



Supervisor's Manual for Student Employment

March 2019

Table of Contents

Section I: Introduction.....	3
Word of Appreciation	
UB Career Cycle	
Student Employment Requirements	
Types of Employment	
Section II: Hiring a Student Employee	4
Are You Ready?	
Hiring Steps	
Section III: Onboarding a New Student Employee	7
Student's Role	
Compensation	
Scheduling	
Orientation and Training	
Time Reporting and Pay Schedule	
Performance Evaluation	
Section IV: Supervising a New Student Employee	10
Supervisor's Role	
Effective Supervision Strategies	
Giving Performance Feedback	
Guiding Policies, Procedures, and Practices	
Section V: Developing a Student Employee	13
Career Readiness Skills	
Customer Service	
StrengthQuest	
Professional Presence	
Section VI: Appendix.....	16
Student Employee Onboarding Checklist	
Student Employee Performance Evaluation	

SECTION I | INTRODUCTION

Word of Appreciation

Supervisor,

We would like to extend a warm “Thank You” for accepting students as employees in your department. Your efforts provide students with the opportunity to develop effective work habits, attain transferable skills that will advance them through the UB Career Cycle, and earn income to meet educational expenses. You are making a difference!

UB Career Cycle

The [UB Career Cycle](#) is an award-winning career model that provide students with actions steps to gain the knowledge, experience, and insight to achieve professional success.



Employment Requirements

The Student Employment Program provides part-time opportunities for UB students to work on or off campus in academic and administrative offices. Student positions are part-time. There are three student employment categories for a student who is currently enrolled – *Federal Work Study*, *Student Assistant*, and *Graduate Assistantships*. These student employment categories are described as:

- **Federal Work-Study (FWS)** - an employment opportunity program for students who have demonstrated financial need. Unlike other financial aid awards, Work-Study is paid to students in the form of a paycheck for hours worked. It's important to know that a Work-Study award is a potential to earn funds and not a guarantee that the student will earn the entire amount awarded. FWS is employment financed through the government’s Federal Student Aid program. Students and departments are responsible for tracking the amount of FWS funds used. Students must find a job through UB works to be awarded FWS, accept the FWS award on myUB, and work hours to earn the award.
- **Student Assistant** – a UB student currently enrolled in an undergraduate or graduate program, working no more than a total of 19.5 hours per week in combined assignments.
- **Graduate Assistantships** - masters or doctoral degree students seeking positions as administrative assistant, lab assistant, professional intern, research assistant, Schaefer Center for Public Policy fellow, and teaching assistant. Graduate assistants may work no more than 20 hours per week. For more information on hiring Graduate Assistants, you may view the [Graduate Assistant Handbook \(PDF\)](#).

SECTION II | HIRING A STUDENT EMPLOYEE

Are you ready?

As a supervisor, before you start the hiring process of a student employee it is salient that the following questions are asked and answered:

- Do you have leadership approval?
- Do you have approved funding?
- Do you have an approved position number?

Once these questions are answered in a sufficient manner then you are ready to start the hiring process.



Hiring Steps

Step 1: Identify the Job - The hiring department develops a brief summary of job duties to be performed including required and preferred qualifications and related knowledge, skills and abilities. Include the number of hours per week needed to perform duties (must be less than 20 hours) and the supervisor's name.

Identify the appropriate wage rate. The Office of Human Resources, in partnership with the Provost's office, evaluates these rates annually.

Step 2: Identify Funding and Secure Approval - Determine funding source - departmental, Federal Work Study, or a combination.

- Federal Work Study recipient wages are paid with Federal Work Study (FWS) monies.
- Student Assistants are paid with department operating budget funds.
- Graduate Assistants are paid with University and department funds.

The departmental Contract Coordinators confirm with their Budget Manager that a position number has been created and funded for a student employee.

TIP: The Position Action Form (PAF) is used to create a new position or update an existing position.

