

ECU UNDERGRADUATE ASSISTANTSHIP HANDBOOK
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ECU UNDERGRADUATE ASSISTANTSHIP HANDBOOK

1. Introduction

This handbook is intended as a reference for supervisors and student employees in Undergraduate Assistantship positions at East Carolina University (ECU). To ensure a positive work experience for both supervisor and student, the Student Employment Office (SEO) asks that you familiarize yourself with the policies and procedures in this manual. We hope that the information outlined will increase your understanding of student employment practices. If you have a question or issue which is not addressed, please contact us at 252.737.4473 or hireapirate@ecu.edu. SEO is located in 100-C Fletcher Hall near West End Dining Hall.

About the Student Employment Office

The Student Employment Office (SEO) assists all registered students in finding part-time employment to help meet educational expenses and gain work experience while attending ECU. SEO is a great starting point for supervisors wanting to post jobs and hire student workers as well as for students looking for a part-time job on or off campus.

The SEO shares an online job database with the Career Center called **Career Connections**. Career Connections helps ECU students connect with part-time job opportunities, both on and off campus. New jobs are posted every day. To access these job listings, students should visit www.ecu.edu/hireapirate and click on “**Career Connections**”. Students must register online by creating an account in Career Connections. ECU departments and local employers can post job opportunities and track applicants via Career Connections by visiting www.ecu.edu/hireapirate click on “Employers” and then click on “Employer Login”.

SEO serves as the central repository for all ECU student employee I-9 forms. Student employees must complete I-9 forms on or before their first day of work. Departments need to check with SEO to see if we already have an I-9 on file for the student they are hiring. If not, the employing department must send completed I-9 forms along with back up verification documents to SEO within two business days of the students start date. I-9 forms are checked for errors, added to the database, and verified in the E-Verify (Homeland Security) system.

SEO also approves all student employee EPAF’s in the Banner HR system. All student hiring, funding changes, etc. are done through the EPAF process. The Student Employment Office is available for training and guidance concerning I-9 questions and student employment procedures.

SEO Contact Information

Student Employment Office
100-C Fletcher Residence Hall
Greenville, NC 27858
Phone: (252) 737-HIRE (4473)
Fax: (252) 328-5599

Website: www.ecu.edu/hireapirate
Email: hireapirate@ecu.edu

2. What are Undergraduate Assistantships?

Undergraduate Assistantships are positions in which financial support is given to undergraduate students (typically upperclassman) who have demonstrated superior aptitude in their field of study and appear likely to render a high quality of service, who performs specific services (see definitions listed below) in furtherance of his/her undergraduate education and possible future graduate education. An undergraduate assistant must be in good academic standing (minimum 2.0 cumulative GPA) and be enrolled in an on-campus ECU undergraduate degree program (minimum 12 credit hours). Non-degree students are not eligible for undergraduate assistantships. Undergraduate Assistants are paid semi-monthly through a salary or stipend and do not keep time sheets.

Undergraduate Assistantship (UGA). An arrangement in which financial support is given to an undergraduate student who may provide a wide variety of services related to academic and programmatic support. UGA responsibilities may be administrative in nature such as academic advising, tutoring, program planning, advising student groups, and assisting with the administration of student services offices. UGA responsibilities may also be academic in nature such as: (i) proctoring exams, grading exams and quizzes, problem sets, and/or laboratory assignments, (ii) setting up displays for lectures or laboratory sections, (iii) preparing or maintaining equipment used in laboratory instruction, and (iv) conducting supplemental instruction (SI) sessions. Some positions require or give preference to courses or preexisting conditions.

Undergraduate Research Assistantship (UGRA). An arrangement in which financial support is given to an undergraduate student to assist faculty with research. The student is expected to devote considerable time on research that is academically significant and directed by a faculty advisor. Often the faculty advisor is a principal investigator working on an externally-funded grant/contract.

