

Supervisor's Guide To the LifeWorks Program

(Last updated: September 1, 2022)

1 Introduction

LifeWorks is the student employment component of the Center for Personal and Professional Development. The policies included in this guide apply to all faculty and staff members who supervise student employees.

1.1 Why does the program exist?

In its earliest days, the program existed for two complementary reasons. First, Martha Berry could not afford to pay contractors for labor needed to construct and maintain the schools or hire the staff needed to operate the schools. Second, she believed work was a character builder, which helped prepare students for successful and meaningful lives after graduation.

Today, students are no longer in the business of building the campus; for example, the students aren't making bricks, hauling them to a worksite, and mortaring them in place. But, the students are still crucial to our ability to operate the campus. Our student employees outnumber faculty and staff by nearly 6 to 1. More importantly, we still believe meaningful work prepares students for success, and we strive to provide job opportunities which not only help us operate the campus but also foster a strong work ethic, develop leadership ability, and deepen understanding of concepts learned in the classroom.

1.2 How does the program fit into Berry's mission?

Berry's mission includes providing "lessons gained from worthwhile work well done." To accomplish this, the program has several objectives. These include:

1.2.1 Promote employment experiences as an integral part of the educational experience.

LifeWorks provides practical experiences in students' areas of interest. Pre-vet students can gain practical experience by working at the Dairy or the Equine Center, students interested in business operations may have significant responsibilities at the museum or in the guest cottages, and biology majors often perform undergraduate research. Second, we develop soft skills valued by employers such as teamwork, critical thinking, and problem solving.

1.2.2 Entrust students with significant responsibilities.

On many campuses, student employees perform only mundane tasks, such as filing, answering phones, shredding documents, and running errands. Although it's sometimes necessary for our students to perform these tasks, we also believe they should have the opportunity take on more significant responsibilities so they can develop high-level skills needed for success after graduation.

1.2.3 Accomplish departmental missions.

Although we want our students to learn new skills and develop their leadership abilities, we also understand that each department has “to get the work done.” We still depend on our students to accomplish everyday tasks. Grass needs to be mowed, food must be served, phone calls answered, and papers shredded and filed. But, we can also use our more experienced students to accomplish special projects, those that would yield significant time savings if we only had the time to complete them. Delegating these projects to students not only helps us, it also gives them hands-on experience which will serve them well after they graduate.

2 Position Classification System

LifeWorks positions are classified into one of five levels described in the table below. The goal is for students to advance from lower to higher levels, taking on jobs with increased responsibility and significance. Students must perform satisfactorily at one level before moving up to the next or must be able to demonstrate successful performance in comparable off-campus employment.

When creating a job in the Job/Timesheet system, supervisors should use the table below to classify the job into a level and provide a detailed job description.

When hiring students into a job, supervisors must ensure students have met the hiring criteria. For example, a supervisor should not hire an incoming freshman into a Level 4 position. Prior to approving the hire, the LifeWorks Operations Office will check the student’s work history. Supervisors can submit a request to waive the criteria, especially if the student has appropriate off-campus experiences.

Level		Description
1 - Entry	●	Task oriented. Students learn basic work skills.
2 - Skilled	■	Task oriented. Students have successfully learned basic work skills and have proven to be dependable workers.
3 - Advanced	◆	Experienced, project oriented. Students have the experience necessary to train Level 1 and 2 students. Students learn project management and more advanced work skills.
4 - Supervisory	◆◆	Supervisory, project management. Students have the skills to supervise other students and are able to manage major projects.
5 - Director	◆◆◆	Departmental management. Students have the skills to supervise other students and can manage most activities of and represent a department to other on-campus entities.

For students involved in undergraduate research, there are special Level 3 and 4 descriptions.

Level		Entry Criteria
3 - Basic Research	◆	Project oriented. Students perform assigned tasks to support faculty research. Requires specialized knowledge and/or training.
4 -Advanced Research	◆◆	Project oriented. Students perform research, with faculty advice, with intent to publish or present results. Requires specialized knowledge and/or training.

