



# Conflict Resolution & Progressive Discipline Guide

## For Student Employee Supervisors

Maverick Student Employment and Human Resources | Supervisor guidance for documenting concerns, resolving conflict, and applying corrective action consistently.

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## Purpose and scope

This guide gives UNO supervisors a practical process for addressing student employee conflict, performance concerns, attendance issues, and misconduct while preserving the student employment relationship when appropriate. It is written for supervisors of UNO Student Workers, Federal Work-Study students, graduate student workers, and other student employment appointments whose primary role at UNO is student.

This guide is not a substitute for University of Nebraska policy, UNO campus policy, Human Resources direction, University Compliance direction, Title IX procedures, the Student Code of Conduct, appointment letters, grant requirements, or federal and state law. When a conflict involves discrimination, harassment, sexual misconduct, retaliation, workplace safety, disability or religious accommodation, wage and hour issues, international student work authorization, violence, threats, theft, falsification, or termination, supervisors should consult UNO HR before acting.

### Documentation is often a deciding factor.

A fair decision that is not documented can be difficult to defend, difficult to explain, and difficult for the student to learn from. Document the facts, the expectation, the student response, the improvement plan, the resources offered, and the follow-up date. Documentation should be specific, timely, factual, and stored securely in a password protected folder.

## Policy hierarchy for supervisors

Level	How supervisors should use it
Federal law and civil rights obligations	Do not discipline or terminate in a way that interferes with protected rights, protected leave, disability or religious accommodation, wage and hour rights, safety reporting, Title IX rights, or protected complaint activity. Stop and consult when these issues appear.
University of Nebraska and UNO policy	Use NU and UNO policy to confirm expectations, documentation requirements, due process where applicable, and HR approval requirements. Regular staff and Student Employees corrective action must follow the UNO Conduct and Corrective Action process.
UNO student employment guidance	Use student employment expectations, work-hour limits, onboarding requirements, conflict resolution options, and student-specific corrective action guidance for student employees.
Department procedures and job expectations	Apply only if they are lawful, communicated in advance, job-related, consistently applied, and documented. Department rules cannot override NU/UNO policy or legal requirements.

## Supervisor quick start

Use this short checklist when a concern comes up. It is designed to keep the conversation constructive while preserving the record needed if the issue continues.

- 1. Identify the issue.** Name the observable behavior or performance gap. Avoid conclusions such as "bad attitude" unless you can describe the behavior behind the concern.
- 2. Check for red flags.** Before coaching or discipline, pause if the issue involves discrimination, harassment, sexual misconduct, retaliation, disability, pregnancy, religious accommodation, wage/hour concerns, work authorization, safety, workplace injury, threats, violence, theft, falsification, or protected complaints.
- 3. Gather facts.** Review the job description, posted schedule, training materials, time records, prior emails, previous coaching notes, and relevant policies.
- 4. Meet privately.** Speak with the student promptly, calmly, and away from coworkers or customers. Explain the concern and ask for the student perspective.

5. **Reset expectations.** Tie the expectation to the job duties, training, department procedure, student employment handbook, or university policy. There should be multiple check-ins, coaching conversations, scaffolded goals, and reasonable time for the student employee to improve, when possible.
6. **Create a plan.** State what must change, how improvement will be measured, what support will be offered, and when you will follow up.
7. **Document the conversation.** Send a short recap or complete [a coaching note](#) (a note that includes what was discussed and when) to be filed in a secure, password-protected folder. Include the facts, expectation, student response, plan, resources, follow-up date, and consequences if the issue continues.
8. **Follow up.** A missed follow-up weakens the process. Note in the employment file if the student improved, partially improved, or did not improve.

**Student employment is developmental, not casual.**

A student employee may be temporary and part-time, but supervision still requires clear expectations, consistent coaching, accurate timekeeping, confidentiality, and fair treatment. The goal is to correct the issue when correction is reasonable, not to surprise the student with discipline after silence.

## Conflict resolution before discipline

Many workplace conflicts can be resolved before formal discipline is needed. The supervisor should not ignore conflict simply because the conversation is uncomfortable. Avoidance allows misunderstandings, resentment, and inconsistent practices to grow. Good conflict resolution is direct, private, respectful, and documented.