3. Contracts & Wages

Undergraduate Assistantships may be awarded per semester or for an academic year. The number of hours required to work and the exact salary amount will vary with each department. Most assistantships will be 5-20 hours a week depending on the departments' need and available funding. Undergraduate Assistants may not work more than thirty (30) hours per week during the academic year (Fall and Spring semesters) in any combination of appointments – UGA/UGRA, Self-Help, and Federal Work Study. (SEO recommends UGA's not to exceed 20 hours a week). Foreign students (non US citizens who have an F-1 or J-1 visa) are limited to twenty hours per week, no exceptions (this is a federal requirement). During summer sessions, all undergraduate assistants are limited to thirty-eight (38) hours per week.

Students are ineligible for assistantships if they are not registered for classes by census day. Census day is defined as the day that enrollment is captured and, concurrently, how

ECU's funding is awarded. A good rule of thumb to follow is to make sure that anyone on an assistantship is registered on or before the last day to add classes each semester.

All units hiring undergraduate assistants must submit an original contract for each student hired to the Student Employment Office by Census Day (if student is hired at the beginning of the semester) or within three business days of the student's hire date (if hired after Census Day). The contract must briefly describe the student's duties and include the name of the faculty/staff member supervising them. It is recommended the hiring department maintain a copy of this agreement in the student's personnel file.

Undergraduate Assistant EPAF's will not be approved until signed original contracts and completed I-9 forms have been received in the Student Employment Office.

*Download the UGA Contract and Policies at

<http://www.ecu.edu/hireapirate/customcf/resources/UndrGradAstConPolicy.doc>

4. Posting UGA's in Career Connections

To post an Undergraduate Assistantship position in Career Connections, go to the Student Employment Office website, www.ecu.edu/hireapirate/ click on "Employers" and then click on "Employer Login" towards the middle of the screen. If you have posted jobs with us before, enter your username and password. If not, scroll toward bottom of page under the login boxes and click "click here to register".

Type your department name to see if it already exists in the system. Try different ways so we limit duplication of departments. If it does, select it, click continue, and follow prompts. If not, select "can't find organization name" and type in your department name and complete as many of the fields as possible in your profile.

- For main/east campus departments please put ECU in all caps followed by a hyphen and then the department name. Example: ECU – Mathematics Dept.
- For medical/west campus departments please put ECU/BSOM in all caps with the diagonal slash followed by a hyphen and then the department name. Example: ECU/BSOM – Pediatrics Dept.

Helpful Tips in posting your UGA jobs

Under industry, select "**Education/Academia/Teaching/Instruction**", Under company profile, cut and paste info from your dept website.

Read and agree to the Career Connections Employer Disclaimer, complete the remaining fields and click "register" when you are finished.

Position Information

Application instructions: You can tailor this to fit your needs, however, it is recommended that you state: "Submit resume via career connections or complete and submit the ECU Student Employment Application available in the Resource Library on your Career Connections homepage." This is helpful if a student does not have a resume.

Posting Information

Job City and State: type: Greenville and select NC

Job Function: select the most accurate job function(s) that describes your position

On or Off campus: select “On-campus” for all UGA positions.

Position Type: **Important** - select “**Undergraduate Assistantship**”. This is how most students will search for available UGA jobs.

Post Date: defaults to date the job was created **Expiration date:** defaults to 3 months from posting date.

Allow students to apply through career connections: Select Yes. If not, you will not be able to track which students have applied for your position via this system.

How to “Copy Jobs” in Career Connections

If you have posted positions in Career Connections before, you should be able to copy the job instead of re-entering all of the information. For auditing purposes, ECU must maintain job descriptions for all positions for each academic year. **Do not change the dates in your previous job posting when you want to post the job again, instead use the “Copy Job” function:**

- Login to Career Connections, click “**My Jobs**” and select “**Job List**”.
- Click on the job you would like to copy.
- Click “**Copy Job**” toward the top left side of the screen.
- A pop-up window will notify you, “The copy was successful. The new job will now load.” Click OK.
- Click “**Edit**” to change/update any information in the job description.
- **Important** – for students to view your copied job it must be activated by SEO (the system does not do it automatically). Please contact the Student Employment Office and reference the Job ID that you need activated.

