, 2003

Student Employment Policies and Procedures

I. INTRODUCTION

The policies and operating procedures for the employment of students under the jurisdiction of the Career Resource Center apply to Pacific student employees.

Student Employment at Pacific is intended to provide a vehicle for students to work part-time while they are in school, and to gain valuable experience related to their educational goals. The purpose is also to assist them with financial support during their tenure as a student of Pacific.

II. MINIMUM REQUIREMENTS FOR STUDENT EMPLOYMENT

A. Student Employees must meet the following requirements for eligibility:

1. Matriculated students who are currently enrolled/registered in Spring or Fall semester as a new or continuing student in good academic standing and with at least half-time student status.

OR

2. Students enrolled in a jointly sponsored degree or credential granting program where courses are offered both through the University and another institution and the students meet the unit GPA requirement listed in II.A.1.

- B. International Students holding F1 or J1 visas must secure approval of International Programs and Services in order to be eligible for the Student Employment Program. International students must be full time (12-units for undergraduates; 9-units for graduates; 6-units for graduate students holding assistantships).
- C. Eligibility for employment as a Federal or State Work-Study student is established by the Office of Financial Aid and is subject to Federal Work-Study program regulations which take precedence.
- D. If not enrolled in subsequent semesters, a Student Assistant may work until the end of the December pay period for Fall enrollment and until the last day prior to commencement for Spring enrollment. Upon Fall graduation, students are eligible to work as a Student Assistant until the end of the December pay period.

III. DEFINITION OF STUDENT EMPLOYEE CATEGORIES

- A. Pacific has two primary student employee categories: (1) Student Assistant, and (2) Federal or State Work-Study. The category is determined by the funding source from which a student employee is paid. Student Assistants are funded from University resources, whereas Federal and State Work student employees are funded primarily by Work-Study dollars via the Financial Aid Office and are governed by Work-Study regulations. The categories are broken down further into specific classifications depending on the student's class level, units carried, and hours worked.

IV. APPLICATION PROCESS

- B. All students are required to complete a UOP Student Employment application form when applying for a job on campus. Application forms are available in the Career Resource Center and the Office of Human Resources. *See Attachment #5.*

V. HIRING POLICIES

- A. Administration of the Pacific Student Employment Program shall be in accordance with good management principles and the University's equal employment opportunity policies including the University policy against sexual and other unlawful harassment.
- B. All Stockton Pacific student employment is dependent upon the mutual consent of the University and the student employee. All student employees serve at the will of the University, therefore, the University or the student employee can, at any time, terminate the employment relationship at will, either with or without cause. If the student employee is terminated by the University, he or she may meet with his or her supervisor to ask for reconsideration, but the supervisor is not required to state a cause for termination. *See Attachment #1.*
- C. Student employees can be employed in more than one employment classification simultaneously (i.e. student assistant, graduate assistant, Federal Work-Study, State Work-Study).
- D. Individual programs are responsible for the monitoring and implementation of the level and salary aspects of this policy. Level characteristics for student employment are listed on Attachment #3. Pay rates are meant to provide consistency for all University departments. Hiring units must meet minimum pay rates for each level. Pay schedules in auxiliary operations/ organizations may differ.
- E. The employing unit is accountable for monitoring employment levels and pay rates for compliance with the standards established herein. It is recommended that students employed for the first time be placed at the beginning rate of the pay range for the appropriate employment level. However, if in the judgment of the employing unit, the student has gained skills and experience relevant to the job through previous employment, then the student may be placed at a higher rate of pay within the range.
- F. Student employees are covered by Workers' Compensation. They do not accrue or receive sick leave, vacation credit, holiday pay or unemployment benefits. Student employment is a temporary employment status.

- G. Starting Date – A student is not authorized to work until all necessary paperwork has been completed and approval(s) obtained. A UOP Student Employment application form should be completed by the student. A copy of the application should be forwarded to the Career Resource Center within five (5) working days of the hiring date by the supervisor. *See Attachment #5.*
- H. A Student Employment Payroll Authorization Form, or for Federal and State Work-Study students, a Work-Study Employment Authorization Form, must be delivered to the Budget Office prior to the first day of work. THERE ARE NO EXCEPTIONS. The Payroll Office may require students to complete additional payroll forms.
- I. All students are required to complete the I-9 Form on/or prior to their first day of employment. Various documents are required to complete this form in the Office of Human Resources. Employment is conditional upon compliance with I-9 requirements.