Step 3: Post Job Announcement - Departments are strongly encouraged to hire student employees via open recruitment by posting the position at Post your on-campus job in [UBworks](#) managed by the Career and Internship Center.

Step 4: Interview and Selection Candidate – For open recruitment, (a) Verify student is currently enrolled and registered for classes at University of Baltimore and (b) Determine which students qualify and interview, asking each candidate the same set of questions.

SECTION II | HIRING A STUDENT EMPLOYEE

If hiring a Federal Work Study student, the candidate must bring a copy of their Financial Aid award summary to the interview. Documentation can be found in their **MYUB** Portal. The supervisor verifies the student received and accepted their Federal Work Study award.

Step 5: Prepare and Complete Hire Paperwork - UB Student Employees who have not been employed at UB within the last six months must complete all of the documents on the [Hiring Checklist](#).

If the student has been employed at UB within the last six months, only complete the following Student Employment Contract:

- [Federal Work Study](#)
- [Graduate Assistant](#)
- [Student Assistant](#)

New Hires Only

All new employees must complete the Form I-9, Employment Eligibility Verification online. The Form I-9 is mandated by U.S. Citizenship and Immigration Services. The Form I-9 is used to verify an employee's identity and to establish an employee's eligibility to work in the U.S.

As a part of UB's hiring procedure, this requirement is needed in order to finalize the new hire process. Employees cannot begin working until it is completed. Please visit the [Employment Eligibility Verification](#) page for detailed steps to complete your I-9.

Step 6: Submit Hire Packet to Human Resources - HR logs all incoming contract packets and reviews for accuracy and completeness. If correct, the contract is routed to UB's Position Control Manager/Grant Administrator for budget approval.

If corrections are required, the new hire packet is returned to the Contract Coordinator within one (1) business day. This delay impacts the new hire packet's place in OHR's contract processing queue, based on "first come, first served".

Step 7: Budget and Grant Approval - UB's Position Control Manager/Grant Administrator reviews/approves contracts within two (2) business days and returns approved contracts to OHR HRIS Operations. If there are any budgetary issues/concerns, the Business Manager is contacted within one (1) business day.

TIP: To avoid processing delays, a position number must be on all contracts.

Step 8: Process New Hire Paperwork - HRIS Operations prepares the new hire packet for routing to the State of Maryland's Central Payroll Bureau (CPB) in Annapolis. The employment record is also created in PeopleSoft.

SECTION II | HIRING A STUDENT EMPLOYEE

Timely processing of contracts ensures timely payment. The [Employment Processing Schedule](#) informs all those involved on when the employee will receive payment. The Contract Coordinator is responsible for all contract processing and payment timeliness communications with student workers.

TIP: Please allow additional contract processing time during inclement weather and/or high volume periods, such as beginning of a semester.

Step 9: Completion of I-9 Form – Newly hired student employees are required by the U.S. Citizenship and Immigration Services/Department of Homeland Security, all new employees must complete an I-9 Form (Employment Eligibility Verification) verifying the employee's identity and establishing eligibility to work in the U.S, online. The employee **MUST** complete the I-9 Form online by the end of their first day of employment. The employee then has no more than three (3) business days from the start date to present original documents to a qualified representative from UB's Office of Human Resources. Click here for [I-9 Form Completion Instructions](#).



For more specific information about hiring students with federal work study aid, contact the [Office of Financial Aid](#), financialaid@ubalt.edu, 410.837.4763 for a **UB Federal Work Study Supervisor Handbook**.

SECTION III | ONBOARDING A NEW STUDENT EMPLOYEE

Student's Role

When a student is hired for a University position he or she becomes a team member within the work unit and is dependent upon like any other departmental employee. Student employment is an opportunity for students to professionally develop and build on skills traditionally not taught in the classroom.



