

Supervisor's Guide To the Work Experience Program

(Last updated: August 15, 2011)

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 all the labor needed to construct 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 3 to 1. More importantly, we still believe that meaningful work prepares students for success, and we strive to provide job opportunities that not only help us operate the campus but also provide students with challenging experiences that 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, attention to detail, 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 student workers 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, decision-making, problem-solving, and supervision. 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. The Chaplain's office provides another good example. The Mount Berry Church is completely staffed by student workers. Students serve as pastor, music director, financial director, etc. Chaplain McConkey guides the students as they learn how to operate a church. 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. The grass needs to be mowed, the 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 that 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 Dean 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	●	Entry-level, task oriented. Students learn basic work skills. Emphasizes work ethics such as dependability, attention to detail, and teamwork.
2 - Skilled	■	Experienced, task oriented. Students have successfully learned basic work skills and have proven to be dependable workers and team players.
3 - Advanced	◆	Experienced, project oriented. Students have the experience necessary to train Level 1 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 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 should not be placed in a Level 1 position again, even if the student transfers to a new department.

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 2 for at least two terms or at Level 3 for at least one term. 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. Very few positions will qualify as Level 5. Examples include SGA President, Head RA, KCAB Chairperson, and Campus Carrier Editor-in-Chief. To qualify for this level, students must have performed successfully at Level 3 or 4 for at least two terms (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. These outcomes are often identified by employers and professional employment and human resources associations as the most important predictors of employment success.

Supervisors will rate student performance on the appropriate outcomes using the definitions provided. Since the complexity and level of responsibility of a job will vary according to the classification level of a job, the outcomes assessed will also vary with classification level. The following table depicts outcomes associated with each level. For each outcome, supervisors can rate student performance as “Needs Improvement”, “Satisfactory”, “Excellent”, or “Outstanding”. The ratings criteria listed in each table are merely guidelines; supervisors can make adjustments without approval from the Student Work Office.

3.1 Initiative

Defined as “taking appropriate actions without asking for instructions,” this habit can only be developed in a work environment in which supervisors delegate significant responsibilities to students.

Rating	Guidelines
Needs Improvement	Does not seek additional work after completing tasks; waits for supervisor to assign next task.
Satisfactory	Default rating for Level 3. Asks supervisor for additional work after completing assigned tasks.
Excellent	Default rating for Levels 4, and 5. Independently looks for additional work after completing assigned tasks.
Outstanding	Meets “Excellent” criteria and independently assigns new tasks for other students when appropriate.

3.2 Integrity

Defined as “adherence to moral standards,” .

Rating	Guidelines
Needs Improvement	Often makes mistakes and occasionally makes the same mistake twice.
Satisfactory	Default rating for Levels 1 and 2. Occasionally makes mistakes; rarely makes the same mistake twice.
Excellent	Default rating for Levels 3, 4, and 5. Rarely makes a mistake; never makes the same mistake twice.
Outstanding	Should not be used for Levels 1 and 2. Meets “Excellent” criteria and teaches/motivates other students to avoid mistakes.

3.3 Customer Service

Defined as “

Rating	Guidelines
Needs Improvement	Doesn't understand the importance of serving the Berry community or doesn't seem concerned about it.
Satisfactory	Default rating for Levels 1 and 2. Understands how the job contributes to the greater good of the college.
Excellent	Default rating for Levels 3, 4 and 5. Enjoys serving Berry and puts Berry's interests ahead of personal interests.
Outstanding	Should not be used for Levels 1 and 2. Meets "Excellent" criteria and teaches others the importance of serving Berry.

3.4 Teamwork

Defined as "working well with others and contributing to task accomplishment," it's often the first behavior mentioned when employers are asked, "What do you value most in employees?" Although some students work alone (e.g. Berry switchboard operators), they do work with their faculty/staff supervisor and do sometimes interact with other students. Therefore, students working alone can receive a rating for this outcome.

Rating	Guidelines
Needs Improvement	Often conflicts with others and/or sometimes not willing to do their fair share of the assigned work.
Satisfactory	Default rating for Levels 1 and 2. Rarely conflicts with others, amicably resolves conflict, completes fair share of assigned work.
Excellent	Default rating for Levels 3, 4, and 5. Meets "Satisfactory" criteria, contributes constructive ideas and feedback.
Outstanding	Should not be used for Levels 1 and 2. Meets "Excellent" criteria and motivates students to work as an effective team.

3.5 Expertise

Defined as "skill or knowledge in a particular area."

Rating	Guidelines
Needs Improvement	Doesn't understand the importance of serving the Berry community or doesn't seem concerned about it.
Satisfactory	Default rating for Levels 1 and 2. Understands how the job contributes to the greater good of the college.
Excellent	Default rating for Levels 3, 4 and 5. Enjoys serving Berry and puts Berry's interests ahead of personal interests.
Outstanding	Should not be used for Levels 1 and 2. Meets "Excellent" criteria and teaches others the importance of serving Berry.

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 Holding Students Accountable

Occasionally a Berry student may fall so far below standards that the supervisor has to 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. We usually recommend a verbal counseling, explaining to the student the hardship his/her actions (or lack of action) is causing others. If this is unsuccessful, written feedback, which should include consequences of non-performance, is appropriate. In the worst cases, supervisors sometimes have no choice but to terminate a student's employment. When considering termination, supervisors should be more lenient with freshmen than with upperclassmen. Supervisors considering termination of a freshman should contact the Student Work office prior to making the decision.

Although confronting students may be difficult, it's sometimes necessary to do so to help them 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.

4.4 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.

4.4.1 Level 3 Positions: Since these positions have a project management requirement, they provide excellent opportunities for students to transition from performing standard work tasks to tackling more advanced tasks.

4.4.2 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.

4.5 Developing 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. Supervisors should encourage all students to have an up-to-date resume reviewed at least once per year by the Career Center.

5 Student Hiring and Termination Procedures

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 forms 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. 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 Hiring incoming students during the summer prior to beginning of their first academic semester. Supervisors are prohibited from hiring non-local incoming students during the summer prior to their first academic year at Berry. Supervisors can hire local incoming students only with vice president approval. Supervisors must ensure the vice president knows the student is an incoming student when requesting approval. Incoming student workers are not allowed to live on campus during the summer prior to their first academic year at Berry. (Exception: Gate of Opportunity Scholars are required to work during the summer prior to their first academic semester to fulfill the obligations of their scholarship.)

5.3.5 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.

5.3.6 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

5.3.7 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. **May graduates are no longer allowed to work up to 60 calendar days after graduation.**

5.3.8 During the academic year, student 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.

5.3.9 During 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 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 until the Student Work Office has approved the hire and notified the supervisor via e-mail.** 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 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 considering terminating a freshman should contact the Student Work prior to making the decision to terminate.

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 (exception: Resident Assistants, the SGA president, and the KCAB Chair are paid a stipend equivalent to 20 hours/week and do not require 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 student's 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.

6.2 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 Graduate Assistants are paid \$8.90 per hour. Only vice presidents can approve new graduate assistant positions.

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. Please note that this number is 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.

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 Workers Compensation

Berry students injured on the job are 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, students should be taken to the Redmond Medical Center emergency room.

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.”