VI. WORK SCHEDULES

- A. A student work week is defined as beginning at 12:01 A.M. on Monday and ends at midnight the following Sunday.
- B. Student employees may be scheduled to work up to 8 hours per day; and may work up to six consecutive days, regardless of work week.
1. During the academic year when classes are in session, including finals week, student employees may work up to thirty (30) hours per week.
 2. Student employees may work up to forty (40) hours per week during Winter and Spring Break.
 3. Student employees may work up to forty (40) hours per week when school is not in session (i.e., summer). Pursuant to the federal and state laws, student employees are designated as non-exempt employees and must, therefore, be paid overtime (time and one-half) for hours worked in excess of eight (8) hours per day and/or forty (40) hours per work week.

4. Student employees working on an “official” and “seasonal” holiday should be paid “overtime pay” on the “official holiday” and “regular pay” for the “seasonal holiday”. Students do not receive compensatory time off in lieu of overtime pay.
 5. All student employees working during the Summer regardless of the hours worked will be classified as Student Assistants.
 6. International students may work up to twenty (20) hours per week when school is in session and forty (40) hours per week when school is not in session. (i.e., summer).
- C. Student employees may work in more than one department. However, the supervisors and students are responsible for monitoring combined work hours to ensure the total work hours do not exceed eight (8) hours per day, thirty (30) hours per week when school is in session and / or forty (40) hours per week during Summer Session, Winter and Spring Break.
- D. Supervisors are responsible for the assignment of regular work schedule(s).
Lunch breaks: Students working more than six (6) hours in one day are required to take a ½ hour unpaid meal break within a five (5) hour work period. Breaks: For every four (4) consecutive hours worked, or major portion thereof, students are entitled to a 10-minute rest period in the middle of the four (4) hour work period.

VII. PAY RATE ADJUSTMENTS

- A. Pay rate adjustments are effective on the first day of a pay period.
- B. Promotion to Next Level

If a student employee is assigned duties with a higher level of responsibility or difficulty, the student must be placed at the appropriate pay level for the work that is performed. A Student Pay Authorization Change Form or Work-Study Authorization Change Form must be completed with new duties stated and forwarded to the Career Resource Center. If approved, the following items must be submitted by the employing department to the Budget Office by the Payroll Review Date: 1) a copy of the approved Student Pay Authorization Form; and 2) the student’s time sheet.

VIII. PAYROLL INFORMATION

- A. Provided that time sheets and other documents are submitted correctly by the established due dates, pay will be issued to student employees according to the Student Assistant/Federal Work-Study Pay Calendar.
- B. Direct deposit is available to student employees. *See Attachment #4.*

IX. ORIENTING THE STUDENT

Once the student has been hired, the supervisor or a designee must set aside time to orient the student to the agency and/or department. The supervisor or designee should reinforce relevant topics discussed at the interview, as well as the following additional topics:

- A. Work Schedule Requirements (i.e., not to exceed 6 days, etc.)
- B. Variations in work schedules for holidays, break periods, and examination periods.
- C. Safety and health practices.
- D. Behavioral Expectations.
- E. Performance Review/Evaluation Schedule.
- F. Dress code and other relevant policies and procedures.
- G. Confirmation of rate of pay for position.
- H. Prevention of sexual and other unlawful harassment (Policy available in the Department of Human Resources).
- I. Confidentiality in the Work Place.
- J. Supervisory personnel. When discussing supervision, it is important to provide answers to the following questions:
 - 1. To whom should the student direct problems or questions?
 - 2. Whom should the student contact in case of absence or change in work schedule?

X. SUPERVISOR RESPONSIBILITIES

While each department has established its own standards for supervision of employees, supervision of Pacific student employees must also honor the supervisory responsibilities established by the Career Resource Center. When supervising students, supervisors are expected to:

- A. Explain to the student the role of the student in the Department.

- B. Explain the standards of behavior expected of student employees.
- C. Provide skill training and procedural information necessary to perform tasks.
- D. Ensure adequate supervision of student work.
- E. Keep lines of communication open, clear, and constructive.
- F. Ensure that students are not scheduled to work during established class times.
- G. Treat all students in accordance with their rights under law.
- H. If applicable, monitor the student's Work-Study award balance.
- I. Ensure the accuracy of student time sheets.
- J. Provide a work space that is free from hazards.
- K. Report any student workplace accidents or injuries to Human Resources immediately.
- L. Complete Performance Evaluation at end of each semester and submit to the Career Resource Center.

XI. STUDENT RESPONSIBILITIES

Student employees may be new to the workforce, and the student employment program provides a learning experience for them. In this light, student employees are expected to:

- A. Report to work on time or give advance notice of expected delays.
- B. Give advance notice when unable to work a scheduled shift.
- C. Refrain from conducting personal business or studying while on work time.
- D. Establish a work schedule that does not interfere with class time.
- E. Report accurately the hours they have worked.
- F. Take the job seriously and perform the job duties to the best of their ability.
- G. Dress appropriately for the job location.
- H. If applicable, monitor their Work-Study award balance.
- I. If applicable, notify their supervisor of any changes in their Work-Study award.
- J. Notify their supervisor in advance of any changes in academic schedule or other commitments that affect their work availability.
- K. Upon request, report an accurate summary of previous work history to their employer or prospective employer.
- L. Immediately report any workplace accidents or injuries to the supervisor.
- M. Give a two week notice before resigning, when possible.
- N. Participate in Performance Review Process.

