

Supervisor's Guide To the Work Experience Program

(Last updated: February 1, 2016)

1 Introduction

The Dean of Student Work administers the Student Work Experience Program. The policies included in this guide apply to all faculty and staff who supervise student workers.

1.1 Why does the program exist?

In its earliest days, the work 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 workers 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 theories learned in the classroom.

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

Berry's head, heart, and hands mission includes providing "lessons gained from worthwhile work well done." To accomplish this, the Work Experience Program has several strategic objectives. These include:

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

We accomplish this objective in three ways. First, we incorporate student learning outcomes into the evaluation process. For example we expect each student to demonstrate dependability, problem-solving, initiative, etc. Second, we provide 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. Third, we develop leadership skills by giving students significant responsibilities within our departments.

1.2.2 Entrust students with significant responsibilities.

On most campuses, students perform only mundane tasks, such as filing, answering phones, shredding documents, and running errands. Although it's sometimes proper for our students to perform these tasks, we

also believe they should have the opportunity take on more significant responsibilities. Allowing them to do so is the only way they will develop leadership skills such as initiative-taking and problem-solving. For example, the Student Work office gives selected student workers administrative privileges to the Job/Timesheet system. These students are trusted to manage student accounts, act as Human Resources consultants for student workers, and train students, faculty, and staff on the use of the software. In keeping with this objective, we encourage all supervisors to reconsider duties and responsibilities within their departments and search for ways to give students exciting and challenging opportunities, making the Student Work program a true leadership laboratory.

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 our 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 Job Classification System

Student Work 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. The Director of Student Work will review the job descriptions to ensure the job is appropriately placed.

When hiring students into a job, supervisors should 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 Student Work 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 experience.

Level		Description
1 - Probationary	●	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 students. Students learn project management and more advanced work skills or perform basic academic research.
4 - Supervisory	◆◆	Supervisory, project management. Students have the skills to supervise other students and are able to manage major projects or perform advanced academic research.
5 - Director	◆◆◆	Departmental management. Students have the skills to supervise other students and are learning to manage the activities of and to represent a department.

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

This is a probationary level. Students at this level are typically assigned simple tasks and require close supervision. First-time student workers, 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 on the learning outcomes can advance to Level 2 after only one term. **After advancing to Level 2, a student usually 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

To advance to Level 2 a student must have earned “satisfactory” ratings on all Level 1 outcomes for two terms. Exceptional students can advance to Level 2 after one term by earning “excellent” performance ratings on all outcomes. **Students at this level perform the same tasks as students at Level One 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 workers (not applicable for students in Basic Research positions). To qualify as Level 3, a student work position must include project management responsibilities. When creating a Level 3 position, a work supervisor should include a description of the project in the position description. Work supervisors should allow students the freedom to plan and execute projects, meeting with them occasionally to discuss potential problems or other issues. Work 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). Work 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 faculty or staff 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

In addition to learning skills specific to each job, we expect students to learn general skills applicable to all jobs. These following sections express these skills as student learning outcomes.

Supervisors will rate student performance on the appropriate outcomes using the definitions provided. Ratings criteria listed in each table are merely guidelines; supervisors can make adjustments without approval from the Student Work Office.

3.1 Taking Initiative

Definition: Taking appropriate actions without asking for instructions.

Rating	Guidelines
Unsatisfactory	Rarely or never asks for additional work. Often needs to be told what to do at almost every step of a task.
Needs Improvement	Sometimes asks for additional work after completing a task. Sometimes needs to be told what to do next while working on a task.
Satisfactory	Standard rating for Levels 1, 2 and 3. Asks supervisor for additional work immediately after completing assigned tasks. Doesn't need to be told what to do while working on a task.
Excellent	Standard rating for Levels 4, and 5. Independently looks for additional work after completing assigned tasks.
Outstanding	Independently looks for additional work after completing assigned tasks. Independently and effectively delegates tasks to other workers.
Not Observed	Unable to rate the student on this outcome.

3.2 Solving Problems

Definition: Identifying effective solutions to problems.

Rating	Guidelines
Unsatisfactory	Needs supervisor advice and help to solve the most routine problems.
Needs Improvement	Sometimes struggles with routine problems and usually will not be willing to tackle more complex problems.
Satisfactory	Standard rating for Levels 1, 2 and 3. Usually solves routine problems, sometimes needing advice from a supervisor. Recognizes when a problem is too complex and quickly notifies a supervisor.
Excellent	Standard rating for Levels 4 and 5. Independently solves routine problems quickly and correctly. Usually solves complex problems, sometimes needing advice from a supervisor.
Outstanding	Independently solves routine and complex problems quickly and correctly. Advises other workers on solving problems.
Not Observed	Unable to rate the student on this outcome.

