

Supervisor's Guide to the LifeWorks Program

(Last updated: 1 June 2020)

1 Introduction

The Dean of Personal and Professional Development administers the LifeWorks Program. Policies included in this guide apply to all faculty and staff who supervise student workers. The Director of LifeWorks is responsible for operation of the program.

1.1 Why does the program exist?

In its earliest days, Martha Berry's work program existed for two complementary reasons. First, she could not afford to pay sufficient workers 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, 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?

Providing "lessons gained from worthwhile work well done" has historically been one of Berry's primary aims. To accomplish this, the LifeWorks 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. We expect each student to demonstrate dependability, accountability, problem-solving, initiative-taking, service to others, and teamwork. Second, we provide practical experiences in students' areas of interest. For example 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 with Berry's student-operated enterprises, and biology majors often perform undergraduate research. Third, we develop leadership skills by giving students supervisory responsibilities within our departments.

1.2.2 Entrust students with significant responsibilities.

On many other campuses, students perform only mundane tasks, such as filing, answering phones, shredding documents, and running errands. Although our students sometimes 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 LifeWorks office gives selected student workers administrative privileges to the JobX/TimesheetX software 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.

1.2.3 Accomplish departmental missions.

Although we want our students to learn new skills and develop 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 experiences which will serve them well after they graduate.

2 Job Classification System

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 JobX/TimesheetX system, supervisors should use the table below to classify the job into a level and provide a detailed job description of job duties and requirements. The Director of LifeWorks will review the job descriptions to ensure the job is appropriately placed.

When hiring students into a job, supervisors must ensure students have met the hiring criteria. For example, a supervisor should not hire an incoming freshman into a Level 4 position. Prior to approving the hire, the LifeWorks 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 - Entry	●	Task oriented. Students learn basic work skills.
2 - Skilled	■	Task oriented. Students have successfully learned basic work skills and have proven to be dependable workers.
3 - Advanced	◆	Experienced, project oriented. Students have the experience necessary to train Level 1 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

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 previous 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 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

Level 3 positions require students to train other students and to manage projects. Students at this level 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). 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

With the exception of advanced research assistant and resident assistant positions, Level 4 positions must include supervisory responsibilities. 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

Level 5 positions require students to direct large-scale activities of a department with minimal oversight. Level 5 students 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). Examples of Level 5 positions include KCAB chair and general manager of a student-operated enterprise.

3 Learning Outcomes

In addition to learning skills specific to each job, we expect students to learn general skills transferable to all jobs. The following sections define and provide rubrics for evaluating student performance on the learning outcomes which measure attainment of these general skills. The ratings criteria listed in each table are merely guidelines; supervisors can make adjustments without approval from the LifeWorks 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 the LifeWorks program apart from work programs at other campuses. On many other 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, our 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 and the ratings the student is expected to achieve. Supervisors should also discuss the job skills required in a particular job and rules/procedures 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 LifeWorks Office 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 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 and to 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 Resume Requirement for Level 4 and 5 Hires: 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 JobX/TimesheetX system will not process the hire.

4.5 Consequences 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 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 should 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 LifeWorks Office.

4.5.3 Termination: Supervisors sometimes have no choice but to terminate a student. When considering terminating a student, supervisors should be more lenient with freshmen than upperclassmen. Supervisors must contact the LifeWorks Office prior to firing a student.

4.6 Discipline for Cases of Egregious Misconduct

LifeWorks supervisors will promptly notify the LifeWorks Director 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 LifeWorks positions and placement on probation for a period of time determined by the Dean of Personal and Professional Development; and 4) Permanent dismissal from the LifeWorks Program. Students may also be subject to additional action as defined in the Viking Code.

4.6.3 Appeals: Students may submit a written appeal of any of the consequences listed in 4.6.2 to the Dean of Personal and Professional Development within 1 week of the decision.

5 Hiring and Terminating Students

5.1 Creating Work Positions

Supervisors create new positions using the JobX/TimesheetX software. Once the LifeWorks Office approves the position, the supervisor can hire students.

5.1.1 Supervisors should ensure that jobs listed in the JobX/TimesheetX 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 LifeWorks Office will assign work positions to incoming students. Assignments are based on student experience, skills and preferences and on departmental needs.

5.2.1 Incoming freshmen participating in the LifeWorks 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 may request particular students be assigned to them.

5.2.4 Incoming students are typically not allowed to start working before they arrive for Viking Venture. Section 5.3 describes exceptions.

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 JobX/TimesheetX system or has approval from the LifeWorks Office. The system will not allow supervisors to submit a hire for a student if that student has not completed the items described in sections 5.3.1 through 5.3.3.

5.3.1 Prior to their first term of work, a student must have submitted G-4 and W-4 tax forms, a signed Confidentiality Statement, and the I-9 Employment Eligibility form to the LifeWorks Office. When submitting the forms, students must show documents proving their eligibility to work in the United States. Additionally students must be authorized to work by the federal government's E-verify system. Typical documents include but are not

limited to: Driver's License and Social Security Card, Driver's License and Certified Birth Certificate, Valid U.S. Passport, or an Employment Authorization Card. See <https://www.uscis.gov/i-9-central/acceptable-documents> for a list of all acceptable documents.