XII. PERFORMANCE EVALUATION

- A. The Student Performance Evaluation form should be used by the supervisor to evaluate the student's work performance. At the end of each Fall and Spring semester, a copy of the student performance evaluation should be forwarded to the Career Resource Center. Should there be a performance problem; the student employee should be advised in writing via the

Student Performance Report. *See Attachment #6 and Attachment #7.*

B. Student Employees are subject to the standards of conduct of the department and school and may be disciplined accordingly.

XIII. STUDENT EMPLOYEE GRIEVANCE PROCEDURE. *See Attachment #1.*

XIV. EXCEPTIONS

Request for any of the following exceptions will be considered on a case by case basis and must be submitted to the Career Resource Center.

A. Working in more than one employment classification. However, concurrent employment in Student Assistant and Staff / Faculty classifications is not allowed.

B. Working in excess of eight (8) hours.

C. Working on a seventh (7) consecutive day regardless of the number of hours worked during the first six (6) consecutive days.

Attachments –

#1 – Disciplinary Action/Grievance Procedure

#2 – General Student Employment Grievance Form

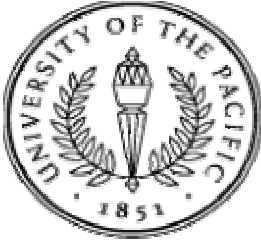
#3 – Level/Hourly Wage

#4 – Student Payroll Direct Deposit

#5 – Student Employment Application

#6 – Student Performance Evaluation Standards

#7 – Student Performance Evaluation Form



Student Employment Policies and Procedures

Disciplinary Action/Involuntary Termination

In cases where a student employee is not performing job duties or meeting departmental expectations, the following guidelines are suggested:

Clarify job duties and expectations. The student's supervisor should meet with the student at the time of hiring and as needed throughout employment as expectations and/or duties change.

When a problem with the student employee's performance arises, the supervisor should meet with the student and provide written documentation of the observed problem to the extent appropriate. The student and supervisor should discuss any expected changes in the student's future performance and document an action plan to achieve these changes. A follow-up meeting should be scheduled within 2-4 weeks to review the student's progress and address any continuing concerns of either the supervisor or the student. Document continuing concerns. If performance concerns are related to a medical condition or disability please contact the Career Resource Center before proceeding.

If any unacceptable behavior continues, a final written notice should be given to the student. The notice should clearly state that termination would be the result if the situation does not improve.

If termination of the student is found necessary, a written letter as well as the student's final check should be given to the student on the last day worked. The letter should state the effective date of termination as well as any other information required by the department and the position's specific duties (e.g., return of keys). A copy of the termination letter should be forwarded to the Career Resource Center within five (5) working days of the final day worked. **Note: Final checks can only be mailed with written authorization from the student.**

Prior to the final termination, the student's last timesheet should be submitted to Human Resources so that the final check can be processed. Please allow Human Resources at least 48 hours to process this payment.

The Career Resource Center is available to answer questions you may have regarding appropriate procedures to follow when disciplinary action is necessary. Please feel free to contact them at ext. 62361.

Grievance Procedures for Student Employees:

Step I. The student employee should discuss his/her problem or complaint with his or her immediate supervisor. If the student is not satisfied with the answer he/she receives; the student can take the matter to the Office of the Director of the Career Resource Center. As a matter of courtesy, the student should notify his/her immediate supervisor of his/her intent to take the matter to the Career Resource Center.

Step II. Within five (5) working days; the student must contact the Director of the Career Resource Center who will assist him/her in putting into writing the problem on the standard form. The form will then be sent to the student's supervisor to prepare him/her to answer the grievance within five (5) working days. The Director of the Career Resource Center will schedule a mutually convenient time for a meeting with the student, the supervisor, and the Director of the Career Resource Center. The student and the supervisor may bring any information he/she possesses and/or desires. The student and the supervisor may also invite another individual who has relevant information to offer. The Director of the Career Resource Center may conduct the meeting on an informal basis, but will see to it that every concerned party uses their best endeavors to settle the grievance. The Director of the Career Resource Center shall have three (3) working days to make a decision. The decision must be communicated in writing to the student and the supervisor. If the student is not satisfied with the decision made by the Director of the Career Resource Center, he/she may appeal the matter to the Grievance Committee within three (3) working days from receipt of the decision.

