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Student Employment Guide for Employers

Introduction:

Welcome to the ***2009-2010 Off-Campus Employers Handbook!*** Co-written by the Office of Financial Aid and the Bonner Center for Service and Learning, this guide is designed to support all Community Service Work Study Program (CSWSP) Community Partners in efficiently and successfully recruiting, hiring, supervising and retaining well-prepared student employees.

Results from the spring CSWSP Community Partner Survey showed the three most vital components of the program are managing student employees, connecting students' work experience to their academic/career interests and creating opportunities for students to be involved with the ongoing assessment of the program. To better support you and more fully realize the potential of this program, we have introduced a section called***: "How to Effectively Supervise Oberlin College Students"*** (see pages 17-20). In this section is information on:

- Entrance Interviews
- One-on-One Meetings
- Individualized Work Plans
- Reflection Tool Kit
- Exit Interviews & Evaluation

We will again provide a CSWSP Community Partner Orientation this fall, spring celebration and at least one opportunity for community partners to come together and reflect during the winter season. Also, the Bonner CSL offers a variety of trainings to our CSWSP students throughout the academic year. You will be kept informed of the training schedule. We ask that you encourage your student employees to attend workshops, especially those relevant to their work responsibilities. Asking your students to take advantage of these trainings will benefit both your organization and their depth of learning.

Functions of the Student Employment Office[1]

The ***{tc \l2 "Student Employment Services}***Student Employment Office is a resource for both students and employers. The SEO is a student run organization that is a part of the Office of Financial Aid. Because students run the SEO, the office hours vary during each semester. Office hours are always posted on the door, and the Office of Financial Aid is directly across the hall for additional help. If the SEO is closed and you have a question, please feel free to leave a voice mail or email and someone will get back to you within two business days. If you need immediate assistance, you may call the Office of Financial Aid for help.

The main function of the SEO is processing the necessary paperwork for student employment. This paperwork includes W-4 forms, the state of Ohio tax forms, I-9 forms and Student Employment Cards. If you have any questions concerning any of this paperwork, please contact the SEO.

The student interns who work in the SEO may not be able to answer all of your questions, but will be able to direct you to the right person who can help you. Please feel free to think of the SEO as a contact point for student employment questions.

[1] The Student Employment Office will be referred to at times throughout the handbook as SEO.

An Organization's Eligibility

Federal College Work-Study students may use their FCWS award at pre-approved community service organizations. Contracts must be in place each academic year before an off campus employer is designated as a Federal Work-Study approved site. Copies of such contracts should be filed with the Bonner Center for Service and Learning and the SEO.

Job descriptions for approved sites are also listed on the Oberlin Online Classifieds at http://www.oberlin.edu/cgi-bin/cgiwrap/classifi/classifieds/class_ad.cgi, and with the Bonner Center for Service and Learning. Students may not use their FCWS award at any other off campus sites.

Criteria for Community Service Partners Participating in the Community Service Work-Study Program at Oberlin College

The following criteria will be used to determine whether or not an organization may be part of the Community Service Work-Study Program. This does not guarantee that Oberlin College students will be placed in your agency. Although the Bonner Center for Service and Learning works with students to place them in appropriate positions, the recruitment process is primarily up to the individual partner agency.

1. Community Partners must submit a completed application that includes the following:
    - Proof of ability to meet required 25% match of student employee's salary by submitting annual budget.
    - Completed Agency Agreement.
    - Completed Job Description(s) that accurately reflect the work to be done, time frame of work and how the work fits into the overall mission of the organization on the Oberlin College Website Classifieds, see page 6 for more information.
    - Completed Supervision Plan. (see page 16).

2. Partner agencies must be a federal, state or local public agency (these include city or county government offices, public schools, community-owned hospitals, public libraries and community centers) or a private nonprofit organization.

3. Agencies must be based in Lorain County and serve residents of Lorain County.

4. Student employees must provide services that are designed to improve the quality of life for community residents or to solve particular problems related to those residents' needs.

5. If the work to be performed by student employees is outside of the Oberlin area, participating partners must have a transportation plan for student employees to get to and from their work sites, at the agencies' own expense and in a manner acceptable to Oberlin College.

6. Agencies must provide a work environment conducive to student employees that is flexible, provides for open communication and allows the employee to grow professionally and personally from the experience.

7. Agencies must agree that student employees will not participate in proselytizing activities of any kind.

8. Site supervisors must agree to attend mandatory fall orientation and supervisor meetings each semester.

9. Site supervisors must agree to conduct evaluations with student employees at least once per semester, allowing for student employees to give feedback to supervisors in the process. (See page 17.)

10. Community Partners in the Community Service Work-Study Program must be committed to the principle of equal opportunity and equal treatment in employment regardless of a person's race, color, religion, creed, gender, sexual orientation, marital status, age, disability, veteran's status, national origin, or family relationship to Oberlin College or Community Partner Agency.