3.3 Contributing to the Team

Definition: Collaborating and cooperating with others to achieve a goal.

Rating	Guidelines
Unsatisfactory	Does not work well with or get along with others and usually does not contribute to the team.
Needs Improvement	Sometimes is not respectful of other team members concerns, causes conflict, and/or does not do a “fair share” of the work.
Satisfactory	Standard rating for Levels 1, 2 and 3. Works well and gets along with supervisors, staff and/or faculty, and other students. Does a “fair share” of the work and contributes ideas.
Excellent	Standard rating for Levels 4 and 5. Respected by other team members and viewed as a leader. Contributes ideas and facilitates team discussions.
Outstanding	Directs activities of the team. Resolves conflict and delegates tasks to team members to ensure efficient completion of assigned projects.
Not Observed	Unable to rate the student on this outcome. (Appropriate rating for students who work alone.)

3.4 Providing Quality Service

Definition: Promptly, efficiently, and courteously responding to customer requests.

Rating	Guidelines
Unsatisfactory	Often does not treat customers courteously and/or is often slow to respond to their requests.
Needs Improvement	Sometimes does not treat customers courteously and/or is sometimes slow to respond to their requests.
Satisfactory	Standard rating for Levels 1, 2 and 3. Treats customers courteously and usually responds promptly to customer requests, but sometimes struggles when dealing with difficult customers.
Excellent	Standard rating for Levels 4 and 5. Always treats customers courteously while promptly responding to customer requests. Independently and successfully works with difficult customers.
Outstanding	Always treats customers courteously while promptly responding to customer requests.. Motivates other students to do the same. Helps other students work with difficult customers.
Not Observed	Unable to rate the student on this outcome. (Appropriate rating for students who do not serve customers.)

3.5 Being Accountable

Definition: Accounting for one's actions and accepting responsibility for them. Responding positively to supervisor feedback on actions.

Rating	Guidelines
Unsatisfactory	Rarely provides a full accounting of actions and often needs prompting of a supervisor. Often blames others for errors and reacts angrily to negative feedback.
Needs Improvement	Sometimes provides a full accounting of actions and on several occasions needed prompting of a supervisor to take responsibility for errors. Sometimes blames others for errors and reacts angrily to negative feedback.
Satisfactory	Standard rating for Levels 1, 2 and 3. Usually provides a full accounting of actions and usually admits and takes responsibility for error. Usually accepts and positively reacts to negative feedback.
Excellent	Standard rating for Levels 4 and 5. Always provides a full accounting of actions and admits and takes responsibility for any errors. Views feedback as an opportunity to improve.
Outstanding	Always provides a full accounting of actions and takes responsibility for any errors. Motivates other workers to be accountable and holds them accountable. Willing to give positive and negative feedback to other workers.
Not Observed	Unable to rate the student on this outcome.

3.6 Being Dependable

Definition: Being punctual, reliable, and trustworthy.

Rating	Guidelines
Unsatisfactory	Often late or absent with little or no notice. Rarely completes tasks on time or accurately. (Appropriate rating for a student who quit a position without giving notice.)
Needs Improvement	Sometimes late or absent with little or no notice. Sometimes completes tasks on time but often makes mistakes.
Satisfactory	Standard rating for Levels 1, 2 and 3. Rarely late or absent but usually gives notice. Usually completes tasks on time but with occasional errors.
Excellent	Standard rating for Levels 4 and 5. Never late or absent and always gives notice. Completes tasks on time and only rarely makes errors.
Outstanding	Effectively motivates other students to be dependable. Never late or absent and always gives notice. Always completes tasks error-free and on time.
Not Observed	Unable to rate the student on this outcome.

4. Supervising, Teaching, and Mentoring Students

The involvement of work supervisors in the development of our students is the feature that sets our Work Experience Program apart from work programs at other campuses. At most campuses, student workers perform menial tasks, and their supervisors are merely “bosses.” At Berry our work 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 make arrangements for training. Supervisors should discuss the learning objectives described in Section 3 of this guide and the ratings the student is expected to achieve. Supervisors should also discuss the job skills required in a particular job and rules associated with the workplace. This initial meeting is also a good time to discuss termination policies and workplace safety.