Step III. Before an appeal for grievance can be entertained by the Grievance Committee, the student, the supervisor and the Director of the Career Resource Center must agree in writing that the decision of the Grievance Committee will be final and binding on all parties. The Grievance Committee is appointed by the Vice President for Student Life and composed of the following:

- Vice President of Student Life or designee Presiding Chairperson
- 2 regular full-time students of the University
- A regular full-time member of the University faculty
- A regular full-time staff employee of the University

The committee will have five (5) working days to decide a mutually convenient time for a meeting. The meeting will take place within ten (10) days of the initial request. The student, the supervisor, and the Director of the Career Resource Center must be present at the meeting. The student and supervisor may each bring a support person who must be a member of the University (i.e., student, staff, or faculty). A parent of the student or employer's supervisor will not be permitted to attend the meeting. All three (3) parties may bring information and witnesses (maximum of one each) to the meeting. Only the situation at hand will be discussed. The Committee will have three (3) working days to make a decision that must be communicated in writing to the student, the supervisor, and the Director of the Career Resource Center. The decision of the Grievance Committee is final and binding.



Student Employment Policies and Procedures General Student Employment Grievance Form

Director of the Career Resource Center must complete the following:

- 1. Date form is received: _____
- 2. Date hearing conducted: _____
- 3. (Complete only if extension is requested. Initials required):
 Grievant Agreement: _____
 Supervisor Agreement: _____
- 4. Decision of Director of the Career Resource Center (if necessary, use additional sheet):

_____ **Date**

_____ **Director, Career Resource Center**

To be completed by Employee:

- () Decision satisfactory, grievance terminated.
- () Decision NOT satisfactory. I request my grievance be elevated to the next step of the formal grievance procedures.

Employee Signature

STUDENT LEVEL AND HOURLY WAGE RATES EFFECTIVE JANUARY 1, 2002

| <u>LEVEL/HOURLY RATE</u> | <u>STEP A</u> | <u>STEP B</u> | <u>STEP C</u> |
|--|---------------|---------------|---------------|
| I | \$6.75 | \$6.85 | \$6.95 |
| Wage rate for general work assignments requiring limited skills and limited skills and limited job duty orientation. Requires some on-the-job training. | | | |
| II | \$7.00 | \$7.10 | \$7.20 |
| Wage rates for general work assignments requiring one or more basic skills and some on-the-job training. | | | |
| III | \$7.25 | \$7.35 | \$7.45 |
| Wage rates for assignments requiring defined skills, education or training such as typing or work in a subject matter unique to the assignment. | | | |
| IV | \$7.50 | \$7.65 | \$7.80 |
| Wage rates for assignments requiring defined skills, education or training. | | | |
| V | \$7.75 | \$7.95 | \$8.15 |
| Wage rates for assignments requiring specialized skills, education or training. | | | |
| VI | | | |
| Wage rates for assignments requiring highly specialized skills, experience and specific educational course completion. Dependent on duties and corresponding skills, requires review and authorization by the Department of Human Resources. | | | |

***Minimum wage is \$6.75 hourly beginning January 1, 2002.**

Step A of each range is the entry step. **Step B** of each range is for student employees who are working for the second year in the range at the specific job and have been evaluated as being competent or exceeding standard competence the previous year. **Step C** is for student employees **who are working for three or more years at the specific job and have been evaluated as exceeding standard levels of competence during the previous year.**

Per Federal and State requirements, all students must be paid an hourly rate – no piece rate is allowed. All students must be paid for all hours worked – hours worked over eight (8) in a day and/or forty (40) in a workweek will be paid at the appropriate overtime rate. All student employees must receive a ten minute rest break for each four hours worked (or major portion of four hours). An unpaid meal break of at least 30 minutes must be provided for every work period of more than five hours.



PAYROLL DIRECT DEPOSIT AUTHORIZATION FORM

For further instructions and explanations, please refer to the other side of this form.

| | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| NAME | | ID NUMBER | DEPARTMENT | | | | | | | | | | | | | | | | | | | |
| TYPE OF TRANSACTION: <input type="checkbox"/> Start <input type="checkbox"/> Change <input type="checkbox"/> Cancel <input type="checkbox"/> Add: 1 st _____% or \$_____ | | TYPE OF ACCOUNT: <input type="checkbox"/> Checking <input type="checkbox"/> Savings <hr/> ACCOUNT NUMBER | PAYROLL USE ONLY Routing Numbers – Code <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> </tr> </table> | | | | | | | | | | | | | | | | | | | |
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| FINANCIAL INSTITUTION | | CITY, STATE, ZIP CODE | | | | | | | | | | | | | | | | | | | | |
| TYPE OF TRANSACTION: <input type="checkbox"/> Start <input type="checkbox"/> Change <input type="checkbox"/> Cancel <input type="checkbox"/> Add: 2 nd _____% or \$_____ | | TYPE OF ACCOUNT: <input type="checkbox"/> Checking <input type="checkbox"/> Savings <hr/> ACCOUNT NUMBER | PAYROLL USE ONLY Routing Numbers – Code <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> <td style="width: 20px; border: 1px solid black;"> </td> </tr> </table> | | | | | | | | | | | | | | | | | | | |
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| FINANCIAL INSTITUTION | | CITY, STATE, ZIP CODE | | | | | | | | | | | | | | | | | | | | |

