

Student Employment Best Practices

State University of New York (SUNY) at Brockport

Academic Success Center - Office of Career Services

This compilation of resources has been assembled by the Office of Career Services division of the Academic Success Center to assist supervisors in creating a welcoming, safe, inclusive, connected, cared for, and supportive environment for career development.

The ASC Mission: We are student-centered support, inspiring the college community to achieve academic success and engagement.

Career Services Mission: To engage students and alumni in developing skills and self-knowledge to lead meaningful professional lives. We engage employers and community members in providing career-focused developmental and employment opportunities.



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LOOK FOR ELLSWORTH FOR TIPS & BEST PRACTICES



Student Employee Onboarding Checklist

Targets: Student employees will...

- ★ Understand the value of experience gained in their employment
- ★ Explain the transferable skills gained in any workplace
- ★ View their work experience as beneficial to their professional development
- ★ Set and work toward SMART goals within their role
- ★ Have regular contact with their direct supervisor to address performance and goals

During the Search and Hiring Process:

Departments will maintain an active profile on Handshake where they will post open positions

- This post should have a complete description of the job. It should include not only the duties but also the transferable skills that would be learned by taking on the position
- The pay rate should be clearly listed **and whether it is work-study only!**
- A range of dates for the position
- Any preferred or required qualifications and experience should also be listed
- *Best Practice* - require students to submit a resume, cover letter, and class schedule



On the First Day:

- Have someone from the department welcome the new staff member, show them their work area, and answer initial questions
- Inform employees in the immediate area when a new staff member starts so they can greet them during their first shift
- Determine the employee's work schedule for at least the first week of employment

In the First Semester:

- Work with the employee to set SMART goals for their job to keep learning and improving
- Encourage student to complete Title IX training requirements early
- Check in with student employees at least once per week to check in on their progress and well-being

At the End of the Academic Year or End of Employment:

- Have a performance review session with the student to discuss progress in SMART goals and to review transferable skills gained
- Seek feedback from the employee about the onboarding, goal setting, and evaluation process



Links:

- [2022-2023 Payroll Calendar](#)
- [Request for VP Approval to Hire \(Fall/Spring\)-Temp Services](#)
- [Student Employment Referral Form](#)

STUDENT EMPLOYMENT 22-23 DATES:

- 8/18/22* – First Possible Day for Fall Temp Services (*requires VP Approval & Referral)
- 8/18 – 8/25* – Work-Study students hired to start early/training must be paid with temp services (*requires VP Approval & 2 Referrals, one for TS and one for WS)
- 8/25/22 – Last Day Summer Temp Service students can work
- 8/26/22 – First Day Possible for Work-Study (Referral required)
- 8/29/22 – First Day of Classes!
- 10/1/22 – Minimum Wage amount increase announced by NYS Commissioner of Labor
- 12/22/22 – Minimum Wage increase would begin for us on this date (beginning of pay period)
- 5/12/23 – Last Day students can work for 22-23 Academic Year

The Hiring Process

So, you've interviewed a student and decided to give them the job...now what?