2.1 Level One

Students at this level are typically assigned simple tasks and require close supervision. First-time student employees, especially incoming freshmen, are usually placed in Level 1 positions. Exceptions can be made for upperclassmen and transfer students if they have had appropriate off-campus work experiences. Students usually remain at Level 1 for two terms, but those students who demonstrate exceptional performance can advance to Level 2 after only one term. **After advancing to Level 2, a student typically should not be placed in a Level 1 position again, even if the student transfers to a new department.** Some departments, however, may have well-defined criteria for Level 1 and Level 2 jobs which require some students to be placed in a Level 1 position despite previous service in other departments.

2.2 Level Two

After two terms of satisfactory performance a student can advance to Level 2. Exceptional students can advance to Level 2 after one term. **Students at this level perform the same tasks as students at Level 1 but do not require close supervision.**

2.3 Level Three

Students at this level have performed successfully at Level 2 for at least one term. They have advanced skills, do not require close supervision, and are capable of training Level 1 and 2 student employees (not applicable for students in Basic Research positions). Supervisors of Level 3 students should be shifting from being a “boss” to being a “mentor”.

2.4 Level Four

Student supervisors or advanced undergraduate researchers occupy Level 4 positions. To qualify for this level, students must have performed successfully at Level 3 for at least one term (does not apply to elected positions). Supervisors are responsible for mentoring Level 4 students, teaching them how to effectively manage and motivate other students.

2.5 Level Five

Students at Level 5 direct the activities of a department with minimal supervisor oversight and often represent the department to other departments or agencies. To qualify for this level, students must have performed successfully at Level 4 for one term (does not apply to elected positions).

3 Learning Outcomes

This section is being revised.

4. Supervising, Teaching, and Mentoring Students

The involvement of supervisors in the development of students sets our program apart from most campuses where student employees perform menial tasks and their supervisors are merely bosses. At Berry, supervisors actively teach and mentor students. As a result, many graduates seek out their work supervisors during campus visits and often speak of the important role their work experiences played in their post-graduate lives.

4.1 Setting Expectations

Students need to know what is expected of them before they start working. Supervisors should set aside time for an initial meeting with new hires to discuss expectations and provide training. Supervisors should also discuss specific job skills students are expected to learn and rules associated with the workplace. This initial meeting is also a good time to discuss dress code and workplace safety.

4.2 Giving Feedback

Students also need performance feedback throughout the term. Feedback can range from a simple comment such as “you’re doing a good job” to a formal performance evaluation. Some students, especially 1st-year students, will need more frequent feedback than others, but all students should receive feedback in addition to the final performance evaluation. Except in the most egregious cases of student misconduct, any critical feedback should be delivered in a positive manner with the goal of improving student performance. Any feedback intended to improve performance should reference the standards not being met and any actions the student should take to meet standards.

4.2.1 Informal

Frequent verbal feedback is encouraged, especially when the feedback is positive. Even in situations in which a student’s performance is sub-standard, simple verbal feedback, given in a positive manner, is often all that is necessary to improve student performance. Although there is no requirement to document verbal feedback, supervisors may wish to document any lengthy conversations involving poor student performance.

4.2.2 Formal

Any feedback given in writing, including a performance evaluation, is formal feedback. Supervisors can provide formal feedback to reward exceptional performance (e.g. a letter of commendation) or to give notice of substandard performance (e.g. a letter of counseling). In the latter case, students should sign the feedback and receive a copy. Supervisors should file the feedback for future reference.

4.3 Fostering Growth

Supervisors should give students increasingly higher levels of responsibility and freedom, always looking for opportunities to stretch students just beyond their comfort zones. On graduation day, we want to feel confident students are not only going to be good employees, but that they are also good leaders, capable of handling complex responsibilities.

Supervisors can use the position classification system described in Section 2 to help accomplish this goal by creating significant work positions and by giving more autonomy to students in higher level positions.

4.4 Developing Resumes

Every student must graduate with a polished resume which effectively communicates the knowledge, skills, and abilities attained while at Berry. Supervisors should encourage students to visit a Career Consultant in the Career Development Center at least once each year to update and improve resumes.

4.4.1 Resume Requirement for Level 4 and 5 Hires: In order to be hired into a Level 4 or 5 position, a student must have a certified resume.