Payment Options

There are 3 payment options for students.

- Students receive a paycheck every 2 weeks by default.
- Or they can sign up for direct deposit to their bank through the Office of Human Resources.
- Or they can sign up for payroll deduction to pay their tuition bill through the Office of Student Accounts.

Student Employment Cards, Pay Rate Changes, and Timecards must all be submitted timely so you don't hold up your employees' pay!

Our deadlines must be tighter so we can transmit the direct deposit file to the bank. You would not be pleased if your pay was missed! Please help us make sure your students are paid correctly AND on time! Refer to the payroll schedule on page 14, OR to the Student Employment Office website at www.oberlin.edu/studemp for more information.

Remember! If your students do not normally work weekends, you can submit your timecards to the Controller's Office on Friday afternoons. You do not need to wait until Monday morning.

Checking Eligibility To Work As A Student Employee

Supervisors should check a student's Academic Status before hiring any Student for work. Any student on a Personal Leave, Academic Leave, Medical Leave, Graduated or Withdrawn is considered a non-student and cannot be paid on the Student Payroll. You can check a Students status by calling the Student Employment Office or email the Student.Employment.Office@oberlin.edu.

Checking a Student's Eligibility

The students in most need of employment have been awarded Federal College Work-Study (or FCWS). The typical work-study allotment is $1850- $2400 for this academic year. This amount is the award determined by need-based aid eligibility. If you have questions regarding a student's eligibility, please direct students or questions to the Student Employment Office or Office of Financial Aid.

Note: Eligibility for off campus employment in community service positions is limited to students who receive Federal College Work study as part of the financial aid packages. **Students who receive Oberlin College Employment as part of their award package are not eligible to work in community service organizations, unless the organization agrees to pay 100% of their earnings.**

Off campus supervisors should check a student's work-study status before hiring any student for off campus work. There are a few ways to do this:

1. Have the student check the PRESTO system for their financial aid award letter. This will list federal work-study if any is awarded.

2. Have the student check the financial aid letter sent by the college. As does PRESTO this will list federal work-study if any is awarded.

3. Call the Student Employment Office, and the SEO Intern will be glad to help determine the student's work-study status.

4. Email Student.Employment.Office@oberlin.edu

Billing for Off-campus Federal Work Study Wages

Off-campus organizations are billed 25% of the total FCWS wages earned by student employees. The billing period includes the previous academic school year. This billing will occur during the summer of 2010. Please note that the Controller's Office handles the billing process. The Office of Financial Aid is not involved in any way with this process. If you have any questions concerning the billing process, please contact Joe Fetsic in the **Controller's Office at 440-775-8428.**

Filling an Open Position

Position Advertisement

It is the responsibility of the employer to post available job opportunities on the Oberlin College Classifieds website at http://www.oberlin.edu/cgi-bin/cgiwrap/classifi/classifieds/class_ad.cgi. The SEO is available for assistance with this task if needed.

You may also post your available positions on the BCSL's OberlinServes wiki, http://oberlinserves.pbwiki.com, either by registering on the site for the write-access and posting it yourself or by forwarding the position to cswsp@oberlin.edu

What to do when a position has been filled

Once a position has been filled, it is the employer's responsibility to update the Classifieds website. This should decrease the number of requests for interviews for filled positions. This will also help streamline the employment process for students by eliminating filled positions. All job postings on the Classifieds site will terminate after one month if you do not choose to keep it on there longer. This should help keep the Classifieds site up to date. You will have the option to change the job posting default to three months, or re-post the position if it is still available.

Hiring

Your organization is responsible for the entire hiring process. The following suggestions are recommended for making the hiring process consistent for all potential employees:

- A job description must be on file with the Bonner Center for Service and Learning.
- Check the federal work-study status of the student.
- Conduct all interviews for the same position in an identical manner.
- Notify all applicants of hiring decisions.
- The employer must submit a Student Employment Card to the SEO for every hire each year.
- The employer should verify that a new employee has submitted his or her paperwork to the SEO before allowing the student to begin work.

Paperwork Necessary for Employment

Every student employed by Oberlin College must complete withholding forms. This includes students who obtain employment through the Bonner Center for Service and Learning, including Bonner Scholars. Listed below are all forms required by the SEO in order to enter job assignments in the computer system. Failure to complete all documentation will result in delays, affecting both the issuing of time cards and pay for the student.

Student's Responsibility

(This paperwork is available in both the Student Employment Office and the Office of Financial Aid.)

During a student's tenure at Oberlin College this paperwork only needs to be completed one time unless there are changes such as the student gets married, changes a name, or has a baby.

- **W-4 Form: Federal Employee's Withholding Allowance Certificate**. Students must complete their name, social security number, permanent home address (please do not use Oberlin College campus mailbox addresses), marital status, i.e. single or married, and number of withholding exemptions claimed. Students may claim zero or one exemption. One exemption results in less income tax withheld, however, students may then have to pay taxes when they file their annual returns. This form must be signed and dated by the student at the time of completion.