The “Copy Job” function will duplicate the original information from the old job posting. Now you can edit the new job information in a shorter period of time.

5. Searching UGA Jobs in Career Connections

- ◇ Campus departments are encouraged to post their Undergraduate Assistantship positions online via Career Connections. To access these postings, go to www.ecu.edu/hireapirate/ and click on Career Connections. If you are already registered with our office you can enter your pirate id and password. If not go to the “**click here to register**” under the student login area and follow the prompts.
- ◇ Once your account has been created, you can begin your search by selecting “**Job Search**” on the menu bar. Under “**Position Type**” in the job search screen, select “**Undergraduate Assistantship**” and then click “**Search**”.
- ◇ Application procedures may vary with each UGA position. Some UGA positions will allow you to apply through this system as long as you have a resume or student employment application loaded in Career Connections. Check out “**Student Employment Resources**” and the “**Student Guide**” located in the

“**Resource Library**” on your Career Connections homepage for instructions on creating/loading a resume and/or application in the system.

- ◇ Students who need assistance with the job search process should schedule an appointment with the Student Employment Office by calling 252.737.4473.

6. Hiring Student Employees

Overview

The hiring process for students is designed as a “real world” job application experience: Departments/Employers should advertise their job openings in Career Connections, students review job postings and follow application instructions, employers conduct interviews with selected applicants, and a job is offered.

Job Applications

Students can apply for jobs by submitting a resume or student employment application through Career Connections. Students can also contact the department directly. Some departments may have their own employment application they want completed.

Interviews

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

SEO suggests the following:

- ◇ Prepare for the interview.
- ◇ Prepare a list of open-ended questions to ask during the interview.
- ◇ Establish a friendly atmosphere to put the applicant at ease.
- ◇ Begin the interview by outlining what will take place during the interview.
- ◇ Before you ask questions, give the applicant a detailed overview of the job.
- ◇ Ask all applicants the same basic questions in the same way.
- ◇ Know what you can and can't ask.
- ◇ Give applicant the opportunity to elaborate on any skills or experience they have.
- ◇ Allow the applicant to ask questions.
- ◇ Inform applicant when a decision will be made and when they can expect to hear.
- ◇ After the applicant has left, rate the interview (excellent, good, average, poor).

Reference Checks

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

Sample Interview Questions

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

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

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

7. Employment Eligibility Verification

Once a student has been selected for hire, the department should access the student employee I-9 database to see if their prospective student worker has an I-9 form already on file with SEO. Departments should contact SEO if they do not have access to this database. If your prospective student employee does not have an I-9 already on file, you must have the student complete an **I-9 form** (Employment Eligibility Form) on or before their first day of work. The I-9 form is mandatory for verification of work eligibility under federal guidelines. All ECU student employees are required to provide valid employment verification documents (examples of the most commonly used documents are drivers license and social security card, or passport) when completing an I-9 form on or before their first day of work. The student's supervisor must verify that he/she has seen the original identification documents (copies will not be acceptable). The original I-9 form (along with copies of the identification documents) must be sent to the Student Employment Office within 2 business days of the start date (it is recommended that you have the student complete the form prior to beginning work so SEO receives the form in a timely manner). Failure to provide this documentation in a timely manner may delay the student's payroll processing and/or result in fines to the department.

International students with F-1 visas must present their passport and their I-20. Students with J-1 visas must present their passport and their DS-2019. They must provide their Alien Admission number which can be found on the I-94.

A complete list of acceptable I-9 identification documents and I-9 procedures are available online at: <http://www.ecu.edu/cs-admin/hr/I9.cfm>

A student may not work until I-9 employment eligibility is verified.