### Common conflict sources

Conflict source	What it often sounds like	Supervisor response
Task	Disagreement about what work should be done, priorities, quality standards, or project goals.	Clarify the goal, deadline, decision-maker, and standard of success. Document the agreed task expectation.
Process	Disagreement about how work should be done, who does which step, timing, handoffs, or how decisions are made.	Map the process, assign roles, and confirm the timeline. If multiple students are involved, document the workflow and who owns each step.
Relationship	Rude emails, interruptions, avoidance, tension, condescension, or criticism being heard as personal attack.	Slow the conversation down. Use reflective listening. Reinforce respectful communication and focus on work behavior rather than personality.
Status	Conflict over authority, credit, fairness, resource access, seniority, or perceived favoritism.	Clarify role authority, decision rights, and how recognition or scheduling decisions are made. Be transparent and consistent.

### The private resolution conversation

A private meeting is usually the first formal step in resolving student employee conflict. The supervisor should listen for understanding, but should not turn the meeting into counseling or make promises outside their authority.

Stage	Supervisor action	Documentation note
Open	Explain the purpose: "I want to understand what happened, clarify expectations, and agree on next steps."	Record date, attendees, and reason for meeting.
Describe facts	Use specific observations: dates, times, missed tasks, messages, time entries, customer impact, safety concern, or policy expectation.	Attach or reference source documents without exaggeration.
Invite response	Ask open questions: "What happened from your perspective?" "Is there context I should know before we decide next steps?"	Summarize the student response neutrally, including disagreement.
Clarify expectation	Point to the job description, training, department practice, student handbook, schedule, or policy.	Write the expected standard in plain language.
Identify solution	Agree on the behavior, performance, or communication change needed. Offer training, schedule clarification, check-ins, or referral when appropriate.	Document the action plan and support offered.
Set follow-up	Set a check-in date. If the issue continues, explain that further corrective action may occur.	Calendar the follow-up and record what happens.

### When conflict resolution is not enough

Move from conflict resolution to corrective action when the issue continues after coaching, when the conduct is serious, when the student fails to meet a known job expectation, or when the issue affects safety, confidentiality, operations, compliance, or the learning/work environment. Some issues can bypass progressive steps because of severity. Before bypassing steps, consult Maverick Student Employment and/or Human Resources.

### Progressive discipline framework

Progressive discipline is a structured approach to addressing behavior or performance issues. It is not a rigid ladder. Supervisors can repeat steps for minor, unrelated infractions, but they may also need to start at a higher step or skip steps when conduct is serious. The framework is designed for coaching and growth, meaning unrelated minor mistakes (e.g., occasional lateness vs. a single subpar email) do not automatically force an escalation to a formal warning. The central questions are: What happened? What standard was violated? Was the student aware of the expectations? Was the response consistent with similar situations? Was the action documented? (Coaching Note Template is in the [HR Hub](#))

Step	Use when	Required supervisor action	Documentation
Coaching / expectation reset	First-time, minor, or unclear concern where immediate formal discipline is not warranted.	Meet privately. Describe the concern. Ask for the student perspective. Clarify the expectation. Offer support. Set a follow-up date.	Supervisor note or email recap. Mark as coaching, not formal discipline. Store securely in department records.

Step	Use when	Required supervisor action	Documentation
Verbal warning	The concern continues after coaching, or the issue is more serious but still correctable.	Meet privately. Explain that the conversation is a verbal warning. State the problem, listen to the response, identify corrective steps, and explain consequences if the issue continues.	Written documentation of the verbal warning, including facts, expectations, action plan, timeframe, and follow-up. Provide a copy to the student and UNO HR and retain a copy per department/HR guidance.
Written warning	A verbal warning did not correct the issue, a new related issue occurs, or the conduct is serious enough to require a formal written record.	Consult Maverick Student Employment and/or HR before issuing. Prepare written facts and prior documentation. Meet privately. Allow the student to respond. Explain consequences.	Written warning with facts, policy or expectation, required actions, timeframe, support offered, and statement that further action may include termination. Student may provide a response, and a copy should be sent to HR for the employment file.
Termination / separation	Performance or attendance does not improve after documented steps, or the issue is egregious, unsafe, dishonest, discriminatory, retaliatory, violent, or otherwise incompatible with continued employment.	Consult Maverick Student Employment and HR before taking action when possible. Confirm final time, PAF/separation process, access removal, and final communication.	Termination rationale, supporting documentation, final meeting notes, separation forms, access removal confirmation, and timekeeping/pay records. *Because terminations may be uncommon in departments, please contact UNO HR to ensure the correct process is followed.