- **The State of Ohio Department of Taxation Employee's Withholding Exemption Certificate**. This form is to be completed in the same manner as the W-4. In general, students must indicate school district number 4712 (Oberlin) on Ohio Form IT-4 as they are liable for Oberlin school district income tax. However, students who were residents of Indiana, Kentucky, West Virginia, Michigan, or Pennsylvania before arriving on campus may claim EXEMPTION from Ohio and School District income tax withholding, by completing Form IT-4NR.

- **I-9 Form: Employment Eligibility Verification.** The student must complete section one including full name, permanent address, and social security number. In addition, the student must provide original documents of verification of employment eligibility. Acceptable documents include a passport, a State ID/Driver's License plus a birth certificate or State ID/Driver's License plus an original Social Security Card. **No copies will be accepted.** All forms must be current, with the exception of the US Passport.

Employer's Responsibility

Student Employment Card (SEC)

The Student Employment Card is used to generate payroll information. Without this information, the Student Employment Office will not be able to set up the student's position and Center for Information Technology (CIT) will be unable to print time cards. Student Employment Cards should be submitted electronically via the SEO website at www.oberlin.edu/studemp/, then click on the 'Submit the Student Employment Card electronically'. Please be sure to include the full account number, which was given to you by the Controller's office once you were accepted in the community service program**. An email will be sent to the student and copied to the employer, if the student has not completed their I-9.**

Please note that a new SEC must be completed for all academic year positions and summer positions. At the end of the academic year, all positions are canceled in the system. At the end of summer you must return time cards to the Student Employment Office, if the position needs to be canceled.

Student Employment Timecards

After all of the necessary information has been submitted to the SEO for processing, the **CIT** will generate a Student Timecard that will be used by your organization for documentation of hours worked. The timecard will contain the following information:

- Student's name
- ID number
- Organization's name
- Position Number assigned according to the account number provided to you by the Controller's Office, upon acceptance into the program.
- Pay rate (if the student is being paid hourly)
- Pay Period

Reminders:

- It is the supervisor's responsibility to submit timecards to the Controller's Office bi-weekly according to the pay schedule on page 19.
- To terminate an employee from a job, e-mail the SEO with the T number, name, and position number from the timecard OR simply write "TERMINATE" across the face of the timecard and send it to the Student Employment Office.
- Please DO NOT cross out or change essential items, such as T numbers, names, pay rates, or position numbers on timecards. Employees, jobs, and pay rates MUST be set up in the Banner system before time entry begins, to prevent errors and rejects during payroll processing.
- Timecards should be completed in ink and contain both student and supervisor signatures whenever possible.
- Remember to enter total regular hours and OT (overtime) hours for each week, <u>and</u> the total hours for the pay period on each timecard. These totals are used for error checking at the end of time entry.

If you have questions when completing the student timecards, please contact the SEO. Remember to send all completed timecards to the Controller's Office, not the SEO.

*Please see examples of Academic Year and Summer Timecards on next pages.

T12345678 6.40 1154 — Timesheet Org/Mailing Dept

Hourly Pay Rate

Controller's Office — T Number

Department Name

Student, Josephine — Employee Name

Week ending

Wk end: 05-JUN-2005 S29561-00 — Position Number/Fund or Org Charged

ACADEMIC YEAR

	Day		Week 1		Day		Week 2
ROUND TO NEAREST QUARTER HOUR	MONDAY	OUT / IN / OUT / IN	4	ROUND TO NEAREST QUARTER HOUR	MONDAY	OUT / IN / OUT / IN	4
20.0 REG. HRS 025	TUESDAY	OUT / IN / OUT / IN	4	19.5 REG. HRS 025	TUESDAY	OUT / IN / OUT / IN	31/2
O.T. 029	WEDNESDAY	OUT / IN / OUT / IN	4	O.T. 029	WEDNESDAY	OUT / IN / OUT / IN	4
	THURSDAY	OUT / IN / OUT / IN	4		THURSDAY	OUT / IN / OUT / IN	4
SUMMER HOURS ONLY	FRIDAY	OUT / IN / OUT / IN	4	SUMMER HOURS ONLY	FRIDAY	OUT / IN / OUT / IN	4
REG. HRS 026	SATURDAY	OUT / IN / OUT / IN		REG. HRS 026	SATURDAY	OUT / IN / OUT / IN	
O.T. 030	SUNDAY	OUT / IN / OUT / IN		O.T. 030	SUNDAY	OUT / IN / OUT / IN	

Not allowed for work study students

FLAT AMOUNT OF PAY 027/028

TOTAL HOURS WEEK 1 (incl back) 20 0

Must be signed by Student AND by Supervisor

I HEREBY CERTIFY THIS TIME RECORD IS CORRECT AND THE STUDENT HAS PERFORMED IN A SATISFACTORY MANNER.