8. UGA Hiring Check List & Policies

- ◇ Advertise (post) your open position(s) in Career Connections.
- ◇ Accept applications and interview qualified applicants.
- ◇ Verify applicants are currently enrolled.
- ◇ Offer position(s) to selected applicant(s).
- ◇ Check to see if student has I-9 form already on file with SEO.
 - If not, have student complete I-9 form and send the original I-9 and copies of back up documentation to SEO within 2 business days of start date (if not sooner).
- ◇ Have student complete Direct Deposit Authorization, W-4 federal tax form, and NC-4 state tax form.
 - Send originals to Payroll office.
- ◇ Complete the Undergraduate Assistantship contract and submit originals to the Student Employment Office on or before the students first day of work.
 - www.ecu.edu/hireapirate/customcf/resources/UndrGradAstConPolicy.doc
- ◇ Login to Career Connections and close the posted job.
- ◇ Create a file for each student hired. The file should include the job description, application/resume, copy of UGA contract, copies of NC-4, W-4, and Direct Deposit Form.
- ◇ Contact Office of Disability Support Services if a student requests a reasonable accommodation.
- ◇ Initiate the proper EPAF in the Banner HR system.
 - Check payroll dates and deadlines to submit your EPAF properly. Departments should allow up to 3 business days for the routing of each EPAF to receive all necessary approvals by stated deadlines.

UGA General Policies

- ◇ Must be in good academic standing (minimum 2.0 cumulative GPA) and be enrolled in an on-campus ECU undergraduate degree program (minimum 12 credit hours).
- ◇ Undergraduate Assistants may not work more than thirty (30) hours per week during the academic year (Fall and Spring semesters) in any combination of appointments – UGA/UGRA, Self-Help, and Federal Work Study. (SEO recommends UGA's not to exceed 20 hours a week).
- ◇ Foreign students (non US citizens who have an F-1 or J-1 visa) are limited to twenty hours per week.
- ◇ During summer sessions, UGA's are limited to thirty-eight (38) hours per week.
- ◇ UGA's are paid semi-monthly through a salary or stipend and do not keep time sheets.

9. Payroll Paperwork and Tax Procedures

Hiring departments should have students complete the following forms on or before their first day of work:

- I-9 Employment Eligibility Verification form (if one is not already on file with SEO)
- Federal Tax Form (Federal Withholding Allowance Certificate, W-4)
- State Tax Form (State Withholding Allowance Certificate, NC-4)
- Direct Deposit Authorization form
- Undergraduate Assistantship contract (submit originals to the Student Employment Office on or before the students first day of work).

Most of these forms are available via the Payroll Office website at:

http://www.ecu.edu/cs-admin/financial_serv/payroll/payrollforms.cfm

Original I-9 and original backup documentation are sent to SEO. Tax forms and the direct deposit form are sent to the Payroll office.

Banner HR

The student employee's supervisor should initiate an EPAF in Banner HR. For more information see the Banner training page at:

http://www.ecu.edu/sctbanner/index_news.cfm

A breakdown of the EPAF deadlines can be found at: <http://www.ecu.edu/cs-studentlife/hireapirate/loader.cfm?url=/commonspot/security/getfile.cfm&pageid=158878>.

Payroll Deductions & Paychecks

Wages received by student employees are subject to federal and state income tax deductions. Students are exempt from the FICA Tax if they are enrolled at least half time and do not work more than 30 hours a week. During summer, students not enrolled at least half time (4 hours for undergrad students and 3 hours for graduate students) will not be exempt from FICA Tax.

Undergraduate Assistant employees are paid by a salary/stipend through direct deposit, twice per month (the 15th and the last working day of the month).

Visit <http://www.ecu.edu/cs-studentlife/hireapirate/loader.cfm?url=/commonspot/security/getfile.cfm&pageid=158878> for payroll deadlines and check dates. Contact the payroll office at 252.328.6955 if you encounter any payroll problems.

10. Training Students

Sample Student Employee Orientation Checklist

The following checklist may be helpful in orienting new employees to your department.