**Examples of conduct that may warrant immediate consultation**

- **Threats, violence, or safety risk.** Call emergency resources if immediate; then contact HR and appropriate campus resources. Someone who poses an ongoing safety risk can be removed from duty pending consultation with MSE/HR.
- **Discrimination, harassment, sexual misconduct, or retaliation.** Do not investigate on your own beyond immediate safety steps. Report to University Compliance/Title IX and consult HR.
- **Wage, hour, or timekeeping falsification.** Preserve records and consult HR/Payroll. Never ask a student to work off the clock.
- **Confidentiality breach or misuse of university systems.** Preserve evidence and consult HR, Student Employment, and the applicable data owner or [information security contact](#).
- **Work authorization or international student issue.** Stop and consult HR. Do not ask for specific I-9 documents or make assumptions about citizenship, immigration status, or national origin.
- **Potential protected leave or accommodation issue.** Consult HR before discipline for attendance, schedule changes, or performance issues connected to disability, pregnancy, religion, medical restrictions, military service, or protected complaints.

**Student employee corrective action pathway**

For most student employee issues, the appropriate pathway is: coaching and expectation reset; verbal warning; written warning; termination. However, the student handbook recognizes that egregious behavior or performance, including grossly poor performance, violence, falsification of records, theft, and similar serious matters, may make termination appropriate without each prior step. Supervisors must not bypass the progressive discipline steps to terminate an employee without prior consultation with UNO HR. If an immediate threat, violence, or safety risk occurs, the supervisor's role is to immediately remove the individual from the workplace and contact emergency

resources, and not to issue an on-the-spot termination. Formal termination actions will be determined in consultation with HR once safety is secured.

## Documentation standards

Documentation is not a formality. It is the record that shows the supervisor acted consistently, gave notice of expectations, listened to the student, offered reasonable support where appropriate, and based the decision on job-related facts rather than bias, assumptions, or frustration. Documentation also helps the student understand what must change.

### The documentation test

Before relying on documentation, ask whether a neutral third party could read it six months later and understand exactly what happened and why the supervisor responded the way they did.

Include	Why it matters
Date, time, location, and participants	Creates a reliable timeline and shows the issue was addressed promptly.
Specific facts	Supports fairness. Use observable behavior, work output, schedules, records, and exact examples when possible.
Policy, job duty, or expectation involved	Connects the concern to a legitimate work requirement.
Impact on the work, team, student, customer, safety, or compliance	Explains why the issue matters.
Student response	Shows the student was heard and allows correction of misunderstandings.
Resources or support offered	Shows developmental supervision and may be important for accommodation or training issues.
Required improvement and deadline	Gives clear notice and prevents moving expectations.
Follow-up date and result	Shows whether the student improved and whether further action is justified.
Copies of relevant records	Supports accuracy. Examples: emails, schedules, time records, training records, prior coaching notes, witness statement, or policy text.

## Words to avoid and better alternatives

Avoid	Use instead
"Bad attitude"	"On May 2, during the 10:00 a.m. front desk shift, the student responded to a visitor by saying..., then left the desk unattended for 12 minutes."
"Always" or "never"	Specific dates, times, and examples: "late on April 3, April 8, and April 12."
Medical conclusions	Observable work impact and HR referral: "Student stated they may need a schedule change for a medical reason; supervisor referred the student to HR/appropriate process."
Character judgments	Job-related facts: "The assignment was submitted after the agreed deadline and without the required data file."
Undocumented comparisons	Consistent standards: "All student assistants assigned to closing shift must complete the closing checklist before leaving."

Avoid	Use instead
Promises of a specific outcome	Accurate process language: "Further issues may result in additional corrective action, up to and including termination."

**If you would not want the sentence read aloud in a grievance meeting, rewrite it.**

Good documentation is calm, concrete, and fair. It criticizes the behavior or performance, not the person. It avoids assumptions about motive, medical status, family status, religion, disability, immigration status, gender identity, race, national origin, protected complaints, or other protected characteristics.

**Document storage and confidentiality**

Keep notes, warnings, time records, statements, and related records secure and separate from general shared files. Formal corrective action records should be handled according to HR direction. Medical, disability accommodation, workers' compensation, I-9, immigration, background check, and EEO records should not be mixed into a general departmental personnel file. When in doubt, ask HR where the record belongs before storing or sharing it.

**Federal and institutional compliance guardrails**

Supervisors do not need to be employment lawyers, but they do need to recognize when a routine performance concern may implicate federal law or university compliance obligations. The safest practice is to consult early, document the facts, and avoid taking adverse action because a student used a protected right or participated in a protected process.