Student employees are expected to:

- Perform assigned job duties in a responsible and professional manner
- Follow University and departmental policies and procedures
- Dress appropriately for work
- Respond openly to feedback
- Establish positive working relationship with department team members
- Adhere to proper use of university equipment and supplies
- Arrange a work schedule with their supervisor
- Report to work promptly when scheduled
- Follow all required time reporting procedures
- Notify their supervisor promptly if he or she will be late or unable to work
- Refrain from conducting personal business while on the job

Compensation

Supervisors should be aware of the different sources of funding for student-employment positions. Regular student employees are paid with funds that come directly from the employing department's budget. Work-study students are federally funded and receive a specific work-study allocation to indicate the total wages they are allowed to earn during the academic year. This individual yearly allocation cannot be exceeded. The duration of a work-study student's employment varies based on the student's need-determined, work-study allocation or the end of the academic year, whichever comes first.

The work-study student and his or her supervisor should monitor the balance in the grant agreement regularly to ensure uninterrupted employment to the department. In addition, the Office of Student Financial Services forwards monthly reports to the budget managers so that the department can monitor the monies associated with the grant agreement. The student's employment will cease once Federal Work-Study monies are depleted, unless the department has funds in the budget to pay for continued employment.

Student workers are paid an hourly rate as determined by their job category. Generally, positions in higher categories require prior training or technical skills and, therefore, may offer a modest differential in pay. Graduate students receive an additional one dollar per hour.

SECTION III | ONBOARDING A NEW STUDENT EMPLOYEE

Scheduling

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

Orientation and Training

Orientation: As part of the introduction to the student work experience, it is recommended that supervisor dedicate time to orientate the student employee with the following information:

- UB's mission and vision
- Job description and responsibilities
- Supervisor's expectations
- Work schedule
- Work unit's role and function

Departmental Training: Provide students with localized training within the department. Each department trains new student workers according to the needs of the position. However, there are some general steps that can help any department to better acclimate new student employees:

- Introduce the student employee to all of the staff, including full-time staff, other student workers, faculty, and management. This gives the student a sense of belonging and is common courtesy for any person starting a new job with new coworkers.
- Explain all departmental procedures to the student. Provide helpful handouts if there are numerous details to grasp immediately, including how to answer the phone, who handles what types of calls, what forms are needed, frequently asked questions, staff member phone extensions, important names or codes to remember, and computer procedures for special systems. Be sure to define what is acceptable for student workers in terms of attendance, punctuality, appropriate attire, breaks, and other basic aspects of your departmental work environment.
- Give the student a tour of your workspace. Point out where things are, such as supplies, restrooms, vending machines, copiers, and fax machines. Impress upon the student employee that his or her contributions as a member of the team are important to the success of the overall department.

SECTION III | ONBOARDING A NEW STUDENT EMPLOYEE

Time Reporting and Pay schedule

The University practices proactive timekeeping management. All staff members are required to record time worked. Student employees will need to log into myUB to access the electronic timesheet to enter time worked. The timesheet is completed by 9 a.m. according to the [Payroll Schedule](#).

Pay periods run for fourteen days (Wednesday at 12:00 AM to Tuesday at 11:59). Payday are the Wednesday following the end of a previous pay period.

Students are eligible for direct deposit. They need to complete the necessary HR paperwork. If a student wants to receive a paper check, they can either pick it up in the Bursar's Office, located in the Academic Center, Room 127 or it will be mailed to the address on file.

Performance Evaluation

Performance evaluations for student employees are an integral part to a student's individual and professional development. Although performance evaluations are not mandatory, they serve as an important tool that assists student employees in further developing their skills by highlighting their strengths and constructively identifying areas for improvement.

The performance review process serves as the foundation that allows supervisors and student employees to discuss student employees' contributions toward the achievement of departmental and University goals and objectives, clarify job expectations, ask for feedback, make suggestions, and possibly reward a student for exceeding expectations. The time spent in discussion with the employee about his/her performance signals to your employee that you are personally invested in his/her development.

Review the form soon after the student is hired so he/she can learn about the competencies valued in the American workplace and seek opportunities to develop them. We also encourage you to complete and discuss the form with your student workers to help them learn how to respond to constructive criticism and which competencies they are proficient in as well as which they could improve. After hire, conduct an evaluation mid-way through the academic year and again at the end of the spring semester.