Getting Started

- ◇ Have students' sign a confidentiality agreement (recommended)
<http://www.ecu.edu/hireapirate/customcf/resources/ConfAgrmnt.pdf>
- ◇ Develop work schedule and check students class schedule
- ◇ Review department policies on attendance, tardiness, dress code, breaks, etc.
- ◇ Have student complete the required discrimination and sexual harassment training at <http://www.ecu.edu/cs-admin/eoe/Training.cfm>

Paydays

- ◇ When the first paycheck will come
- ◇ How often the employee will be paid
- ◇ Period covered by the first and subsequent paychecks

Purpose of the Organization

- ◇ The University and its mission and services
- ◇ Your division, department, unit and job

Introductions

- ◇ Co-workers (other student workers, Faculty and Staff)
- ◇ Department Administration
- ◇ People in other departments the employee will contact

Departmental Objectives

- ◇ Responsibilities of different units/staff members
- ◇ How the units interact to achieve goals
- ◇ How the student employee's job fits in

Departmental Policies

- ◇ Work Flow
- ◇ Special procedures, such as filing or safety
- ◇ Use of telephones, computers, forms, office equipment
- ◇ Dress code, professional behavior

The Student Employee's Role

- ◇ What it means and how it relates to others in the department
- ◇ Student employee career paths within the department (if possible)

Responsibilities

- ◇ Responsibilities listed in the job description
- ◇ Expected results and how they will be evaluated

Merit Increases

- ◇ Frequency of reviews

- ◇ How pay increase decisions will be made

Holidays and Breaks

- ◇ Holidays observed by the University
- ◇ Staffing during holidays/breaks
- ◇ Excused time off (your position on academic vs. job responsibilities)

Illness

- ◇ Who to notify and how, scheduling substitutes
- ◇ If the supervisor is absent

Communication

- ◇ The importance of continuing communication between employees and supervisor
- ◇ Orientation manual (available in some departments)

Privacy/Confidentiality/Security

- ◇ Collecting information and records maintenance
- ◇ Access to student and employee records, files, passwords, etc.
- ◇ Standards of behavior, ethics, consequences of breaches

11. Supervising Student Employees

Strategies for Helping Supervisors Succeed

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

- ◇ ***Be an Example*** ~ Model strong work habits through efficient, dedicated work practices. Let your own approach to daily work be an example from which students can learn.
- ◇ ***Be Flexible*** ~ Understand that student employees are students first and employees second. Though it is important to have high standards on the job, it is also important to be flexible to accommodate academic obligations.
- ◇ ***Communicate Expectations*** ~ Communicate the job standards and expectations to your student employees. Don't assume these are self-evident to the students, though they may seem obvious to you.
- ◇ ***Give Feedback Frequently*** ~ Provide consistent and appropriate feedback to your student employees. Student employees, like all employees, benefit from feedback in job performance, providing it is communicated with a positive spirit.
- ◇ ***Be Fair*** ~ Supervisors who are too lenient are not doing students any favors. Student jobs are "real jobs." Treat student employees as you yourself would like to be treated in a given situation.
- ◇ ***Train, Train, Train*** ~ Take time to train your students in important work skills, attitude, and habits - such as perseverance, time management, phone skills, quality service practices, and handling difficult situations. This is the "common sense" from which success is made.

- ◇ ***Be a Team Player*** ~ As a 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" or "persevering through difficult situations," acknowledge this in front of other staff and peers. People need to feel appreciated. Participate in SEOTY (Student Employee of the Year) competition and National Student Employment Week.
- ◇ ***Share the Vision*** ~ Have regular meetings with your student employees and inform them how their work fits into a larger purpose of the department and institution. Purposeful work is meaningful work.
- ◇ ***Be an Educator*** ~ To the degree that we each contribute to the lives of others, we are all educators. Ask yourself how you can contribute to the education of your student employees.
- ◇ ***Supervisory Role*** ~ The role of the supervisor is vital to the success of any work environment and, in order to be effective, the supervisor must perform a wide range of activities. Initially, you are responsible for fulfilling certain managerial functions involved in getting departmental jobs accomplished. Supervisors have additional responsibilities: concern for the development of the student, 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 the supervisor and the student.
- ◇ ***Planning For Supervision*** ~ You must delegate work, yet there is often the temptation to give out assignments in small portions because a student only has a few hours to work. Student and supervisor often benefit more if in long-range planning, supervisors assign not only the task, but the continuing responsibility for seeing it through to completion. Planning very often requires homework on the part of the supervisor. Planning also helps to avoid those embarrassing moments of having the student report for work and finding no work to do. In summarizing the responsibilities of student work supervision, you need to remember that students perform assignments most satisfactorily when: job responsibilities are clearly defined by the supervisor, mutual trust and respect are developed between supervisor and student, and evaluation and recognition of performance is constructive and continuous.