Supervisors should review this resume prior to interviewing and hiring a student for a Level 4 or 5 position. If a student does not have a certified resume, the Job/Timesheet system will not allow the hire to be processed.

4.5 Discipline for Poor Performance

When a student falls below standards, the supervisor should intervene. The student may repeatedly arrive late or not at all. The student may not complete all assigned tasks, forcing the supervisor to reassign tasks to other students. Whatever the problem, the supervisor should take steps to correct the student's performance. Although confronting students may be difficult, it's sometimes necessary to do so to help students mature. It also helps the supervisor maintain a positive work environment. When supervisors tolerate poor performance from some employees, those that do perform well (and have to pick up the slack caused by the poor performer) become resentful, lose respect for the supervisor, and often start searching for other jobs.

4.5.1 Verbal Counseling: Supervisors should remind the student of basic expectations and explain how the student is failing to meet those expectations and how that failure is affecting the department and other employees.

Supervisors should ensure students acknowledge their failure to meet expectations and commit to improving performance.

4.5.2 Formal, Written Counseling: If verbal counseling is unsuccessful, supervisors should give the student written feedback which reiterates topics discussed in the verbal counseling. The document should include a statement on the consequences of future poor performance which should include the possibility of termination from the position. The student must sign the

document, be given the opportunity to write any comments, and then be given a copy.

4.5.3 Termination: Supervisors sometimes have no choice but to terminate a student's employment. When considering terminating a student, supervisors should be more lenient with 1st-year students than upperclassmen. Supervisors should contact the LifeWorks Office prior to terminating a student.

4.6 Discipline for Cases of Egregious Misconduct

Supervisors will promptly notify the Director of LifeWorks Operations of any situation in which a student employee is suspected to have engaged in, during the course of their employment, harmful, dangerous, fraudulent, or illegal activities.

4.6.1 Examples of Egregious Misconduct: Egregious conduct includes but is not limited to: 1) Actions resulting in harm to people; 2) Actions resulting in harm or neglect to animals; 3) Actions resulting in major damage to or destruction of property; 4) Theft of college property or the property of others; 6) Fraudulent acts to include submission of an inaccurate timesheet with intent to earn pay for time not actually worked; 7) Reckless behavior endangering others. Title IX issues should be reported to the appropriate Title IX official.

4.6.2 Consequences of Egregious Misconduct: Student employees found to have engaged in actions described in Section 4.6.1 or similarly harmful, dangerous, fraudulent, or illegal activities while on the job may be subject to the following actions: 1) Demotion from current job level to a lower level with reduced responsibilities; 2) Termination from position and dismissal from the department; 3) Dismissal from all LifeWorks positions and placement on probation for a period of time determined by the Dean of Personal and Professional Development; 4) Permanent dismissal from the LifeWorks Program. Students may also be subject to additional action as defined in the Viking Code.

4.6.3 Appeals: Students may submit a written appeal of any of the consequences listed in 4.6.2 to the Dean of Personal and Professional Development within one week of the decision.

5 Hiring and Terminating Students

5.1 Creating Work Positions

Supervisors create new positions using the Job/Timesheet software. Once the Lifeworks Operations Office approves the position, the supervisor can hire students. Contact the LifeWorks Operations Office to arrange for system training if need.

5.1.1 Supervisors should ensure that jobs listed in the Job/Timesheet system accurately describe responsibilities and qualifications associated with the job.

Supervisors should also ensure that job descriptions and qualifications justify the selected job level.

5.2 Assignment of Incoming Students

The LifeWorks Operations Office assigns incoming students to their first position based on student experience, skills and preferences, and departmental needs.

5.2.1 Incoming, first-time students must be assigned to Level 1 positions.

5.2.2 Incoming transfer students may be placed in higher level positions if warranted by previous experience.

5.2.3 Supervisors cannot hire an incoming student without notifying the LifeWorks Operations Office.

5.2.4 See Section 5.3 regarding hiring of incoming students during the summer prior to their first academic semester at Berry.

5.3 Employment Eligibility

Only current Berry students are eligible for hire as student employees. See 5.3.4 thru 5.3.7 for information regarding incoming students, transients, and non-student dependents. Supervisors must not allow a student to start work until the supervisor has been able to successfully submit a hire request using the Job/Timesheet system or until the supervisor has verbal approval from the LifeWorks Operation Office. The system will not allow supervisors to submit a hire for a student if that student has not completed the items described in sections 5.3.1 through 5.3.3.