TOTAL HOURS WEEK 2 (incl back) 19 5

39 5

STUDENT SIGNATURE

TOTAL HOURS PAY PERIOD

SUPERVISOR SIGNATURE

Grade Level System for Student Pay Rates:

Oberlin College

In order to establish fairness and consistency in student hiring, it is highly recommended that all employers use the following grade level system when hiring students:

Grade Level	Minimum Pay Rate	Maximum Pay Rate
I	$7.30	Employer's discretion
II	$7.45	
III	$7.60	
IV	$7.75	

A student job is assigned a grade level according to the following criteria:

- Level of skills required, including special skills
- Level of experience/training required
- Level of independent work, confidentiality and supervision
- Level of mental activity
- Level of accountability

Grade levels

I. Clerical work; does not require any special skills or previous training (excluding typing and basic computer skills); routine tasks and clearly established duties; no decision-making/leadership involved. MINIMUM STARTING WAGE: $7.30 / hour

II. Some special skills required; low level of accountability; some decision-making may be required; may involve some supervisory tasks (for instance, supervising students from level I). RECOMMENDED STARTING WAGE: $7.45 / hour

III. Require special skills, knowledge, ability, and training. Leadership and decision-making involved; may require a certain level of confidentiality and independent work; supervising students at levels II and I. Increased level of accountability. RECOMMENDED STARTING WAGE: $7.60 / hour

IV. Requires highly specialized/advanced skills, knowledge, and training. Works with low level of supervision; high accountability; job may require a high level of confidentiality; high degree of mental activity; may involve a great deal of supervisory work (i.e. supervising students at levels I, II, and/or III). RECOMMENDED STARTING WAGE: $7.75 / hour

The following guidelines are recommended for a pay raise at the end of each semester and/or year. After a positive evaluation, a $0.05 to $0.10/hour increase in pay for a student working in the same position is fair. An employer must submit a Student Pay Rate Change Card to the SEO in order for an employee to receive a raise via the SEO website at www.oberlin.edu/studemp/, then click on the 'Submit a Rate Change Card electronically'.

Policies and Procedures of Employment

Equal Opportunity Employment (Policy on Discrimination)

Oberlin College is committed to providing equal opportunity for employment regardless of race, religious creed, color, age, gender, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations. If members of the Oberlin College or town experience or witness any apparent incidence of harassment or discrimination by students, faculty, or staff, they may discuss their concerns with the SEO supervisor or request advice from other appropriate official College administrator such as an academic advisor.

Expectations

As a student employee supervisor/employer, it is important to remember that students are students. They should be shown the same respect and consideration as other employees. However, their job is not likely to be their primary focus. Expectations should be discussed in a frank and open manner to ensure that both parties are in agreement.

Break and Meal Times

A student who works a 4-6 hour shift should get a fifteen (15) minute paid break per shift. Any student who works a 6-7 hour shift is entitled to one 15 minute paid break and a 30 minute unpaid meal break. A student working a 7-8 hour shift is entitled to two 15 minute paid breaks and a 30 minute unpaid meal break.

Benefits

Students are exempt from Social Security tax during academic years in which the student is enrolled and attending class. Students must pay Social Security taxes during any summer employment. Student employees are not eligible for holiday pay, sick pay, unemployment benefits, or vacation pay.

Job Safety

All employers and employees have a responsibility to promote safety in the workplace.

Termination

When termination of a student employee is a necessary measure, the employer should follow the procedures designated for all staff members at Oberlin College. This should include a verbal warning and written notification of unacceptable work habits. You may contact the Department of Human Resources to obtain more detailed information. When termination by the employer occurs, a report that includes an effective date of termination should be filed with SEO.

Student Responsibilities

- Report to work on time and inform the supervisor if you know that you will not be able to report to work on time.

- Be sure to call in when you're sick, and give notice of any scheduling conflicts.

- Maintain strict confidentiality regarding workplace issues and information including but not limited to:
  a) Discussion of workplace issues with anyone outside the workplace
  b) Releasing or sharing information about other students
  c) Removing files or other materials from the workplace

- Remember you deserve to be treated with respect and dignity - as do your co-workers.

- Observe appropriate workplace behaviors and protocol and follow office policies and procedures.

- Remember that your job is a privilege, not a right. There are a lot of students looking for off campus employment.

- Plan to call/visit friends on your own time. In general, work time is not social time.

- Respect for others extends to your dress and hygiene. Be neat and clean when you report to work.

- Take your job seriously – the organization depends on you to perform the tasks you were hired to do.

- Take the initiative – offer assistance.

- Be sure you understand what is expected of you. Continue to ask about your responsibilities as long as necessary.

- Work Study students are required to notify their supervisor of any changes in their work-study awards.

- Establish productive working relationships with your supervisor and co-workers. If you find this challenging, please seek advise from one of the Bonner Center for Service and Learning staff.