If, at any time, you are not satisfied with a student worker's performance, schedule an appointment to meet with the student to discuss your expectations. You may want to set goals, create action plans, and establish a date for reviewing progress toward the implementation of these plans. As you and the student seek solutions, address the behavior rather than the individual and emphasize strengths rather than weaknesses. Note the date and topic of your discussion in the student's file and follow up.

A student employee evaluation form is located in the Appendix.

SECTION IV | SUPERVISING A NEW STUDENT EMPLOYEE

Supervisor's Role

The role of the supervisor is vital to the success of any student employee program. The supervisor may need to perform a wide range of activities to establish a work environment where student employees are able to thrive and develop job skills. Ideally, the role of the supervisor is one who:

- Serves as a department role models
- Understands University and departmental policies and procedures
- Provides clear job expectations for student employees
- Implement orientation, training, and evaluation procedures for student employees
- Provides a working environment where students can learn transferable job skills
- Keeps communication lines open, clear, and constructive
- Make student employees feel important and needed
- Addresses problems (or potential problems) as they arise - do not let them build

Effective Supervision Strategies

Engaging in effective supervision provides student employees with the opportunity to develop knowledge, skills, and abilities to advance their future career aspirations. Strategies to perform effective supervision include:

- **Establish clear goals** - provide training and performance expectations to optimize the work experience.
- **Delegate** - assume that the students you have hired are competent and responsible. Provide them with the potential for learning and growth.
- **Set a positive example of professional, polite, and ethical behavior** - if students witness a supervisor that is punctual and professional, students will learn to do the same.
- **Remember that student employees are students first** - if there is a conflict between a student's academics and job, academics must come first. Make it clear what is expected regarding the commitment and how to notify you if he/she must be absent.
- **Show appreciation for work** - positive feedback, especially when given in front of one's peers, effective reward.
- **Allow for student input** - ask the student employees what they think of a certain project. They have a lot to offer!
- **Be an accessible supervisor** - tell students they are free to ask questions and discuss concerns. Periodically ask them if they have any questions.
- **Be a teacher** - share your knowledge and skills so the student employees can gain another perspective about the world of work.
- **Encourage risk-taking and decision-making** - let students know that you trust as well as believe in them.

SECTION IV | SUPERVISING A NEW STUDENT EMPLOYEE

Giving Performance Feedback

To be an effective supervisor, giving feedback that is timely, meaningful, and consistent is essential. The feedback conversation is an opportunity for the student employee to gain insight about their job performance and changes he/she may need to make. When initiating the feedback conversation, here are productive actions to take:

- **Face to face feedback**- no e-mail or no phone, unless there's just no alternative.
- **Find common ground** - this shouldn't be a "me against you," but rather a "we're all in this together" situation. Emphasize shared experience on a project or department goals. Perhaps stress how this particular performance issue or task is something you struggled with at some point in your career.
- **Focus on performance and processes** - separate the situation from the person. Focus on the behavior, action, situation, or issue at hand. Don't make it about yourself and your emotions. Use the passive voice to shift attention away from the person and toward the issue.
- **Be specific about the performance or behavior issue, including its impact and how it might be improved** - use specific examples to illustrate the performance or behavior that needs improvement; state exactly what effect it had, state exactly how you think the situation might be improved, and exactly what steps will be taken to implement improvement.
- **Comment on actionable issues** - being specific ensures that the recipient can act on your comments.
- **Comment only on what you've observed or know** - Own your feedback. Don't say, "I've been getting complaints," or "My boss is concerned."
- **Offer concrete recommendations and ask for recommendations** -this step differentiates feedback from criticism and praise. Once the issue has been identified and its effects described, you can say, "This is what we can try to make this better..." or you can ask "What do you think we can try to make this better?"
- **Engage in a dialogue not a monologue** - ask questions naturally to invite the recipient into a conversation.
- **Be a coach** - asking questions is a common coaching technique. As a coach you actively guide someone's performance and use an ongoing dialogue to discover avenues of improvement.
- **Don't overwhelm with too much at once** - even highly motivated individuals who are eager to change can only absorb and process so much feedback. It's probably wise to address one specific issue at a time.
- **Let the recipient know they're in control** - let them know you're there to help, but it's up to them to improve and grow.