5.3.1 Prior to their first term of work, a student must have submitted G-4 and W-4 tax forms and the **I-9 Employment Eligibility form** to the LifeWorks Operations Office. When submitting the forms, students must show documents proving their eligibility to work in the United States and all students must be authorized to work by the federal government's E-verify system. Proper documents include but are not limited to: Driver's License and Social Security Card, Driver's License and Certified Birth Certificate, Valid U.S. Passport, Permanent Residence Card, and Employment Authorization Card.

5.3.2 International students must also submit G-4, W-4, and I-9 forms. In addition, international students should bring their foreign passport with I-551 stamp or attached Form I-94 indicating unexpired employment authorization. To be eligible to work in the U.S., international students will usually hold an F-1 or J-1 visa; however, the LifeWorks Operations Office will make the final determination on an international student's eligibility to work.

5.3.3 All student employees must sign a Confidentiality Statement in the LifeWorks Operations Office prior to starting work.

5.3.4 Students being hired for Level 4 and Level 5 positions must have a Career Center-approved resume prior to starting work.

5.3.5 Incoming students can work at Berry in the summer prior to their first academic term **only** if: 1) they do not require on-campus housing, 2) have attended SOAR, and 3) have been offered a position by a Berry staff or faculty work supervisor. Incoming students are allowed to arrive prior to the start of Viking Venture for approved work training but no earlier than Residence Life's published "earliest move-in" date.

5.3.6 Hiring of transient students during the summer. Transient students (those who are normally enrolled at another institution but taking a class at Berry during a break from their full-time institution) are allowed to work at Berry as a student employee but only when taking a Berry class. During the summer, a transient student can work only in an Academic Block when he/she is taking a class. For example, if a transient is taking a class during Block A but not during Block B, the student can work only during Block A. This applies to faculty and staff dependents as well as non-dependents.

5.3.7 Hiring of non-student faculty and staff dependents. Faculty and staff dependents who are not students at Berry or are not qualified transient students are not allowed to participate in the LifeWorks program. Faculty and staff dependents who are qualified to work at Berry as student employees are prohibited from working in the same department as their parent/s. A parent cannot supervise their dependents or supervise the supervisor of their dependents.

5.3.8 Students not planning to return to Berry for the upcoming fall semester and not taking classes during the summer are not allowed to participate in the LifeWorks Program during the summer. This includes students who graduate in May and students who will be transferring to another institution as part of a dual-degree program. Students not planning to take classes at Berry in the fall can work at Berry during a summer block if they are taking at least one Berry class during that summer block.

5.3.9 During the summer, student wages are not considered financial aid; therefore, no financial aid award is required.

5.3.10 Students must meet qualification standards for a position's job level. The standards are listed in Sections 2.1 through 2.5.

5.3.11 Freshman members of the Bonner Scholars Program are not eligible to participate in the LifeWorks program.

5.4 Hiring in the Job/Timesheet System

Supervisors must submit hire requests to the LifeWorks Operations Office using the Job/Timesheet system. Contact the LifeWorks Operations Office to receive system training if necessary.

5.5 Recruiting

All open positions are advertised in Handshake and are visible to all students. Supervisors should ensure job titles accurately describe the nature of the position and that job descriptions accurately describe the responsibilities associated with the positions.

5.6 Terminating Students Using the Timesheet/Job System

If a student leaves a position prior to the position's end date, supervisors should contact the LifeWorks Operations Office so that the hire can be terminated.

6. Work Hours Policies

6.1 Academic Year

Although participation in the program is a unique and important feature of a Berry education, students have other responsibilities. To ensure they have time to meet the demands of the classroom and other student activities, we have established limits on the number of hours students may work during the academic year. These limits apply to the student, not just to one job. Limits do not apply during Finals Week, Winter Break, or Spring Break during which students can work up to 40 hours per week.

6.1.1 First-year students can work up to 20 hours per 2-week pay period, with the exception of Gate and LifeWorks Scholars who can work up to 24 hours per 2-week pay period.