Quick Reference: Supervisors Checklist

- ☐ Attend the Fall CSWSP Community Partner Orientation hosted by the Bonner Center for Service and Learning.

- ☐ Attend the SPRING CELEBRATION EVENT hosted by the Bonner Center for Service and Learning.

- ☐ Participate in the Winter Community Partner Reflection Workshop hosted by the Center for Service and Learning.

- ☐ Check Students Eligibility by contacting the student employment office, student.employment.office@oberlin.edu.

- ☐ Conduct an entrance interview with each student employee who includes sharing a written job description and establishing clearly defined work schedules that are compatible with the student's academic schedule.

- ☐ Submit a Student Employment Card to the Student Employment Office for each job position filled by a student employee.

- ☐ Provide adequate training to allow the student employee to perform job duties in a satisfactory manner. Check with the Bonner Center for Service and Learning to see if they are providing training that would benefit your students.

- ☐ Ensure that student workers are aware of all laws governing the rights of privacy and confidentiality. It is recommended that each agency develop a confidentiality policy to be signed by the student employee and placed in his/her employee file.

- ☐ Have regularly scheduled one on one meeting for ongoing support and supervision. We encourage these meetings to take place the day that time sheets are due.

- ☐ Reflection is an integral part of a student employee's work experience in the Community Service Work-Study Program. As such, it is required that supervisors include reflection opportunities in the job. Please refer to the Service Reflection Toolkit.

- ☐ Monitor student employee attendance and work habits.

- ☐ Encourage student participation in CSWSP reflection and training sessions and clarify if these workshops hours are paid time. The Bonner CSL will track students attendance if you need to verify their participation.

- ☐ Turn student time cards into the Controller's office, on time, every two weeks.

- ☐ Submit a Pay Rate Change form every time there is a change in a student's hourly pay rate. This form must be submitted two weeks prior to the date you want the increase/decrease to be made effective.

- ☐ Notify the Student Employment Office of all student employee terminations, immediately.

- ☐ Provide an exit interview with each student employee at the end of each semester. This includes going over your written evaluation and allows the student to provide feedback to his or her own supervisor. At the end of the academic year, the employer should consider a pay increase based on the student's overall work performance.

OBERLIN COLLEGE

2009-10 ACADEMIC YEAR STUDENT PAYROLL SCHEDULE

Please consult the below deadlines to ensure timely delivery of timecards and other documents to ensure timely pay for students. Student payroll checks are issued on alternate Fridays during the academic year. Student time cards MUST be received in the Payroll Office by 10am the Monday proceeding the student pay day, or pay will be delayed by two weeks.

Student Employment Cards due in the SEO by Wednesday at Noon	Timecards due in the Payroll Office by Monday at 10 am	Pay Date Friday
September 2	September 14	September 18
September 16	September 28	October 2
September 30	October 12	October 16
October 14	October 26	October 30
October 28	November 9	November 13
November 11	November 23	November 27
November 25	December 7	December 11
December 9	January 4	January 8
January 6	January 19**	January 22
January 20	February 1	February 5
February 3	February 15	February 19
February 17	March 1	March 5
March 3	March 15	March 19
March 17	March 29	April 2
March 31	April 12	April 16
April 14	April 26	April 30
April 28	May 10	May 14
May 12	May 24	May 28
May 26	June 7	June 11

* Note: There will be no student payroll on December 24, 2009. Hours worked December 7th through December 20th will be included on the January 8, 2010 payroll.

** Tuesday after Martin Luther King Day

2009-2010 Academic Calendar

First Semester	**Fall 2009**
Orientation Begins	Tuesday, August 25
New Student Advising/Registration	Thurs., Aug. 27 –Fri., Aug. 28
Residence Halls open for returning students	Sunday, August 29
Classes Begin	Monday, August 31
Labor Day – free day	Monday, Sept. 7
Fall Recess	Saturday, October 17 - 25
Thanksgiving Day – free day	Thursday, November 26
Free Day	Friday, November 27
Classes End	Friday, December 11
Reading Period	Saturday, December 12 - 14
Final Exam Period	Tuesday, December 15 - 18
Fall Semester Ends	Saturday, December 19

Winter Term 2010	
Winter Term Begins	Wednesday, January 6
Martin Luther King Jr. Day – free day	Monday, January 18
Winter Term Ends	Monday, February 1

Second Semester	**Spring 2010**
New Student Orientation and Registration	Thursday, February 4
Classes Begin	Monday, February 8
Spring Recess Begins	Saturday, March 27
Spring Recess Ends	Sunday, April 4
Classes End	Saturday, May 15
Reading Period	Sunday, May 16-18
Final Exam Period Begins	Wednesday, May 19-22
Spring Semester Ends	Sunday, May 23
Commencement Weekend	Friday, May 28-30
Commencement Exercises	Monday, May 31

The information in this calendar is accurate as of July 21, 2009. The dates are subject to change. For the most up to date academic calendar, please go to http://new.oberlin.edu/calendar/

COMMUNITY SERVICE WORK-STUDY PROGRAM
SUPERVISION PLAN

This form should be completed as part of the application process to become part of the CSWSP program at Oberlin College. Each question requires only one or two sentences.