4.2 Giving Feedback

Students also need feedback throughout the semester on their work performance. Feedback can range from a simple comment such as “you’re doing a nice job” to a formal performance evaluation. Some students, especially freshmen, 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 standard not being met and any actions the student should take to meet the standard.

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 the final 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. You may also forward this to the Student Work Coordinator to be added to the student’s work history file.

4.3 Fostering Growth

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

Supervisors can use the classification system to help accomplish this by creating significant work positions and by giving students in high level positions more autonomy.

4.3.1 Level 3 Positions: Since these positions often involve project management, they provide excellent opportunities for students to transition from performing standard work tasks to tackling more advanced tasks.

4.3.2 Level 4 Supervisor Positions: Although many departments have student supervisor positions, not all truly allow their student supervisors to act as supervisors. Work supervisors should consider teaching these students how to make hiring decisions or even complete and give performance reviews.

4.4 Developing Resumes

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

4.4.1 Initial Resumes: Incoming students receive, when they attend SOAR, a resume generated by their entries on Berry's Work Preference Form. The Student Work office will ensure supervisors receive these resumes.

4.4.2 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 Career Center-approved 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 Career Center-approved 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 workers, 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 workers. 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. Supervisors should also send a copy to the Student Work Office.

4.5.3 Firing: Supervisors sometimes have no choice but to fire a student. When considering firing a student, supervisors should be more lenient with freshmen than upperclassmen. Supervisors should contact the Student Work Office prior to firing a student.

4.6 Discipline for Cases of Egregious Misconduct

Student Work supervisors will promptly notify the Director or Dean of Student Work of any situation in which a student worker 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) Sexual harassment or discrimination; 5) 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.

4.6.2 Consequences of Egregious Misconduct: Student Workers 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 Student Work positions and placement on probation for a period of time determined by the Dean of Student Work; 4) Permanent dismissal from the Student Work 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 Student Work within 1 week of the decision.

5 Hiring and Terminating Students in JobX/TimesheetX

5.1 Creating Work Positions

Supervisors create new positions using the Job/Timesheet software. Once the Student Work Office approves the position, the supervisor can hire students. See the Job/Timesheet Supervisor User's Guide at <https://studentwork.berry.edu> (click on "On Campus Employers") for instructions on creating positions.

5.1.1 Supervisors should ensure that jobs listed in the Job/Timesheet system describe accurately the 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

To ensure all students understand the importance of serving the Berry community and incoming students are distributed equally, the Student Work Office will assign incoming students. The Student Work Office assigns incoming students based on student experience, skills and preferences and on departmental needs.

5.2.1 Incoming freshmen participating in the Student Work Program 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 unless the Student Work Office has assigned the student.

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 workers. 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. 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 Student Work 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: Drivers License and Social Security Card, Drivers License and Certified Birth Certificate, Valid U.S. Passport.

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 Student Work Office will make the final determination on an international student's eligibility to work.

5.3.3 All student workers must sign a Confidentiality Statement in the Student Work 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 and 2) 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 at their full-time institution) are allowed to work at Berry as a student worker but only when they are taking a 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 Student Work program. Faculty and staff dependents working at Berry as student workers 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 Work 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 class during that summer block.

5.3.9 During the academic year, wages for students who are on Federal Work Study are considered financial aid. Student earnings during the academic year for students on Federal Work Study cannot exceed the amount awarded in the students' financial aid packages.

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

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

5.3.12 Freshmen members of the Bonner Scholars Program are not eligible to participate in the Student Work program.

5.4 Hiring in the Job/Timesheet System

Supervisors must submit hire requests to the Student Work Office using the Job/Timesheet system. **Supervisors cannot allow students to report for work before receiving approval from the Student Work Office (by e-mail or phone).** See the Job/Timesheet Supervisor User's Guide at <https://studentwork.berry.edu> (click on "On Campus Employers") for instructions on hiring students in the system.

5.5 Recruiting

All open positions are advertised through the Job/Timesheet System 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

Student employment is terminated for many reasons. Students often find new jobs after each work term and do not return the following term. Sometimes they leave a job during a term to have more time for their studies. Sometimes they leave during the term to take a new job. Sometimes they are fired. The following sections described actions required to terminate a student from a position.

5.6.1 Whether a termination is student- or supervisor-initiated, supervisors should submit a Termination Request in the Timesheet/Job system. See the

Job/Timesheet Supervisor User's Guide at <https://studentwork.berry.edu> (click on "On Campus Employers") for instructions on the procedure.

5.6.2 The termination request should include the reason for termination. The Student Work office will terminate the student, ensuring the student cannot access future timesheets for the position.