STAPLE VOIDED PERSONAL CHECK FOR EACH ACCOUNT

Additional Instructions _____

I hereby authorize the University of the Pacific to initiate credits (and/or corrections to the previous credits) to my account at the institutions listed above. This authority is to remain in full force and in effect until I revoke it in writing giving the UOP Payroll Department a reasonable opportunity to act on it, or upon termination of my employment.

Employee Signature

Phone Number (ext.)

Date

Note to Payroll Specialist – verify all information before accepting form, make sure form is signed and a phone number is listed. When setting up account information, please verify with employee's bank that you have correct account number and correct routing number through the pre-note process.

General Instructions on Filing Out the Payroll Direct Deposit Authorization Form

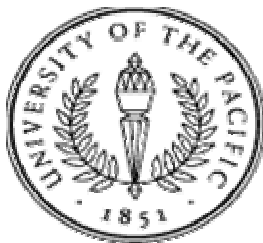
Step 1. For all transactions, please fill out the form with your Name, Social Security Number, and/or Employee Identification number (if known).

Step 2. Select the type of transaction you wish to do and follow the instructions as they apply.

| | | | |
|----------------------------|---------------------|---------------------------------|---|
| Type of Transaction | New Account | Checking | Mark the check box for Start under type of transaction and Checking under type of Account. Please staple a voided check to the front of the form |
| | | Savings | Mark the check for Start under type of transaction and Savings under type of account. Please have documentation for that account available, for verification. |
| | | Multiple Accounts | You may direct deposit your earnings into more than one account. Please follow the steps above as applicable to each account. <u>See Allocation of Funds</u> for additional information |
| | Changes | Additional Accounts | Mark the check box for Add to increase the number of accounts that you already have set up and follow the step(s) above for a new checking and/or savings accounts I.e. adding a savings account, when you already have a checking account set up. |
| | | Allocation of Funds | Mark the check box for Change . Indicate the new fund allocation. Funds can be allocated using a flat amount or a percentage. To determine which account is first, a flat amount or a percentage amount less than 100%, will be listed as the first account or second account. Any amount that is considered the “remainder” will be listed as the second or third account |
| | Cancellation | Canceling One Account | Mark the check box for the Cancel to stop direct deposit into the existing Account to be cancelled only. List the account(s) to be cancelled as well as the account(s) to remain active. |
| | | Canceling Direct Deposit | Mark the check box for Cancel to stop direct deposit into all existing Accounts listing all the accounts that you have set up. |

Step 3. Once the form has been filled out, sign; date the bottom and write a phone number where you can be reached for further clarification, if needed.

All Direct Deposit accounts take a minimum of 2 pay periods to start. The first pay period is considered the Pre-notification which is the process for verifying the information provided on the direct deposit form with the bank(s) information. This information is sent with a \$0.00 amount. If the pre-notification is successful, then the Direct Deposit will be effective on the next payday. If the pre-note is not successful, we will recheck the information, and try again the following pay period.



- FEDERAL WORK STUDY
- CALIFORNIA WORK STUDY
- NON -WORK STUDY

University of the Pacific
APPLICATION FOR STUDENT EMPLOYMENT

PERSONAL DATA

NAME: _____ STUDENT ID #: _____
(Last - First - Middle Initial)

CAMPUS ADDRESS *(City, State, Zip)*: _____

PERMANENT ADDRESS *(City, State, Zip)*: _____

DAYTIME PHONE: () _____ CELL PHONE: () _____

MESSAGE PHONE: () _____ E-MAIL ADDRESS: _____

WORK HISTORY (MOST RECENT – Including University of the Pacific Campus Jobs)

1. COMPANY / ORGANIZATION: _____

ADDRESS *(City, State, Zip)*: _____

SUPERVISOR: _____ PHONE: () _____

POSITION TITLE: _____ DEPARTMENT: _____

DUTIES: _____

PERIOD EMPLOYED: FROM *(Month/Year)*: _____ / _____ TO: _____ / _____

REASON FOR LEAVING: _____

MAY WE CONTACT THE EMPLOYER BEFORE JOB OFFER? YES NO

2. COMPANY / ORGANIZATION: _____

ADDRESS *(City, State, Zip)*: _____

SUPERVISOR: _____ PHONE: () _____

POSITION TITLE: _____ DEPARTMENT: _____

DUTIES: _____

PERIOD EMPLOYED: FROM *(Month/Year)*: _____ / _____ TO: _____ / _____

REASON FOR LEAVING: _____

MAY WE CONTACT THE EMPLOYER BEFORE JOB OFFER? YES NO

EDUCATION

| School | Major | Class Year | Anticipated Graduation Date |
|--------|-------|------------|-----------------------------|
| | | | |

REFERENCES

(List two persons, other than relatives or personal friends, who have knowledge of your work experience and/or education.)