6.1.2 Upperclass students can work up to 24 hours per 2-week pay period, with the exception of Gate and LifeWorks Scholars who can work up to 32 hours per 2-week pay period.

6.1.3 Graduate assistants can work up to 40 hours per 2-week pay period.

6.1.4 Bonner Scholars are not allowed to participate in the program during their freshman year.

6.1.4 Only supervisors can request an increase to a student's work hour limit.

6.1.5 Supervisors wanting approval for a student to work more than the standard limits must get approval from their vice president. Requests

must include a justification based on the needs of the workplace and not on a student's desire to work more or a student's financial need.

6.1.6 Since many students work more than one job, supervisors should not assume they can assign the maximum number of hours. Supervisors should ask students about any additional jobs and the hours they plan to work.

6.2 Summer Workload Limits

Students can work up to 40 hours per week during the summer without prior approval.

6.2.1 In rare instances, a supervisor may allow a student to work overtime (more than 40 hours per week). Since students are paid 1.5 times their normal salary for any overtime work, supervisors should only allow students to work overtime when such work is absolutely necessary to accomplish the departmental mission. The LifeWorks Operations Office monitors overtime earnings for summer employees and may ask for justification if the earnings appear excessive.

6.2.2 International students cannot work more than 40 hours per week during the summer under any circumstances.

7 Pay Policies

Although the state and federal minimum wage is \$7.25 per hour, Berry's student pay ranges from \$9.00 to \$9.50 per hour.

7.1 Pay Rates

The table below depicts pay rates for each level.

Level		Pay Rate
1 - Entry	●	\$9.00 per hour
2 - Skilled	■	\$9.00 per hour
3 - Advanced	◆	\$9.25 per hour
4 - Supervisory	◆◆	\$9.50 per hour
5 - Director	◆◆◆	\$9.50 per hour

7.1.1 Students working in some positions are paid a stipend in lieu of receiving hourly pay. The LifeWorks Operations Office and affected department directors determine the stipend amounts.

7.1.3 Academic Graduate Assistants are paid \$10.00 per hour. Only vice presidents can approve new graduate assistant positions. Athletics Graduate Assistants are paid a stipend set by the Athletic Director.

7.2 Timesheet Submission and Approval

Students submit and work supervisors approve timesheets on-line using the TimesheetX software.

7.2.1 The person electronically approving a timesheet in the TimesheetX system **must** be listed in the system as either the primary or secondary supervisor.

7.2.2 Students cannot approve timesheets.

7.2.3 Students must submit and supervisors must approve timesheets prior to deadlines published by the LifeWorks Operations Office. Normally student timesheets are due no later than 1PM on the Monday following a pay period, and supervisor approvals are due no later than 10AM on the Tuesday following a pay period.

7.2.4 The Business Office issues student paychecks/direct deposits on the Friday following a pay period. Students reporting problems with pay (non-receipt, incorrect amount, etc.) should e-mail payroll@berry.edu.

7.2.5 If a work supervisor approves a timesheet after the supervisor deadline the student may visit the Business Office to receive a cash advance equal to the earnings for the pay period.

7.2.6 Students working in hourly positions submit all time during which they worked.

7.2.7 Students working in stipend positions, submit a single hour for each week they work.

7.3 Student Back Pay

Occasionally, students are not paid the wages due them. This usually happens for three reasons. First, the timesheets may not have been approved and/or submitted on time. Procedures for paying back pay in this situation are described above in Section 7.2.5. The following sections describe procedures for two additional situations: 1) the student never submitted time and 2) the student's pay rate was incorrect.

7.3.1 If a student fails to submit time worked for a previous pay period, the student can open the timesheet for the pay period in question, input hours worked, and submit to the supervisor for approval. Once approved by the supervisor, the student will receive pay for the "old" pay period on the next pay date.

7.3.2 Students should NEVER add time worked in one pay period into a timesheet for another pay period. In addition to being legally questionable, such an action could cause the student to pay higher taxes and possibly, especially during the summer, to be erroneously paid for overtime work.

7.4 Half-Days Off During July

If the president authorizes half-days off on Fridays during July, supervisors are encouraged to allow students to work unsupervised on Friday afternoons. Students **are not** allowed to log hours and receive pay unless they actually work.