SECTION IV | SUPERVISING A NEW STUDENT EMPLOYEE

Guiding Policies, Procedures, and Practices

Nondiscrimination Statement

The University of Baltimore ("UB" or "University") does not discriminate on the basis of—and prohibits discrimination against any member of the University community on the basis of—sex, gender, race, religion, age, disability, national origin, ethnicity, sexual orientation, gender identity or other legally protected characteristics in its policies, programs, activities or employment practices; this includes inquiries regarding Title IX of the Education Amendments of 1972 as amended ("Title IX"), Title VII of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. Inquiries or complaints regarding sexual misconduct and other gender-based discrimination, including pregnancy, sexual orientation and gender identity, should be directed immediately to the University Title IX coordinator.

Sexual Misconduct Policy

The University of Baltimore is committed to creating a campus that is safe from sexual misconduct, including sexual and gender-based harassment, sexual violence, dating violence, domestic violence, sexual exploitation and sexual intimidation. The University actively seeks to:

- Prevent issues of sexual misconduct by educating and providing resources to raise awareness of these issues
- Recognize, respond and provide support to those who have experienced sexual harassment and/or have been the victim of a sexual offense.

Confidentiality

Student workers may have access to confidential material such as financial information, employee information, grades, telephone numbers, addresses, etc. They are prohibited from sharing information with others or using it for themselves for any reason not connected with College business. Under no circumstances are student workers permitted to release any information to any unauthorized person, including, but not limited to, a friend, outside caller or other departments. A supervisor should handle requests of this nature. Breach of confidentiality is a serious offense and may result in termination of employment. You should remind your student workers that maintaining confidentiality is in compliance university policy on confidentiality of educational records follows the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g), commonly referred to as FERPA or the Buckley Amendment, and is described in the Undergraduate and Graduate Catalogs under Privacy.

SECTION V | DEVELOPING A STUDENT EMPLOYEE

The Student Employment program is designed to provide opportunities for students to learn professional acumen while simultaneously earn money to assist with the financial aspect of the college experience. The institution also benefits from a student employment program because student employees can bring an immediate and fresh perspective to office procedures, services, programs and special projects.



As a supervisor of a student employee, you play a critical role in the continuous learning and development of the UB student. Through your supervision, you can expound upon the student learning principles that guide all UB students:

- **Consciousness and Self-authorship** - UB students will better develop and discover themselves and their evolving capabilities through learning, experiential activities, and self-reflection.
- **Well-Being** - UB students will experience wellness as a multi-dimensional aspect of living and learning.
- **Civic Agency** - UB students will understand the importance of active engagement and their role in the development of their communities.
- **Global Citizenship** - UB students will explore a variety of cultures and world views, and be able to think about events, both international and domestic, in the context of their daily lives.

Career Readiness Skills

The [National Association of Colleges and Employers](#) have identified eight core competencies associated with career readiness for the new college graduate. Consider aligning your student's job responsibilities with these competencies in an effort to best prepare them for life after graduation:

1. **Critical Thinking and Problem Solving** - Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
2. **Oral and Written Communication** - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
3. **Teamwork and Collaboration** - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team of structure, and can negotiate and manage conflict.
4. **Digital Technology** - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

SECTION V | DEVELOPING A STUDENT EMPLOYEE

5. **Leadership** - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.
6. **Professionalism and Work Ethic** - Demonstrate personal accountability and effective work habits such as punctuality, working productively with others, and time management, and understand the impact of non-verbal communication on professional work image.
7. **Career Management** - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.
8. **Global and Intercultural Fluency** - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

Customer Service

10 and 5 Rule

Customer service is the responsibility of everyone in the organization, not just the front office staff. To provide the best customer service, we recommend that every employee follows the 10 and 5 Rule: When a guest comes within 10 feet, a staff member should cease any conversation and make eye contact with the approaching guest to acknowledge their presence. At 5 feet, team members should acknowledge the guest with a warm greeting and ask if any assistance is needed.