1. Name and title of direct supervisor.

2. Briefly describe the experience of this person in supervising college-age students (or others, if no experience with college-age students).

3. Describe the specific methods that will be used, if any, to adequately prepare the student to complete the tasks in their job description (e.g., orientation, training, etc.).

4. Describe the nature of expected on-going communication between student and supervisor (e.g., weekly check-in meeting for 15 min., regular contact every time student is on site, bi-weekly review of progress, formal review process, etc.).

5. Describe the specific ways that you expect a student might grow personally and professionally from his/her experience with your organization.

6. Is there anything else we should know about the supervisor or the environment that your organization creates for student workers that will contribute to a successful experience for both student and supervisor?

How to Best Manage Oberlin College Students

The best way to manage an Oberlin College Student is provide a clear description of duties, establish a routine of regularly scheduled meetings, keep track of their hours and **make sure they turn in their time cards on time!** Below we have outlined three suggested types of meetings that help will help you create this structure and set the right tone for a productive working relationship. Experiencing these different forms of communication in the work place is a valuable part of our students learning. Please note these are suggestions for you adapt as needed.

To be proactive, it is also helpful for the two of you to map out the year's schedule. Look at their work load, their course load and line them up with the dates of mid-term, winter break, spring break, winter term, reading period and finals. They tend to enter into the year with great enthusiasm, but often cannot keep up that pace. To take the time during your first meeting to teach them time management and how to set small, achievable goals will be key to everyone's success. It also creates a caring relationship which encourages them to see you as an ally when working through challenges.

One-to-One Meetings*/Entrance Interviews:

A One-to-One Meeting is a formal meeting between you and your student employee. More than being a casual conversation, this meeting is planned in advance; you usually have a framework to guide the conversation. Typically, the initial meeting is an **entrance interview**. This sets the tone for the year and provides you with insight into how to best manage (coach, advise or guide) your unique student employee. Things to include in an entrance interview:

- The student's written job description
- Establish a work schedule
- Clearly define how to contact you if they will be late, if they will be absent or if they are unable to complete a deadline.
- Clearly define any dress-code requirements
- Outline when it is best to phone, email or meet.
- Identify skills they bring to the position (see next page)
- Outline the skills they hope to develop (see next page)
- Outline how you will help them achieve these goals/develop these skills.
- Set goals and objectives for the semester.
- Create schedule for one-to-one meetings to discuss their progress and reflect on learning.
- Provide examples of ways students have resolved work conflicts appropriately.

Individualized Work Plan:

The student takes this information and tailors it so to create an Individualized Work Plan. In addition to the components outlined above, this plan needs to include their full name, school and home addresses, two phone numbers and the email address they use most often. The plan can serve as their contract and as a template for ongoing one-to-one meetings and, ultimately, their final written evaluation. Walking through this process may appear cumbersome, but it will save time and emotional energy as the semester becomes busy.

We recommend you read through the list below and highlight the skills seen in the students job description. From that list, work with your student employee to identify the strengths they bring to the position and those skills they need and/or hope to develop. From this point, you can outline in writing how to best support them in their learning process. This could be done in the one-to-one meetings, seeking outside training experiences (like those provided by the Bonner CSL), connecting them to a community member for guidance or by giving them additional guidance on specific projects that involve these skill.

Personal Skills
* Active Listening
* Balance/Boundaries
* Communication
* Decision Making
* Organization/Planning
* Reflection
* Time Management

Leadership Skills
* Conflict Resolution
* Delegation
* Planning
* Public Speaking
* Running a Meeting
* Teamwork
* Working with Diverse Groups

Professional Skills
* Budgeting
* Evaluation /Research
* Event Planning
* Fundraising
* Grant Writing
* Marketing/ Public Relations
* Mediation
* Networking
* Public Education/Advocacy
* Volunteer Management

Exit Interview/Supervisor Evaluation:

In this circumstance, an exit interview is intended to enable the student employee to provide feedback to their supervisor. Its purpose is to open a dialogue about issues that have arisen during the semester. We recommend you provide students with an opportunity to provide such feedback in the middle and at the end of each semester.

A successful way to use this tool is to provide the questionnaire and allow time for the student to complete it. You can then review it and decide how to integrate the information into your next one-to-one meeting. You also may want to review the Individualized Work Plan and see if changes need to be made based on this feedback. These are questions we recommend you include.