5.6.3 The Student Work office will notify the supervisor of the termination and request the supervisor complete a performance evaluation.

5.6.4 If the termination was for cause, the Student Work office may ask for additional documentation to be filed in the student's work file.

5.6.5 Supervisors who wish to terminate a student for cause should first contact the Student Work Office prior to firing the student.

6 Workplace Policies

6.1 Academic Year Workload Limits

Although participation in the Work Experience Program is a unique and important feature of a Berry education, our 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. Most students are allowed to work no more than 16 hours per week. A work supervisor can request a student work more than 16 hours per week but usually must have approval from their vice president.

6.1.1 All students can work up to 16 hours per week, including weekends, without prior approval. Non-freshman students can work up to 20 hours per week but only after approval by the appropriate vice president (exceptions: Resident Assistants, the SGA president, KCAB Chair, and Student-run Enterprise CEOs can work 20 hours per week without approval). Freshmen are strictly prohibited from working more than 16 hours per week (exception: Christmas and Spring Breaks).

6.1.2 International Students can work no more than 16 hours per week unless they have approval to work up to 20. An international student cannot work more than 20 hours per week during the academic year (exception: Christmas and Spring Breaks). There is no waiver to this rule. **International students who work more than 20 hours per week during the academic year are subject to deportation.**

6.1.3 Bonner Scholars are not allowed to participate in the Work Experience Program during their freshman year.

6.1.4 Supervisors wanting to approval for a student to work more than 16 hours per week must complete a form, available in the Student Work office, requesting authorization. Students cannot work, and supervisors cannot schedule, more than 16 hours per week for a student until the Student Work office notifies the supervisor that the appropriate vice president has approved the request. If the approval of the request requires a change in a students' financial aid package, the Student Work office will ask the student to report to the Financial Aid office. In such cases, approval to work more than 16 hours will only be granted if the student accepts the necessary changes to the financial aid package.

6.1.5 Students may continue working during academic year breaks (e.g. Christmas Break) and can work up to 40 hours per week (even freshmen). However, wages earned during the breaks will count against students' financial aid work award (if the student is on Federal Work Study) and possibly cause the student to reach the award limit earlier than expected.

6.1.6 Since many students work more than one job, supervisors should not assume they can assign 16 hours a week to a student. Supervisors should ask students about any additional jobs and the hours they plan to work. The Student Work office can tell supervisors how many hours students are working in other jobs.

6.1.7 Graduate Assistants are not allowed to work a position other than their paid Graduate Assistant position and are not allowed to earn more than is budgeted in their Graduate Assistant financial aid work award. **Exception:** the Men's and Women's Basketball graduate assistants are allowed to have a second, regular Student Work job. Graduate Assistants are limited to an average of 20 hours/week.

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 Student Work office monitors overtime earnings for summer workers and may ask for justification if the earnings appear excessive.

6.2.2 International students cannot work more than 40 hours per week. If they do, they will be subject to deportation.

6.3 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).

6.4 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 Academic Support Center at ext. 4080 for guidance on possible means to accommodate the student.

6.5 Using Students for Personal Business

Student workers 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.

7 Pay Policies

Student pay is governed by the Fair Labor Standards Act and state law. Although the law allows educational institutions to pay less than minimum wage for some student jobs, Berry uses the federal minimum wage as the base pay rate. The current base hourly rate is \$7.25.

7.1 Pay Rates

The table below depicts pay rates for each level.

Level		Pay Rate
1 - Probationary	●	\$7.25 per hour
2 - Skilled	■	\$7.35 per hour
3 - Advanced	◆	\$7.45 per hour
4 - Supervisory	◆◆	\$7.70 per hour
5 - Director	◆◆◆	\$7.95 per hour

7.1.1 Students working in some positions are paid a stipend in lieu of receiving hourly pay. The Student Work office and affected department directors determine the stipend amounts. Stipend positions include but are not limited to: Resident Assistant, KCAB Crew, SGA Officer, Campus Publications, and First Year Mentor.

7.1.3 Academic Graduate Assistants are paid \$8.90 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. The Student Work office does not accept paper timesheets. Procedures for submission and approval of timesheets are described in the Job/Timesheet Supervisor User's Guide at <https://studentwork.berry.edu> (click on "On Campus Employers").

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 Student Work office (normally student timesheets are due no later than 1PM on the Monday following a pay period, and supervisors approvals are due no later than 11AM on the Tuesday following a pay period.)

7.2.4 The Business Office issues student paychecks on the Friday following a pay period. Students reporting problems with a paycheck (non-receipt, incorrect amount, etc.) should first visit the Business Office.