Listen, Respond, and Follow-Up

When students provide customer service, it is always important to listen, respond, and then follow-up. They can aide the customers by listening to their needs, concerns, or praises. Encourage students put on a "Can Do Thinking" hat to find a solution or an alternative for the customer. It is never recommended to tell patrons "We can't help you." Being responsive is a key trait to great customer service. Following-up may not be appropriate in every situation. However, when it is appropriate, it is important to follow-up on their feedback, whether it is positive or negative.

If a student employee cannot answer a question for someone or he/she is not trained in particular area then the student can locate someone else to assist the customer. It is crucial that customers receive accurate information.

Customer Respect

The customer is NOT always right, but should always be treated with respect. Although our patrons may not always be right, it is important to always treat them right. By offering the customer the **best** customer service, you are treating them as you would want to be treated, even if you were wrong.

To offer the best customer service, keep a positive attitude, listen to the customer's needs while respecting their viewpoints, and offer your assistance, or find someone that can better

SECTION V | DEVELOPING A STUDENT EMPLOYEE

assist them. As a student employee, you are representing the University, your attitude and actions matter.

StrengthsQuest

[StrengthsQuest](#) is an online assessment tool with roots in positive psychology that helps identify five of your natural talents. By focusing on areas of strength rather than weakness, you capitalize on what you do best in the classroom, on the job and at home.

UB promotes growth and success by creating a strengths-based environment in which everyone is encouraged to recognize and apply their talents.

StrengthsQuest is offered free of charge to the UB community and [students must sign in with campus ID](#) to get started.

Professional Presence

While in a student employee position it is great opportunity for students to build or enhance their professional presence. Professional presences is a blend of personal and interpersonal skills that communicate to others one's authenticity, confidence, and competence.

As a supervisor, you can support the development of professional presence by establishing opportunities for student employees to develop:

- **Positive Work Habits** – set goals, reinforce effective time management, and establish personal standards to assess performance.
- **Effective Relationship with People** – make authentic and emotional connections; and handle conflict in a constructive rather than destructive manner.
- **Intentionality for learning** – ask questions, demonstrate knowledge, and reflect on work goals.

SECTION VI | APPENDIX

- **Student Employee On-boarding Checklist**
- **Student Employee Performance Evaluation Form**

Before the Start Date

- Contact student to extend an offer for employment and send student an official offer letter
- Send I-9 verification and other HR new hire paperwork
- Send a welcome email or phone call to share – where to report, when to report, dress attire, work scheduled
- Set up work station, computer and access, and telephone
- Follow-up on paperwork for Bee Card
- Create and agenda for the employee's first week of work

First Day of Work

- Give the student a department tour of where things are located, introduce student employee to department team members, and provide other helpful tips to starting work
- Go pickup Bee card
- Set up a training schedule with the new student employee on how to do his/her assigned job
- Review job description, department expectations, dress attire information, work schedule, policies, and performance management
- Review expectations for taking time off

First 30 days of Work

- Conduct a 30 day review of how the student is doing in their position -Provide feedback to the student employee that would be helpful to them for future.
- Communicate departmental information about semester break expectations if applicable

Student Employee Performance Evaluation Form

Student Employee's Name (Print): _____ Job Title: _____

Evaluation Period: _____ Student ID# _____

INSTRUCTIONS: Check the appropriate box for each criteria. Performance rating descriptions are as follows:

EE = Exceeds Expectations—Performance consistently generates results superior to expectations of the position.

ME = Successfully Meets Expectations—Performance fully meets the position requirements.