8 Workplace Policies

The following sections cover general workplace policies on safety, vehicle use, workers compensation, non-discrimination and harassment, sexual misconduct, attire, working with students with disabilities, use of students for personal business, and information/data security.

8.1 Safety

Our students deserve our best efforts to ensure their safety. Each department must determine appropriate safety measures and training requirements. Supervisors must teach students how to use potentially dangerous equipment or perform potentially dangerous operations. A student should never be asked to work with dangerous equipment or perform a dangerous task until that student has received appropriate training, has demonstrated the necessary ability, and the supervisor is confident the student can work safely with the equipment or on the task. Training should take place during orientation and should be refreshed from time-to-time during the work term. Supervisors should observe less experienced students to ensure they are adhering to safety policies and occasionally observe more experienced students to ensure they are not cutting corners. In addition to teaching our students safe work practices, it is imperative that supervisors document safety training. In today's legal environment, undocumented training is considered training that did not happen.

8.2 Vehicle Use

Student employees must follow Berry's vehicle use policies. Contact Purchasing at ext. 1729 for details on adding your student(s) to Berry's liability insurance policy. All students using Berry-owned vehicles or being asked to perform Berry work using their personal vehicles must have a valid driver's license. All students must follow traffic laws while driving on the job. All students must wear seatbelts when driving or riding on the job. Finally, students are not allowed to ride in the back beds of Berry's pickup trucks or on wagons being pulled by Berry trucks (yes, we've seen it). Students driving Berry golf carts must also obey all traffic laws.

8.3 Accidents and Workers Compensation

If a student is injured on the job, he/she or the supervisor should report the injury to the Human Resources office as soon as possible. Human Resources will work with Berry's insurance provider to determine if Workers Compensation applies. Supervisors are responsible for ensuring students receive appropriate medical attention. If a student is injured, supervisors should call Redmond Worksite Response at 706-295-2000.

8.4 Non-discrimination and Harassment

Berry College provides equal employment opportunity to qualified individuals regardless of race, color, religion, sex, national origin, age, physical or mental handicap, veteran status, and/or whether or not they are disabled veterans. Harassment on the basis of race, color, religion, sex, national origin, age, physical or mental handicap, veteran status, and/or disability is prohibited and will not be tolerated.

8.5 Sexual Misconduct

Student employees are subject to and protected by established sexual harassment laws and policies. Berry College will neither condone nor tolerate any form of sexual harassment. Sexual harassment is defined as "unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature where: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; 2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

8.5.1 Supervisors who learn of potential sexual misconduct involving a student worker must contact a Title IX official.

8.6 Attire

Departments have latitude to set dress codes based on the location and type of work performed. All departmental dress codes, however, should prohibit clothing that is unnecessarily revealing or considered a safety hazard (e.g. wearing sandals while operating a lawn mower).

8.7 Students with Disabilities

Supervisors should ensure all job descriptions accurately list any physical requirements necessary to perform a job. If a supervisor feels that a student's disability may preclude the student from a job, the supervisor must contact the LifeWorks Operation Office for guidance on possible means to accommodate the student. A supervisor should **never** terminate or attempt to reassign duties to a student with suspected or actual disabilities without approval from the Director of LifeWorks Operations.

8.8 Using Students for Personal Business

Student employees are limited to performing duties directly related to the mission of the assigned department. Supervisors cannot require students to perform non-work related, personal services for supervisors, other Berry employees, or other students. Prohibited personal services include but are not limited to duties such as: 1) driving supervisors, Berry employees, or other students to doctor's appointments, haircut appointments, etc. or on personal errands. 2) driving the dependents of supervisors, Berry employees, or other students to or from appointments, school, home, etc. 3) delivering or picking up personal items for supervisors, Berry employees, or other students.

8.9 Information and Data Security

Students may have access to sensitive data during the course of their duties. Supervisors must ensure students maintain confidentiality of personal data and sensitive institutional Berry information. Although all students sign a confidentiality statement when they complete their I-9 paperwork, supervisors are encouraged to develop customized statements tailored to the requirements of the specific student job.