NAME _____ RELATIONSHIP: _____ PHONE: () _____

NAME _____ RELATIONSHIP: _____ PHONE: () _____

THE UNIVERSITY OF THE PACIFIC IS AN EQUAL OPPORTUNITY EMPLOYER.

SIGNATURE: _____ DATE: _____

WEEKLY SCHEDULE

| NAME <small>(LAST - FIRST - MIDDLE INITIAL)</small> | LOCAL PHONE | TERM | YEAR |
|--|-------------|---|------|
| | | <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER | |

(Mark out times you CANNOT work with an "X")

| TIME | SUN | MON | TUES | WED | THURS | FRI | SAT |
|---------------------|-----|-----|------|-----|-------|-----|-----|
| 8:00 am - 9:00 am | | | | | | | |
| 9:00 am - 10:00 am | | | | | | | |
| 10:00 am - 11:00 am | | | | | | | |
| 11:00 am - 12:00 pm | | | | | | | |
| 12:00 pm - 1:00 pm | | | | | | | |
| 1:00 pm - 2:00 pm | | | | | | | |
| 2:00 pm - 3:00 pm | | | | | | | |
| 3:00 pm - 4:00 pm | | | | | | | |
| 4:00 pm - 5:00 pm | | | | | | | |
| 5:00 pm - 6:00 pm | | | | | | | |

CLERICAL SKILLS (IF APPLICABLE):

TYPING: _____ WPM – CERTIFICATE: YES NO // SHORTHAND: _____ WPM – CERTIFICATE: YES NO
 PERSONAL COMPUTER – KIND: _____ DATA ENTRY WORD PROCESSING
 OTHER TYPES OF SOFTWARE APPLICATION: _____
 COPIERS TRANSCRIPTION ACCOUNTING BOOKEEPING
 OTHER _____

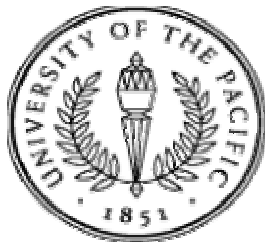
| DATE AVAILABLE | WILL YOU WORK HOURS OTHER THAN DURING THE DAY (8 a.m. to 5 p.m.)? | WILL YOU WORK WEEKENDS? | PREFERRED HOURS PER WEEK |
|----------------|---|-------------------------|--------------------------|
| | | | |

Do you have another job on campus? Yes No

If "Yes," indicate : Department: _____ Campus Address: _____

Supervisor: _____ Phone Extension: _____

| FOR OFFICE USE ONLY | |
|--------------------------------|--|
| School / Department | Position |
| Department Phone Number | Hourly Rate of Pay |
| Campus Address | Number of Hours Per Week |
| Effective Date | Supervisor's Name: _____ <small>(PRINT)</small> Signature: _____ |



Student Employment Policies and Procedures Student Performance Evaluation Standards

Overview:

The Student Performance Evaluation is used with all student employees.

Purpose:

The purpose of the Student Performance Evaluation is two fold:

- Provide the student with feedback on their work performance to help them develop work skills that they will need to be successful and effective in the “real world.”
- Build the student’s self confidence in the ability to perform in a work setting.

PART 1: Complete at the start of the semester or when the student employee STARTS. (Left half of page 1)

Part 1 defines the supervisor’s expectations of the student employee during the semester. In Part 1, the supervisor lists the three to five key responsibilities of the position and how the supervisor will evaluate the student Intern/Work Study on each responsibility.

- ✓ Key Responsibilities: The three to five responsibilities that are essential to the success of the position.
- ✓ Evaluation Method: Specifically define how each responsibility will be evaluated.

Example: Responsibility: *“Provide good customer services.”*

Evaluation: *“Answer the telephone within two rings and respond to people at the front desk within 20 seconds.”*

Example: Responsibility: *“Keep your work area clear of safety hazards and the floor clear of debris.”*

Evaluation: *“Each day before leaving, your work area will be clean and all items returned to the proper place.”*

Signatures:

After discussing Part 1 of the performance review with the student employee, both the student employee and the supervisor are to sign the review below Part 1 indicating that they have discussed and understand the Key Responsibilities and Evaluation Methods.