Supervisor Responsibilities

- ◇ Post job description in Career Connections
- ◇ Interview and hire student employees.
- ◇ DO NOT let students work until all employment paperwork has been completed.
- ◇ Initiate the appropriate EPAF in Banner HR
- ◇ Provide the appropriate training and work space for each student employee.

Student Responsibilities

A student employee should consider the job a serious commitment. When hired for a position, the student becomes a member of a work unit that depends on him/her.

Therefore, the supervisor may reasonably expect the student to:

- ◇ Report to work at the agreed-upon time, ready to work.
- ◇ Attend to assigned duties and not conduct personal business while at work.

- ◇ Work with a cooperative and positive attitude.
- ◇ Dress appropriately for the work setting.
- ◇ Notify the supervisor as soon as possible if their work schedule changes.
- ◇ Notify each supervisor if employed in more than one position on campus.
- ◇ Notify supervisor of any job-related accident.
- ◇ Do not exceed the appropriate number of hours per week.

12. Evaluating Student Employee Performance

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

Providing Feedback

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

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

Practical Tips for Giving Feedback on Poor Performance

- ◇ Look for common ground
- ◇ Work together to arrive at solutions
- ◇ Reinforce the positives
- ◇ Suggest better results to be gained

- ◇ Respect the employee's knowledge and good judgment
- ◇ Ask for input rather than assume facts of the situation
- ◇ Encourage employee to find the solution

Communicating With Students

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

- ◇ **Reinforce instructions.** The majority of tasks which a student will undertake should be explained and demonstrated thoroughly at the outset.
- ◇ **Recognize perceptual differences.** Included in your responsibility to communicate information is the need to ensure that the information is being successfully translated and understood.
- ◇ **Emphasize non-verbal communication.** The ideas and feelings you transmit are just as important as the words and demonstration methods you employ.

13. Corrective Discipline

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

When necessary, the supervisor should take progressive disciplinary action with the student worker as much as he/she would discipline a full time employee. Keep in mind that the goal of any disciplinary action is to improve performance and correct problems. The first offense warrants a verbal warning and discussion between the supervisor, the student worker, and any others directly involved in the incident. The second offense must be addressed in writing from the supervisor to the student worker. If the student worker does not correct the problem(s) addressed in disciplinary conferences and/or memos, the supervisor may terminate his/her employment.

14. Students with Disabilities

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

A supervisor may become aware of a student applicant’s disability in order to ensure an accessible interview location and to request reasonable accommodations necessary for the student to perform the employment responsibilities. The supervisor may not inquire about a disability unless a reasonable accommodation has been requested, and any inquiries

should be limited to whether the applicant is able to perform the “essential functions of the position with or without a reasonable accommodation.” A supervisor need not alter essential functions of a position to accommodate a disabled applicant; in the event an applicant would be unable to perform essential functions of a position, the applicant would not be otherwise qualified for the position.

A student who claims to have a qualified disability must self-report with the ECU Office of Disability Support Services. The Office of Disability Support Services staff will work with the student to gather medical documentation, verify the qualified disability, and identify reasonable accommodations. The student may also sign a consent form for the Office of Disability Support Services to release information and to discuss the disability condition and reasonable accommodations with the student’s supervisor. Any questions about student applicants or student employees with disabilities should be addressed to the Office of Disability Support Services (<http://www.ecu.edu/dss/Default.asp>).