1. Was your job description clearly defined?
2. Did you have adequate time to meet with your supervisor?
3. Did you receive adequate direction, instruction and feedback from your supervisor?
4. Did you understand your role/relationship with your co-workers?
5. Was the workload appropriate for your course load?
6. Did you have the opportunity to use your strengths?
7. Did you receive appropriate support and training for the skills who wanted to develop?
8. Did you have adequate space, materials, and equipment to work effectively?
9. Were the employees supportive and friendly?
10. Is there anything else you would like to discuss with your supervisor?

Service Reflection Resources

Bonner CSL Staff are happy to assist in creating and/or implementing reflection activities.

Why Reflect? We do not learn from doing, we learn from thinking about what we do. Research shows that reflection has *some* positive impact on the attitudes of the volunteers regarding service.[1] However, the lack of reflection has a STRONG NEGATIVE impact on the volunteers' attitudes about service and the service activity.

Reflection is a crucial part of community service, which allows volunteers to look back on, think critically about, and learn from their service experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing, acting, and any other way you can imagine.

Benefits of Reflection[2]

- Can help volunteers understand the limitations and opportunities of the service site or community organization
- Relieves tension and provides re-energizing and renewal (especially important when service is emotionally challenging)
- Can create a sense of accomplishment that is crucial, especially where there are limited external rewards
- Integration of service into the rest of one's life – developing a "spirit" of service and civic-mindedness
- Improved service – As volunteers examine the effects of their behavior, they discover ways to improve the quality and quantity of their service
- Can create a sense of closure, especially important after a long service period, project, or emotional experience
- Fosters life-long learning skills – develops an ability to learn from positive and negative experiences
- Guards against reinforcing inaccurate perceptions/biases
- Group problem solving creates shared understandings, open communication, and better teamwork
- Encourages volunteers to do higher level thinking, as they look for root causes of complex issues

1 Resources adapted from the Northwest Service Academy, Metro Center, Portland, OR. (www.northwestserviceacademy.org), the Bonner Center for Service and Learning www.oberlin.edu/CSL, and the Bonner Foundation www.bonner.org.
2 "Key Elements of Service Learning," Indiana Department of Education, Service Learning Program.
3 Info taken from "Learning Through Service," Kate McPherson, Project Service Leadership, and "Possible Outcomes of Service Learning," National Youth Leadership Council.

What? So What? Now What?

This is a well-used and successful model to assist you in designing the reflection activities. Although you can derive learning from each question, focusing on all three will provide broader insights and keep participants from getting stuck on only the facts or just the feelings.

1. What? (Reporting what happened, objectively). Without judgment or interpretation, participants describe in detail the facts and event(s) of the service experience.

Questions include:

What happened? What did you observe? What issue is being addressed or population is being served? What were the results of the project? What events or "critical incidents" occurred? What was of particular notice? How did you feel about that? Let's hear from someone who had a different reaction?

2. So What? (What did you learn? What difference did the event make?) Participants discuss their feelings, ideas, and analysis of the service experience. Questions can also be focused on the meaning or importance of the activity to:

- **The Participant**: Did you learn a new skill or clarify an interest? Did you hear, smell, feel anything that surprised you? What feelings or thoughts seem most strong today? How is your experience different from what you expected? What struck you about that? How was that significant? What impacts the way you view the situation/experience? (What lens are you viewing from?) What do the critical incidents mean to you? How did you respond to them? What did you like/dislike about the experience?

- **The Recipient:** Did the "service" empower the recipient to become more self-sufficient? What did you learn about the people/community that we served? What might impact the recipient's views or experience of the project?

- **The Community:** What are some of the pressing needs/issues in the community? How does this project address those needs? How, specifically, has the community benefited? What is the least impact you can imagine for the project? With unlimited creativity, what is the most impact on the community that you can imagine?

- **The Group** (group projects): In what ways did the group work well together? What does that suggest to you about the group? How might the group have accomplished its task more effectively? In what ways did others help you today? (and vice versa) How were decisions made? Were everybody's ideas listened to?

3. Now What? (How will they think or act in the future as a result of this experience?) Participants consider broader implications of the service experience and apply learning. Be aware to strike a balance between realistic, reachable goals and openness to spontaneity and change.

Some questions include:

What seem to be the root causes of the issue/problem addressed? What kinds of activities are currently taking place in the community related to this project? What contributes to the success of projects like this? What hinders success? What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this project or issue? What follow-up is needed to address any challenges or difficulties? What information can you share with your peers or community volunteers? If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently? What would “complete” the service?

Whereas the “What?, So What?, Now What?” model focuses on group processing and discussion, ideal reflection activities allow the participants to reflect publicly and privately, utilizing a variety of forms of expression.