PART 2: Complete at the END of the Semester. (Right half of page 1)

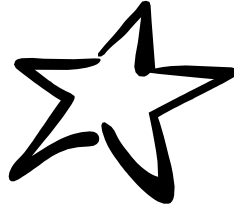
On the right side of Page 1:

- ✓ Rate the student employee performance for the entire semester. Indicate if the performance on each responsibility is Excellent, Satisfactory, or Unsatisfactory.
- ✓ Provide comments supporting and/or clarifying your rating. Use the STAR method for your comments.
- ✓ Continue with Part 2 on the next page.

Using STAR

When writing comments, cite specific behavioral examples that support and/or clarify the rating assigned. Write the behavioral examples using the **STAR** formula:

- | | | |
|----------|------------------|---|
| S | Situation | Describe the situation in which the student's performance occurred. Be specific and detailed so the situation is clear. |
| T | Task | Describe the task or job that the student was to perform. This is what <u>should</u> have happened. |
| A | Actions | Describe exactly what the student actually did or did not do. |
| R | Results | Describe the outcome or result of the student's action or inaction. |



By providing the student with a complete picture of their performance compared with the desired performance, you will help the student better understand how well he or she is actually performing and how they could improve their performance.

Balance

To provide a balanced picture, you need to provide descriptions of both Positive and Negative performance. Providing only negative examples may lead the student to erroneously believe that he or she is not doing anything correctly, which could damage their self-esteem.

- ✓ Positive STARs demonstrate how the student's performance (action) met or exceeded the desired performance (task).
- ✓ Negative STARs demonstrate that the student's performance (action) did not meet the desired standards (task).

When attempting to build the student's self-esteem, you might consider using a 3 to 1 ratio – three positive STARs for each negative STAR.

PART 2: Complete at the END of the Semester (continued).
 (Page 2)

6. Quality of Work

How well student employee performs assigned duties and tasks.

Behavioral Examples:

| Excellent | Satisfactory | Unsatisfactory |
|---|--|---|
| <p>Often commits extra time or effort to maintain quality by checking work for accuracy and completeness.</p> <p>Completes assignment in a timely manner consistently meeting deadlines and consistently maintains exceptional quality output.</p> <p>Frequently anticipates and evaluates tasks and acts to get them completed in a timely, professional manner.</p> | <p>Occasionally commits extra time or effort to maintain quality by checking work for accuracy and completeness.</p> <p>Occasionally meets assignment deadlines and generally maintains quality output.</p> <p>Occasionally anticipates tasks and acts to complete job in a satisfactory manner.</p> | <p>Never or rarely commits extra time or effort to maintain quality by checking work for accuracy and completeness.</p> <p>Rarely meets assignment deadlines and product is often unusable or output contains errors.</p> <p>Rarely anticipates tasks and doesn't think through the steps necessary to complete a task.</p> |

PART 2: Complete at the END of the Semester (continued).
 (Page 2)

7. Initiative & Responsibility

How well student employee organizes work and follows through with assigned responsibilities.

Behavioral Examples:

| Excellent | Satisfactory | Unsatisfactory |
|--|--|---|
| Anticipates and suggests solutions to potential problems. | Brings work problems to supervisor's attention. | Ignores potential problems. |
| Frequently seeks additional responsibilities. | Sometimes will seek additional responsibilities. | Rarely seeks additional responsibilities. |
| When routine assignment completed, always looks for additional assignments. | When routine assignment completed, usually will ask for a new assignment | Upon completion of job/assignment, sits and waits to be told what to do. |
| When faced with an obstacle, will seek a solution to resolve the situation on their own. Will seek help if they cannot resolve it. | When faced with an obstacle, will ask for help. Often has a suggestion. | When faced with an obstacle, will wait for help or will not act on issue. |
| Usually anticipates what needs to be done and does it without needing to be told what to do. | May anticipate needs, but checks with supervisor before taking action. | Waits to be told what to do. |

PART 2: Complete at the END of the Semester (continued).
(Page 2)

8. Customer Service
How well student employee provides customer service to others (co-workers, students, supervisors, parents, and alumni).

Behavioral Examples:

| Excellent | Satisfactory | Unsatisfactory |
|------------------|---------------------|-----------------------|
|------------------|---------------------|-----------------------|

Works well on teams, as team leader or team member.

Works effectively on teams.

Unable to work on a team.

Gives recognition to others on a consistent basis. Always works to maintain the self-esteem of others.

Usually tries to maintain self-esteem of others by giving constructive feedback in a constructive manner.

Over critical of others.

Consistently responds to customer's needs and feelings.

Generally is empathic to the concerns of others.

Ignores other's needs.

Consistent positive and constructive feedback, provided in a supportive manner.