Issue	Supervisor guardrail	Consult / report
Discrimination, harassment, sexual misconduct, or retaliation	Do not handle as ordinary conflict if the concern involves protected status, sexual harassment, hostile environment, retaliation, or protected complaint activity. Do not promise confidentiality beyond policy.	<a href="#">University Compliance/Title IX</a> and <a href="#">HR</a> .
Disability, pregnancy, religion, or medical restrictions	Do not discipline based on protected absences, accommodation requests, or medical limitations without HR review. Do not request diagnosis details.	<a href="#">HR</a> and <a href="#">accommodation process</a> .
Wage and hour / FLSA	Pay for all hours worked. Do not allow off-the-clock work. Keep accurate time records. Do not retaliate for asking about pay, hours, breaks, or wages.	<a href="#">Payroll/HR</a> .
Safety / OSHA / workers compensation	Do not discipline a student for reporting a hazard, injury, or unsafe condition. Address immediate safety and document the report.	Supervisor chain, <a href="#">EHS</a> , <a href="#">HR</a> .
I-9 / E-Verify / work authorization	Students cannot be placed on payroll until required onboarding is complete. Do not specify which I-9 documents to bring. International student I-9s should be handled by HR.	<a href="#">HR Records/HRIS</a> and <a href="#">International Student Services</a> when applicable.
International student work limits	Do not schedule work that violates visa-related limits. Treat work authorization as compliance, not discipline.	<a href="#">HR</a> and <a href="#">International Student Services</a> .
Federal Work-Study	Track actual hours worked and remaining award amount. Do not record hours not worked. FWS status should not be used to justify lower pay for the same work.	<a href="#">Financial Support and Scholarships</a> , <a href="#">Student Employment</a> , <a href="#">Payroll</a> .

Issue	Supervisor guardrail	Consult / report
Military service / USERRA	Do not discipline for protected uniformed service obligations. Consult before attendance or scheduling action tied to service.	HR.
FERPA, privacy, confidential data, university systems	Limit access to legitimate business need. Remove access promptly when employment ends. Preserve evidence before changing access if misconduct is suspected.	Data owner, ITS/security, HR, Student Employment.

### Retaliation risk check

Before issuing discipline, reducing hours, changing assignments, or terminating, ask whether the student recently engaged in protected activity. Protected activity can include reporting discrimination or harassment, participating in an investigation, requesting accommodation, asking about pay or hours, reporting unsafe conditions or an injury, raising wage concerns, or objecting to conduct the student reasonably believes is unlawful.

Question	If yes
Did the student recently report discrimination, harassment, retaliation, sexual misconduct, safety, wage/hour, or ethical concerns?	Consult HR/Compliance before taking adverse action. Separate the protected report from any legitimate performance issue and document both carefully.
Did the student request schedule flexibility or mention a medical, disability, pregnancy, religious, military, or immigration-related reason?	Consult HR before treating attendance or schedule issues as discipline.
Is the concern based on a rule that has not been communicated or has been applied inconsistently?	Clarify expectations and document coaching before discipline, unless the conduct is serious.
Would similarly situated students be treated differently?	Pause and compare records. Inconsistent treatment without documented job-related reasons creates risk.

### When to consult before acting

Supervisors should not wait until a conflict has escalated beyond repair. Early consultation protects the student, the supervisor, the department, and the university. Consultation is especially important before written warnings, termination, access removal due to misconduct, or action involving protected rights.

Scenario	Recommended consultation
Any termination, or decision not to continue employment because of performance or conduct	Maverick Student Employment and HR before communicating the final decision.
Written warning, PIP, suspension, demotion, loss of duties, or reduction of hours for conduct/performance	Maverick Student Employment and HR, especially if the student has raised a protected concern.
Student alleges discrimination, harassment, sexual misconduct, retaliation, bullying based on protected status, or hostile environment	University Compliance/Title IX and HR.
Supervisor is part of the conflict or the student is uncomfortable reporting to the supervisor	Supervisor chain, HR, Ombudsperson, Maverick Student Employment, or University Compliance depending on the issue.
Violence, threats, stalking, weapons, serious safety risk, or emergency	UNO Public Safety/emergency services first as appropriate, then HR and supervisor chain.