- Offer the position to the student (via phone, email, in-person), and allow student time to accept
- Confirm additional information with the student to complete the Referral
 - Has student worked on-campus before as work-study or temp services? (not BASC, BCDC, BSG, or as a RA or GA)
 - If work-study verification should be made
 - 800#
 - Brockport email
 - Enrollment in classes – student employees must be enrolled in at least 1 credit hour to be eligible to be hired through Student Employment. For summer – student employees must be registered for a summer course or registered for fall courses (intention of returning).
 - Start date/schedule
 - Please note training/orientation should be paid and should be considered the first day work (if scheduled prior to students' first day on job)
- [Change status of applicants in Handshake](#)
- [Expire Job Posting](#) if position has been filled
- Submit a [Student Employment Referral](#) Mach form
 - **Please complete referral accurately – any errors will result in processing causes delays**
 - You will receive a submission receipt via email
 - Newly hired student will receive an automatic email (based on the email address you input) directing them to bring [acceptable documents](#) and come complete New Hire Paperwork in Student Employment/Career Services Office
 - If you select that the student was previously employed, the student will not receive an email to complete new hire paperwork (paperwork is already on file)
 - ***Best Practice*** submit the referral several days before the student is expected to begin work/training to allow time for the student to receive the email from Student Employment, gather acceptable documents, and make an appointment in Handshake to complete paperwork
- New Hire Paperwork completed by student
 - Students must come in with [acceptable documents](#) to complete new hire paperwork (I-9, W-4, IT-2104, Retirement Election Form, direct deposit form (if desired) with voided check included, NY state oath) **BEFORE** they start working (unless they have worked on-campus before and we have an I-9 on file for them)
 - Upon completing paperwork student will receive a **green slip “GO”** with our signature to bring back to supervisor as evidence that they can begin to work
 - Students are not allowed to begin working until new hire paperwork has been completed and the **green slip** has been provided to their supervisor
 - In rare cases, students will receive a **yellow slip “proceed with caution”** if they can begin work but must return to Student Employment within a specified time. It is the student and supervisor's responsibility to monitor this and ensure a **green slip** is received to continue working.
 - Students will receive a **red slip “STOP”** if they need to discontinue working until the acceptable documents have been provided.



Budget Tracking

As a supervisor, it is important that you keep track of the hours your students are working and ensure that student pay remains within the budget allotment.

Work Study Awards:

- Students are allotted a specific amount of work study per academic year, meant to be divided equally between the two semesters.
- Work with the student to make sure their hours worked fall within the allotment. If they would like to work more, encourage students to reach out to Financial Aid to see if there is room to increase their award.
- Make sure that new work study students are aware that work study will be paid to them as a normal paycheck and not as labor to pay back a tuition credit.

Temporary Services Budget:

- Note the total allotment for temporary services employment.
- Ensure that if you hire a number of employees that work tasks and budget are divided evenly, this can be adjusted later based on student hour needs.
- Each pay period, deduct from your allotment to keep track of remaining funds.

[How-To Guides for Time and Attendance for Students & Student Supervisors](#) are provided by the payroll office.

Hours Worked:

With a set budget, students may only work the number of hours that their pay correlates to. Keep track of student hours and have a conversation with them as necessary.

Best Practice



Make a spreadsheet for work study and temporary services funds. In this spreadsheet, you should include the student, their allotment, the rate of pay, the total pay per period, and the deductions from their allotment and your total budget.

Sample Tracking Spreadsheet:

#	Pay Period		Student 1	Student 2
	Wage Rate		\$13.20	\$13.20
12	8/20/2020	9/2/2020	125	162.5
13	9/3/202	9/16/2020	187.5	425
14	9/17/2020	9/30/2020	325	425
15	10/1/2020	10/14/2020	246.88	456.25
16	10/15/2020	10/28/2020	187.5	481.25
17	10/29/2020	11/11/2020	118.75	375
	Fall 2020 Spent		1190.63	2325.00
	Fall 2020 Work-Study Allocation		\$4,000.00	\$4,500.00

Total Temp Services Allocation 2021	\$ 10,000.00
TS Spent	\$ 11,970.01
TS Remaining	-\$1,970.01

Providing Career Development

How to Set Goals with Your Employee:

- ❑ Set up a meeting with the student to go over the components of a SMART goal
 - Is it Specific? The goal should be narrow to ensure effective planning.
 - Is it Measurable? Define what proves that progress is being made.
 - Is it Attainable? Is the goal reasonable to achieve in the time set?
 - Is it Relevant? Does the goal align with the student's values and long-term objectives?
 - Is it Time-based? Set an end-date for task prioritization and motivation.
- ❑ Check in frequently to evaluate progress and adjust as necessary.
- ❑ Celebrate accomplishment of the SMART goal, and have the student reflect on their experience, and repeat.