NI = Needs Improvement—Performance meets some, but not all, job requirements and can be unreliable and inconsistent. Performance requires immediate review and action.

Critical Thinking and Problem Solving	EE	ME	NI	N/A
Articulate the problem and identify the desired end result				
Raise vital questions and problems, formulate them clearly and precisely; communicate effectively with others in figuring out solutions				
Think open-mindedly within alternative systems of thought; brainstorm creative options, analyze, and select the best option to achieve the desired results				
Develop and enact a plan of action to achieve the desired end result				

Oral & Written Communication	EE	ME	NI	N/A
Use grammar, and/or vocabulary appropriate to the context				
Ensure messages are organized, clear, and consistent with any supporting material				
Tailor the message and delivery method to the topic, audience, purpose, and context				
Engage diverse and competing perspectives and the ways they influence communication				

Teamwork & Collaboration	EE	ME	NI	N/A
Integrate team members' diverse viewpoints and build upon or synthesize the contributions of others				
Motivate and support others on the team				
Offer ideas, suggestions, alternative solutions, and feedback				
Account for one's own assigned role and responsibilities on the team				
Negotiate, manage, and resolve conflicts when they arise				

Digital Technology	EE	ME	NI	N/A
Leverage existing digital technologies ethically and efficiently to solve problems				
Use technologies to complete tasks and accomplish goals				
Create and share content using general and field-specific technologies				
Demonstrate effective adaptability to new and emerging technologies				

Leadership	EE	ME	NI	N/A
Assess individual and collective strengths, weaknesses and capacities to achieve the desired goal				
Motivate others				
Organize, prioritize and delegate work, roles and responsibilities				
Review outcomes and assess implications for future plans				

Student Employee Performance Evaluation Form

Professionalism & Work Ethic	EE	ME	NI	N/A
Take responsibility for one's actions and outcomes				
Acknowledge mistakes and learn from them				
Follow through on commitments				
Act with the interest of the larger community in mind				
Career Management	EE	ME	NI	N/A
Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals				
Identify areas necessary for professional growth				
Demonstrate self-advocacy and take the steps necessary to pursue opportunities				
Global & Intercultural Fluency	EE	ME	NI	N/A
Identify one's own cultural norms and values; articulate how one's experiences shape these, and how culture shapes personal experiences				
Recognize commonality and differences across and within people and world cultures; and the diverse viewpoints that emerge from these differences and how these factors influence one's relationships with others				
Question explicit and implicit forms of power, privilege, inequality, and inequity				
Engage with people and ideas from other cultures with courage, sensitivity, openness, and curiosity				

Supervisor Comments:

Employee Comments:

I certify that I have read and reviewed the contents of this evaluation with my supervisor. Signing this evaluation does not imply agreement or disagreement with the evaluator's comments.

Student Employee Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

REFERENCES

Student Employment Manuals for Supervisors:

- **MiraCosta College** - http://www.miracosta.edu/instruction/careerservices/downloads/SupervisorManual_FINALFall18.pdf
- **Rollins College** - <https://www.rollins.edu/career-life-planning/documents/supervisor-handbook.pdf>
- **St.Johns University** - https://www.stjohns.edu/sites/default/files/170613_m1_10902_student_worker_guide_final.pdf
- **Towson University**- https://www.towson.edu/careercenter/media/documents/faculty_staff/student_employment_manual_for_supervisors.pdf

Student Employment Manual:

- **Rollins College** - <https://www.rollins.edu/career-life-planning/documents/student-employee-handbook.pdf>
- **University of Baltimore Student Success and Support Services** – <http://www.ubalt.edu/about-ub/offices-and-services/avpforsa/meet-our-staff.cfm>

Student Performance Evaluation Form:

- **Georgetown University** - <http://www.ubalt.edu/about-ub/offices-and-services/avpforsa/meet-our-staff.cfm>
- **University of Baltimore Student Success and Support Services** – <http://www.ubalt.edu/about-ub/offices-and-services/avpforsa/meet-our-staff.cfm>