Scenario	Recommended consultation
Work-related injury, unsafe condition, chemical or hazardous material concern	EHS, HR, and workers compensation reporting process.
I-9, E-Verify, international student employment, Social Security number, visa work limits	HR Records/HRIS and International Student Services.
Possible time fraud, payroll error, off-the-clock work, FWS award overage	Payroll, Financial Support and Scholarships, Maverick Student Employment, HR.
Confidentiality breach, FERPA/privacy concern, misuse of systems, access termination	Data owner, ITS/security, HR, and Maverick Student Employment.

## Student employee situations and recommended responses

The examples below assume no immediate safety risk and no protected-status concern. If a red flag is present, consult before acting.

Situation	Recommended first response	Escalation if it continues
Student is repeatedly late or misses shifts.	Private coaching. Confirm schedule, class conflicts, call-in procedure, and whether there is a medical or other protected reason. Document dates and expectations.	Verbal warning, then written warning. Consult before termination or if disability/leave issues appear.
Student studies, uses phone, or handles personal business while clocked in.	Clarify that paid time is for assigned work. Reassign tasks if work expectations were unclear. Document conversation.	Verbal warning or written warning depending on frequency and impact.
Student has conflict with a coworker.	Meet separately if needed. Identify whether conflict is task, process, relationship, or status. Clarify respectful communication and work expectations. Document follow-up.	Facilitated conversation, written expectations, or formal corrective action if behavior becomes disruptive or harassing.
Student challenges feedback or criticizes supervisor.	Listen for useful information. Distinguish respectful disagreement from disruptive conduct. Clarify communication norms and path for concerns.	Consult if the student alleges discrimination, retaliation, unfair treatment, or harassment. Document without punishing protected complaint activity.
Student refuses a task.	Clarify whether task is lawful, safe, job-related, and previously communicated. Ask for reason. Determine whether accommodation, safety, or ethical concern is raised.	If no protected issue and task is appropriate, document and proceed with coaching or warning.
Student discloses distress or personal hardship.	Acknowledge, do not counsel beyond role, offer campus resources, and refocus on job expectations or schedule options. Document only work-related impact and referrals.	Consult CAPS or DASH/student support resources.
Student may have falsified time records.	Preserve records. The supervisor should determine whether a student error occurred or whether it was legitimate time clock fraud. Do not accuse without facts. Consult Payroll/HR/Student Employment before discipline.	Termination may be appropriate depending on evidence and severity. UNO recommends immediate termination for time clock fraud.
Student shared confidential information.	Stop further disclosure, preserve facts, and consult HR/data owner. Determine whether FERPA/privacy/security reporting is required.	Access restriction, training, written warning, or termination may be appropriate depending on severity.

## Templates and supervisor tools

Supervisors may adapt these templates to the situation. Use plain language. Do not add legal conclusions, medical details, or protected-status assumptions. When the matter is sensitive, send the draft to HR or Maverick Student Employment before giving it to the student.

### Template 1: Coaching note

Field	Supervisor entry
Student name / position / department	
Supervisor name	
Date of conversation	
Issue discussed	Specific facts only: what happened, when, where, who was involved, and how it affected the work.
Expectation clarified	Job duty, training item, schedule, policy, or department rule.
Student response	Summarize neutrally. Include context offered by student.
Action plan	What will change, by when, and how it will be measured.
Support offered	Training, written instructions, schedule review, check-in, resource referral, etc.
Follow-up date	
Supervisor notes after follow-up	Improved / partially improved / not improved. Note facts.

### Template 2: Recap email after a conflict resolution conversation

Subject: Follow-up on our meeting today

Thank you for meeting with me today. This note summarizes what we discussed so we have the same understanding moving forward.

- Concern discussed: [brief factual description].
- Expectation: [job duty, policy, schedule, or department procedure].
- Your perspective: [neutral summary of student response].
- Next steps: [specific behavior or performance change, support offered, and deadline].
- Follow-up: We will check in on [date]. If the issue continues, further corrective action may be considered.

Please reply if I missed anything important from our conversation. Otherwise, I will treat this as our shared understanding of next steps.

### Template 3: Written warning framework

Section	Content to include
Purpose of notice	State that the document is a written warning.
Facts	Dates, times, specific conduct/performance, records reviewed, prior coaching or warning if any.
Expectation or policy	The job requirement, training, department procedure, student employment expectation, or university policy involved.
Student response	Confirm the student had the opportunity to respond; summarize neutrally.

Section	Content to include
Required improvement	Specific actions, quality standard, attendance requirement, communication expectation, or deadline.
Support	Training, resources, schedule clarification, check-ins, referral, or supervisor support offered.
Timeframe	Date by which improvement must occur and follow-up date.
Consequence	State that failure to improve or further violations may result in additional corrective action, up to and including termination.
Acknowledgement	Student signature acknowledges receipt, not necessarily agreement. If the student refuses, note refusal and have a management witness if appropriate.