Generally is supportive when providing constructive feedback.

Overbearing and callous when giving feedback.

Consistently uses good customer service methods to calm upset customers and to solve problems.

Sometimes uses good customer service methods to calm upset customers and to solve problems.

Rarely uses good customer service methods to calm upset customers and to solve problems.

PART 2: Complete at the END of the Semester (continued).
(Page 2)

9. Attendance & Punctuality

How well student employee adheres to required attendance and punctuality requirements.

Behavioral Examples:

| Excellent | Satisfactory | Unsatisfactory |
|---|--|--|
| Zero to 3 attendance issues during review period. | Within attendance policy guidelines. | In violation of attendance requirements. |
| Consistently remains at work area throughout scheduled hours of work. | Remains at work area most of scheduled hours to work. | Leaves work for unofficial purposes. |
| Always arrives at work a few minutes early and prepared to begin work at or before starting time. | Often arrives at work a few minutes early and is prepared to begin work at or before starting time, but does not do it consistently. | Arrives at or after starting time. Rarely prepared to begin work at starting time. |
| Always notifies staff or calls for a substitute well before their shift, if they are not able to work their assigned shift. | Sometimes notifies staff or calls for a substitute well before their shift, if they are not able to work their assigned shift. | Rarely if ever calls to notify staff or for a substitute when he/she is unable to work their assigned shift. |

PART 2: Complete at the END of the Semester (continued).
(Page 2)

10. Knowledge and Skills

Student employee skill level is consistent with job requirements.

Behavioral Examples:

| Excellent | Satisfactory | Unsatisfactory |
|--|---|---|
| Skills and knowledge exceeds what is required to meet standards for the position. Highly competent to perform job functions without directions. | Skills and knowledge are sufficient to meet standards for this position. Able to perform job functions with some directions or instructions. | Lacks skills and knowledge/ to perform at expected standards. Unable to perform job functions without constant instruction on how to perform the job. Lacks knowledge and skills required. |

PART 2: Complete at the END of the Semester (continued).
(Page 2)

Signatures:

After discussing Part 2 of the performance review with the student employee, both the student employee and the supervisor are to sign the review. These signatures indicate that the review was discussed and that each person has read it. It does NOT indicate agreement with the review.

Give the student employee a copy, retain a copy and send the original, signed review to the Career Resource Center, Hand Hall, 1st. Floor.

**** This Document was adapted from the University of the Pacific Introductory Performance Review.***

STUDENT PERFORMANCE EVALUATION

Student Employee's Name: _____ Employer/Department: _____ Start Date: _____

INSTRUCTIONS:

Part 1 - Complete at the start of the semester or when the Student Employee begins work: Provide 3 to 5 specific, measurable objectives that are critical to the student employee's success in this position ("What are the most important areas of the job?"). Define how you will evaluate each objective ("What will it look like if they do it right?"). Discuss your expectations with the student employee and give them a copy of this form.

Part 2 – Complete at the end of the Semester. Provide written comments for all unsatisfactory ratings.

See the Student Performance Evaluation Instructions sheet for more information.

| PART 1: Complete when your new Student Employee starts work: | | PART 2: Complete at the END of the Semester. | |
|---|---------------------------|--|------------------|
| <i>Key Responsibilities:</i> | <i>Evaluation Method:</i> | <i>Rating:</i> | <i>Comments:</i> |
| 1. | | <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | |
| 2. | | <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | |
| 3. | | <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | |
| 4. | | <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | |
| 5. | | <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | |

Student Employee's Initials: _____ Date: _____

Supervisor's Initials: _____ Date: _____

Complete Part 2 on the reverse of this sheet.

STUDENT PERFORMANCE EVALUATION

Student Employee's Name: _____ Employer/Department: _____ Start Date: _____

| PART 2 (Continued) - Complete at the END of the Semester. | | |
|--|------------------------------------|---|
| 6. Quality of Work – How well student employee performs assigned duties and tasks. | <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Comments: | | |
| 7. Initiative & Responsibility – How well student employee organizes work and follows through with assigned responsibilities. | <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Comments: | | |
| 8. Customer Service – How well student employee provides customer service to others (co-workers, students, supervisors, parents, and alumni). | <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Comments: | | |
| 9. Attendance & Punctuality – How well student employee adheres to required attendance and punctuality requirements. | <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Comments: | | |
| 10. Knowledge and Skills – Student employee skill level is consistent with job requirements. | <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Comments: | | |
| Student Employee's Comments: | | |

Student Employee's Signature: _____ **Date:** _____
Supervisor's Signature: _____ **Date:** _____

Give the student employee a copy, retain a copy and send the original, signed performance review to the Career Resource Center, Hand Hall, 1st. Floor.

**This document was adapted from the University of the Pacific Introductory Performance Review.*