Establish a Project List/Routine:

A Physical Project List:	<ul style="list-style-type: none">• Select an accessible place in the workspace• Create a chart that reflects the project description, supervisor to report to, timeframe for completion, and sign up
A Digital Project List	<ul style="list-style-type: none">• Using Teams or platform of choice, make sure the link is working and easily accessible – consider also having a QR code at student workspaces• Create a sign-up document that includes the project description, supervisor to report to, and timeframe for completion
A Routine	<ul style="list-style-type: none">• Create a checklist of daily tasks for students to complete• Post the list at student workstations• Create an overflow checklist of projects to follow daily expected roles

Pre And Post Assessment:

- As part of student onboarding, conduct a pre-assessment of employee's skills and comfort with job role. This should include data from existing staff members, and a self-evaluation of the student.
- At the end of the academic year or term of employment, the same survey should be repeated to assess growth.
- Use findings to guide the student toward their goals and to inform future training and supervisory practices.

Letters Of Reference:

- Be sure to prepare a letter of reference for the student employee.
- This may be a teachable moment if they do not ask for one or are unsure how to do so. You could teach etiquette for the request as well as the importance of doing so. Be sure to highlight the transferable skills that will best serve the student in their long-term goals.

Establishing a Peer Mentor Program

Effective peer mentor programs require a significant investment of time and resources to develop and manage. However, it will allow students to develop a stronger connection to the college community. They will gain an understanding of how their job helps the department and others on campus. Students serving as peer mentors will also enhance their leadership and communication skills.



Best Practices in Designing a Program:

- Allow at least 1 year to design and implement the program
- Determine what purpose your program will serve. Are mentors orienting or supervising new student employees? Will they serve as formal mentors or informal mentors?
- Define program parameters. Will all student staff participate or only a few? What will the selection criteria be? Is their participation for a set time or indefinite? Is their job to target specific skills or holistic support?
- Set a budget, including peer mentor compensation and funding for training or events
- Consider mentor: mentee ratios. Is the program going to be more of a 1-on-1 or a group setting?
- Write job descriptions that specify the qualifications for peer mentors and expectations such as frequency and length of mentee interactions and reporting requirements
- Identify what content mentors are expected to share with mentees. Some of it may be applicable to students in general, and some may be specific to the department or position
- Develop policies and procedures, including expectations for both mentors and mentees, handling conflict or other issues, and how to end the mentoring relationship

Best Practices in Running a Program:

- Recruit peer mentors who are committed to the program and believe they can make a positive difference for mentees. Mentors should also have strong academic, communication, and interpersonal skills.
- Provide training to mentors at the beginning of the program and throughout. Training should clarify the goals of the program, the role of the mentor, address effective communication, helping skills and diversity issues, and include anticipated needs of mentees and common issues mentors may face.
- Consider making the final selection of peer mentors after some initial training to determine best fit.
- Create a structured beginning to the mentor-mentee relationship such as an orientation or event.
- Mark the end of the year or program with a celebration to help mentees reflect on their experience and recognize the efforts of mentors.
- Develop an assessment plan to evaluate participant experiences and to improve the program over time using multiple measures of assessment including summative and formative evaluations.

Pre and Post Assessments

Why? When? How?

- Pre and post assessments should be completed to track student growth within the position
- Pre assessments should be conducted after initial introduction to the office and responsibilities
- Post assessments should be conducted at the end of each academic year and/or the end of employment, whichever is first
- Pre and post assessments should ask the same questions and be completed individually by the student with a follow up from their direct supervisor

Sample Assessment:

On a scale of 1-10, one being “I don’t know how to do this”, and ten being “I am 100% confident in this task, and could mentor future employees”, how would you rate your performance of the following duties?

▪ Duty 1

Why did you give yourself this rating? _____

What do you need from me to improve your skills in this area? _____

▪ Duty 2

Why did you give yourself this rating? _____

What do you need from me to improve your skills in this area? _____

▪ Duty 3

Why did you give yourself this rating? _____

What do you need from me to improve your skills in this area? _____

▪ Duty 4

Why did you give yourself this rating? _____

What do you need from me to improve your skills in this area? _____

What skills from this job do you think you could include on your resume? How are they transferable to your future career goals? _____

Performance Evaluation

This should be completed at the end of each academic year or the end of employment, whichever is first. This is an opportunity to reflect on SMART goals and student achievement. This can be formal or an informal conversation between you and the student.