### Template 4: Supervisor pre-action checklist

Check	Yes / No / Notes
I have identified specific facts, not labels or assumptions.	
The expectation was communicated before discipline, unless the issue is egregious.	
The action is consistent with how similar issues have been handled.	
I reviewed prior coaching, warnings, time records, and training records.	
I asked for and documented the student response.	
I considered whether the issue involves protected activity, accommodation, medical leave, pregnancy, religion, military service, wage/hour rights, safety reporting, discrimination, harassment, Title IX, international work authorization, or FWS requirements.	
I consulted Maverick Student Employment, HR, University Compliance/Title IX, EHS, Payroll, International Student Services, or another office as appropriate.	
I know where the record should be stored and who should receive a copy.	

### Source notes

This guide was drafted by synthesizing UNO and NU policy, UNO student employment materials, federal agency guidance, and conflict-resolution guidance from peer institutions. Supervisors should rely on the current official policy or direction from the responsible office if any source changes after publication.

**University of Nebraska, Human Resources Handbook for Policies, published 06/2025.** Used for systemwide discipline concepts, written records, personnel files, and HR approval before employment-status or compensation-related discipline.

**UNO Conduct and Corrective Action, last revised 06/06/2024.** Used for coaching, documentation, corrective action, progressive or bypassed steps, HR consultation, verbal warnings, written warnings, PIPs, and termination guidance.

**UNO Human Resources, Steps for the Written Warning.** Used for concrete behavior documentation, private meeting practice, employee response, timelines, signatures, and avoiding labels such as "bad attitude."

**UNO Student Employment Handbook for Student Employees.** Used for student employee rights/responsibilities, continuous feedback, corrective action steps, grievance resources, ombudsperson role, discrimination/sexual harassment, reporting concerns, international student considerations, and hour limits.

**UNO Non-Discrimination Statement and Procedures; UNO Title IX and Sexual Misconduct resources.** Used for discrimination, harassment, sexual misconduct, retaliation, accommodations, supportive measures, and reporting guidance.

**UC San Diego, Employee/Employer Conflict Resolution.** Used for private discussion, clarifying expectations, identifying support, follow-up, documenting the process, and consulting student employment before dismissal.

**University of Colorado Boulder, 5 tips for managing conflict with students.** Used for student-centered conflict resolution, private dialogue, empathy, power dynamics, common ground, follow-up, and mediation/coaching resources.

**University of Minnesota Office of Human Resources, Navigating Workplace Conflict.** Used for conflict sources: task, process, relationship, and status, as well as proactive conflict management skills.

**Katz, Sosa, and Kovack, Ombuds and Conflict Resolution Specialists: Navigating Workplace Challenges in Higher Education, Journal of the International Ombudsman Association, 2018.** Used for higher education conflict-resolution context, active listening, option generation, ombuds/conflict resolution roles, and common supervisor-employee conflict themes.

**St. John's University, A Supervisor's Guide to Managing Student Workers, revised February 2026.** Used for peer comparison on student worker supervision, immediate issue response, verbal warning, written warning, termination consultation, training, confidentiality, and access removal.

**U.S. Equal Employment Opportunity Commission retaliation and ADA reasonable accommodation resources.** Used for protected activity, anti-retaliation guardrails, and reasonable accommodation considerations.

**U.S. Department of Labor Wage and Hour Division FLSA and retaliation resources.** Used for wage/hour, recordkeeping, overtime/minimum wage, and anti-retaliation reminders.

**Occupational Safety and Health Administration worker rights and anti-retaliation resources.** Used for safety reporting, injury reporting, and anti-retaliation reminders.

**U.S. Citizenship and Immigration Services Form I-9 instructions and acceptable document guidance; UNO I-9 Completion Guide.** Used for onboarding, document choice, I-9 document review, and international student I-9 escalation.

**U.S. Department of Education Title IX and Sex Discrimination resources.** Used for sex discrimination and Title IX compliance guardrails.

**20 CFR Part 1002, USERRA regulations.** Used for military service and reemployment/retention rights consultation reminders.

### Publication note

Before posting or distributing as an official UNO guide, route for review by Maverick Student Employment, Human Resources, University Compliance/Title IX, and any other responsible office identified by the Director. This draft should be reviewed for current links, office names, and record-retention instructions before publication.