5.3.2 International students must also submit G-4, W-4, and I-9 forms. In addition, international students should bring their foreign passport with I-551 stamp or attached Form I-94 indicating unexpired employment authorization. To be eligible to work in the U.S., international students will usually hold an F-1 or J-1 visa; however, the LifeWorks 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 provided by the LifeWorks 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 they: 1) have completed SOAR, 2) do not require on-campus housing and 3) have been offered a position by a Berry staff or faculty work supervisor. All other 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 LifeWorks 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 LifeWorks Program during the summer. This includes students who graduate in May and students who will be transferring to another institution as part of a dual-degree program. Students not planning to take classes at Berry in the fall

can work at Berry during a summer block if they are taking at least one 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 Freshman members of the Bonner Scholars Program are not eligible to participate in the LifeWorks program.

5.4 Hiring in the JobX/TimesheetX System

Supervisors must submit hire requests to the LifeWorks Office using the JobX/TimesheetX system. Supervisors cannot allow students to report for work before receiving approval via the JobX/TimesheetX system or from the LifeWorks Office (by e-mail or phone).

5.5 Recruiting

All open positions are advertised through the JobX/TimesheetX 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 JobX/TimesheetX System

Student employment is terminated for many reasons such as finding a more suitable job, needing more time to study, or termination. 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 JobX/TimesheetX system or e-mail the LifeWorks Office. The termination request should include the reason for termination. The LifeWorks office will terminate the student, ensuring the student cannot access future timesheets for the position. The LifeWorks office will notify the supervisor of the termination and request the supervisor complete a performance evaluation. If the termination was for cause, the LifeWorks office may ask for additional documentation to be filed in the student's work file.

6 Work Hours Policies

6.1 Academic Year

Although participation in the LifeWorks Program is a unique and important feature of a Berry education, students have other responsibilities. To ensure they have time to meet demands of the classroom and other student activities, there are limits on the number of hours students may work during the academic year. The limits described below do not apply to break periods (fall break, Thanksgiving break, winter break, and spring break). During break periods, students can work up to 8 hours each day as needed for a total not to exceed 40 hours per week without approval of the LifeWorks Office.

6.1.1 Gate Scholars can work up to 16 hours per week. This includes weekends.

6.1.2 Returning, non-Gate students can work up to 12 hours per week including weekends.

6.1.3 Incoming freshmen can work up to 10 hours per week including weekends. Incoming non-freshman can work up to 12 hours per week including weekends.

6.1.4 Bonner Scholars are not allowed to work during their freshman year.

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

6.1.6 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. Graduate Assistants are allowed to work up to 20 hours per 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 allow students to work overtime only when it is absolutely necessary.

6.2.2 International students cannot work more than 40 hours per week.

7 Pay Policies

Hourly wages correspond to job level.

7.1 Pay Rates

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

7.1.1 Students working in some positions are paid a weekly stipend in lieu of receiving hourly pay. The LifeWorks 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.

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

7.2 Timesheet Submission and Approval

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

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

7.2.2 Students cannot approve timesheets.

7.2.3 Students must submit and supervisors must approve timesheets prior to deadlines published by the LifeWorks Office (normally student timesheets are due no later than 1PM on the Monday following a pay period, and supervisor approvals are due no later than 11AM on the Tuesday following a pay period.)

7.2.4 The Payroll Office pays students, via check or direct deposit, on the Friday following a pay period.

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.

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 must submit time corresponding to the day and time they actually 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 time 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 LifeWorks office for information on when the timesheet will be paid.

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 Free Summer Housing

Students who, through a combination of full-time work or part-time work combined with Berry summer class enrollment be eligible for free on-campus

summer housing. The LifeWorks Office will determine specific work hours eligibility criteria for each student.

7.4.1 Commuter students who work during the summer and who attend fall classes are eligible for a fall tuition credit of \$1,100. The LifeWorks Office calculates the required number of hours for each student based on the number of holidays and whether a student is taking a Berry summer class. The standard hourly requirement is 464 hours for students not taking a Berry summer class and 444 hours for those taking a Berry summer class. If the president authorizes paid half-days off on Fridays during July, the hours requirement drops to 424 for students not taking a Berry summer class and 404 for those taking a Berry summer class.

7.4.2 Students performing student teaching duties required for teacher certification are credited 8 hours per day times the number of summer weekdays spent teaching in a county or city school toward meeting the free summer housing criteria. Student teachers must notify the LifeWorks Office of their student teaching start date.

7.4.3 Summer student workers with special situations which preclude them from working (e.g. jury duty) may also be credited time toward meeting the free housing criteria. Students should contact the LifeWorks Office regarding any situation not explicitly covered by Section 7.4.

7.4.4 Commuter Gate Scholars are not eligible for the Fall Tuition Credit.

7.5 Half-Days Off During July

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

8 Workplace Policies

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

8.1 Safety

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

8.2 Vehicle Use

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

8.3 Accidents and Workers Compensation

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

8.4 Non-discrimination and Harassment

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

8.5 Sexual Misconduct

Student 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.”

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

8.6 Attire

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

8.7 Students with Disabilities

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

8.8 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.

8.9 Information and Data Security

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