7.2.5 If a student submits a timesheet after the student deadline, the student will not be paid for the pay period until after the subsequent pay period. There are no exceptions.

7.2.6 If a work supervisor approves a timesheet after the supervisor deadline and the student had submitted the timesheet prior to the student deadline, the student may visit the Business Office to receive a cash advance equal to the earnings for the pay period.

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

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

7.2.9 Timesheet Entries Overlap Warning: If a supervisor receives this warning on the “timesheet to-do items” screen, the supervisor should not approve the referenced timesheet. The supervisor should reject the timesheet so that the student can make changes necessary to eliminate the overlap.

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. 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, as long as the pay period falls in the current work term (i.e. academic year or summer), simply 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. If the missed pay period falls outside the current work term (e.g. a student during the academic year is attempting to be paid for work performed during summer), the student should contact the Student Work office.

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 Fall Tuition Credit

Students working the required number of hours during the summer term will receive a \$700 credit to their fall tuition. The credit is applied toward fall tuition, therefore to be eligible to receive it, the student must be registered for classes during the fall semester. The credit will be applied in mid-September. If the student has a credit balance in his/her fall tuition account, the student may withdraw the funds up to the amount of the credit.

7.4.1 The Student Work office calculates the required number of hours for each student. First, the total number of available work hours is determined by multiplying the number of weeks in the summer term (15) by 40 hours a week for a total of 600. The students are given 8 hours credit for any holidays, such as Memorial Day and Independence Day ($2 \times 8 = 16$). Students are also given credit for 3 weeks vacation ($3 \times 40 = 120$). These credits are subtracted from 600 to yield a requirement of 464. If Independence Day is celebrated as a 2-day holiday, the requirement becomes 456. Students taking classes receive an additional credit of 40 hours, yielding a requirement of 424 or 416. These numbers are subject to change at any time, and any change will be publicized by the Student Work Office.

7.4.2 Student teachers receive an additional credit of 8 hours per day times the number of summer weekdays spent teaching in a county or city school.

7.4.3 Summer student workers with special situations which preclude them from working (e.g. jury duty) may qualify for additional credits. Students should contact the Student Work office regarding any situation not explicitly covered by Section 7.4.

7.4.5 Gate Scholars are not eligible for the Fall Tuition Credit.

8 Student Evaluation System

The evaluation system consists of the supervisor's evaluation of the student and the student's evaluation of the supervisor and work site. The Student Work office must receive both evaluations to consider the student for a pay raise.

8.1 Supervisor Evaluation of Student Performance

Supervisors evaluate each assigned student at the end of each term. Supervisors evaluate two areas: student achievement of learning outcomes described in Section 3 and student performance on job-related skills. For students at Levels 3 and higher, supervisors make a recommendation on whether a student's work was worthy of a promotion. This recommendation should directly correlate to student performance in the two evaluation areas. The Student Work office will request an explanation if a recommendation is inconsistent with the student's ratings. This does not mean that you have to promote the student during the following semester; it simply means that you are open to the possibility in the future.

8.1.1 Evaluations are usually due not later than 1 week prior to the end of a term. If a student's employment is terminated prior to the end of a work term, the supervisor is encouraged to submit an evaluation no later than 1 week after termination.

8.1.2 Whenever possible, supervisors should discuss the evaluation with the student in person.

8.1.3 Supervisors should use the on-line evaluation system. If the supervisor does not have access to the on-line system, the supervisor should contact the Student Work Office.

8.2 Student Evaluation of the Supervisor and Work Site

All student workers are asked to complete an on-line form evaluation the supervisor, work site, and Student Work program. Evaluations are due no later than end of the academic term.

8.2.1 The Student Work Office sends student feedback, taken from the evaluation, to each supervisor during the second pay period of the following term.

8.2.2 Students can choose to submit feedback anonymously.

9 Workplace Safety

Our students deserve our best efforts to ensure their safety. 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 we document safety training. In today's legal environment, undocumented training is considered training that did not happen.

9.1 Vehicle Use

Student workers must follow Berry's vehicle use policies. Contact Brad Barris 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.

9.2 Accidents and Workers Compensation

Berry students injured on the job may be entitled to 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. Supervisors are responsible for ensuring students receive appropriate medical attention. For treatment of minor injuries, students should go to the campus health center in the Ladd Building. For serious injuries, the supervisor should call the Welcome Center/Gate House at 706-236-2262.

9.3 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.

9.4 Sexual Harassment

Student workers 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.”