Student Name:

Job Title:

Dates:

Performance management helps employees reach goals that support the ASC and Career Services vision of “student-centered support, inspiring the college community to achieve academic success and engagement” and engaging students and alumni in developing skills and self-knowledge to lead meaningful professional lives.”

Dept:

Employee: Enter two SMART goals related to your job description. At the end of the term, comments will be rated with one of the following: **Did Not Meet Expectations, Inconsistent, Effective, Distinctive**

Department goals and job description were reviewed.

Individual goals were acknowledged on (MM/DD/YYYY)

Performance Check-in discussion(s) took place on: (list of dates)

Goal 1:

Self-Assessment:

Supervisor Comments:

Self-Rating:

Supervisor Rating

Goal 2:

Self-Assessment:

Supervisor Comments:

Self-Rating:

Supervisor Rating

Employee: Reflect on your achievements, review job description, CS Mission, and provide a few examples of how these behaviors were demonstrated. Summarize what went well, what you would do differently, and what you want to focus on for future development.

Student Employee Exit Interview

The exit interview should be completed on the student's last day of employment. The purpose is to gather feedback about the position and department, and your efforts as their supervisor.

Were you given adequate training or orientation to do your specific job responsibilities? _____

What was the most helpful, and why? If not, what could have been done to improve your orientation to the position? _____

How challenging was your job? _____

If you had suggestions or complaints, did you feel free to discuss them with your supervisor? Why or why not? _____

How valued did you feel your ideas and opinions were in your department? _____

How satisfied were you with your overall working conditions in your department? _____

Did your position contribute to your academic success? How? _____

What were the least satisfying aspects of working in your department? _____

How could your working conditions have been improved? _____

How could I, as your supervisor, have been more helpful? _____

Other comments: _____

Student Employee Offboarding Checklist

Employee Name: _____ Position: _____
Employee NetID: _____ 800#: _____
Supervisor Name: _____ Department: _____
Reason for Leaving: _____ End Date: _____

Offboarding Requirements

Supervisor Responsibility

- Complete the Exit Survey/Interview
- Give the student the post-assessment
- Collect any keys the employee has and confirm they were the originally issued keys
- Terminate any access the employee has to electronic resources including databases or key-card access
- Update department website to reflect the change in staff (if applicable)
- Communicate the change in staff to other members in the department
- Review and approve the employee's final timesheet through SUNY Time and Attendance.

Employee Responsibility

- Submit written notice of employment termination to supervisor, including the final date of employment
- Turn in keys, uniforms, and special equipment issued by the department specifically for the job role
- Enter final timesheet into SUNY Time and Attendance
- Complete Post-Assessment
- Complete Exit Survey/Interview with Supervisor
- Clean out individual work area of personal belongings (if applicable)
- Update supervisor on the status of any work projects that will not be complete prior to the end of employment

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Resources

- ★ The Office of Career Services
 - Brockport Student Employment Website
 - https://brockport.edu/life/student_employment/ (updates pending)
 - Student Employment Team
 - Email: studentemployment@brockport.edu
 - Phone: 585-395-2159
- ★ Supervisor Newsletters
 - Important information and updates are submitted to the supervisor listserv a few times per semester
- ★ [Handshake Help Center - Employer articles](#)
- ★ **Mandatory Supervisor Trainings provided by Student Employment**
 - Basics Session
- ★ [Student Behavioral Consultant Team](#)



Laws & Policies That Guide Student Employment

- [SUNY Student Employment Policy](#)
- [NYS Oath of Office](#)
- [False Timesheets Policy](#)
- [Federal Student Aid Handbook, volume 6, Chapter 2: The Federal Work-Study Program](#)
- [New York State Division of Labor Standards](#)
- [U.S. Dept of Labor - The Fair Labor Standards Act \(FLSA\)](#)
- [U.S. Dept of Homeland Security: Foreign Academic Students and On-Campus Employment](#)
- [U.S. Dept of Homeland Security: Form I-9, Employment Eligibility Verification](#)
- [Dept of the Treasury IRS: Form W-4 Employee's Withholding Certificate](#)
- [New York State Employee's Withholding Allowance Certificate IT-2104](#)