Designing a Reflection activity: Tips for Success

An effective reflection activity should:

- Have an outcome in mind (i.e. leadership, team building, improved critical thinking, acknowledgment)
- Be appropriate for the team (age, culture, etc.)
- Happen before, during, and as soon after the service experience as possible
- Be directly linked to the project or experience
- Dispel stereotypes, address negative experiences, increase appreciation for community needs, increase commitment to service
- Be varied for different learning styles, ages, etc.
- Actively involve the service recipients for a really compelling reflection session
- Be facilitated well for maximum participation, creativity, and learning

Facilitating a Reflection activity: Tips for Success

- Seek a balance between being flexible to address member’s needs, and keeping the process consistent with the theme. In other words, if some notable incident happens during the day, or has been forming for some time, it will probably be on the member’s minds enough to prevent their presence in any other conversation. Thus, even if you have an outcome in mind, what needs to get said may be the most important thing to discuss or reflect upon. Similarly, the conversation cannot be allowed to veer with no focus: Reflection questions often lead to other questions, which lead to other questions. While these diversions can lead to great discussion, they can, as easily, go all over the place with little value for participants. Maintain focus by bringing it back to the theme or significant topic, and presenting “so what, now what” questions before leaving a decent topic.

- Use silence: People need some silence to reflect internally, some more than others do. Ask the question then wait.

- Ensure that all participants have an equal opportunity to become involved

Journaling: A Primer

Journaling is one of the best reflection tools. Ideally, the program or project would allow for a ten to fifteen minute period every day for the volunteers to journal; preferably at the end of the day or during/after a debrief. It is helpful if staff or the project leader provides substantial structure to insure quality, conscientious journaling, and even more helpful if the person leading the reflection activity is journaling themselves! Regardless of the time allotted, it is important to encourage participants to write whatever comes to mind, and to not worry about grammar, spelling, punctuation, etc. This entails a commitment to confidentiality, that nobody will ever share what they have written unless they want to. You also want to be definite and clear about the time allotted, (five to fifteen minutes,) and let them know when it is almost finished.

A Few More Reflection Suggestions:

- Question discussion: Randomly, or in a circle, each person responds to a posed question (such as “project highlight”)

- Snapshot: Create a silent snapshot of the service project. One person starts with a pose or action related to the project, everybody else joins the “snapshot.”

- Senses: Before activity, project, event or even before the first day or service, ask participants to share what they expect to hear, smell, see, touch and taste. Then, follow up after the day with what the participant actually senses

- Parables/Stories: Read a piece of pertinent literature and have participants respond and draw correlations to service experience

- Object share: Each person brings in and passes around an object, and shares how the object is like them or the project they just did (pick a specific one.) Examples include: “what I contributed to the team, how I felt about this project, what I learned, etc.” The object can be something found in nature, a type of food, a book, etc. (pick one!)

Frequently Asked Questions

What is the work-study program?

The Federal College Work Study (FCWS) program provides part-time employment to students attending institutions of higher education who need the earnings to help meet the costs of post-secondary education.

What is the Community Service Work-Study Program(CSWSP)?

CSWSP is an affiliation of eligible non-profit organizations within Lorain County that agree to partner with Oberlin College to give students meaningful experiences in community service as part of their education. In exchange, students work for the non-profit organization with 75% of their wages paid by federal work-study funds. The other 25% of student wages are covered by the Community Partner organization.

How do students become eligible to receive Federal College Work-Study?

Eligibility is determined by the information received from the Free Application for Federal Student Aid (FAFSA). Based on this information and using a formula established by the federal government, the Office of Financial Aid then determines a student's eligibility.

How do students know when they have been awarded Federal College Work-Study?

Work-study will be listed as such in the student's financial aid award letter. To check the award letter, students may logon to PRESTO.

Can eligibility change once students are awarded Federal College Work-Study?

Yes. Federal College Work-Study is awarded based on the financial information provided at the time a student file is evaluated. If additional information is provided, the award can change and subsequently Federal College Work-Study can be changed.

If a student receives a "revised" award letter, they should check to see if Federal College Work-Study is still awarded. If it is not, the student is responsible for notifying his or her supervisor as soon as possible.

Will the Student have earning limitations?

Students on Federal College Work-Study have a maximum amount that they can earn for the academic year. The most common amount is $1850 - $2400. When a student exceeds his or her Federal College Work-Study limits, the student can no longer work for a Community Partner unless the organization will pay the student out of the organization’s funds.

How many hours a week can students work?

We recommend 8-12 hours per week. However, the student will make that decision. Students should review their class schedules and other school commitments before deciding how many hours they can work.

How does a student find a job on campus?

Job opportunities will be posted on the Oberlin College Website Classifieds at www.oberlin.edu. This information can be accessed from any computer. It is the student’s responsibility to search and apply for a job. The SEO is available for advice on the process.

Once a student finds a job, does he/she need to do anything else?

Yes.

1. Every student's supervisor must complete a *Student Employment Card* (SEC) for each job he or she is working. The SEC must be completed and signed by both the student and the employer.

2. A *Form I-9* must be completed once during the student's Oberlin career. The federal government requires all employers to verify the identity and employment eligibility of their employees, including students.

By law the Form I-9 must be completed before the student begins working. A list of acceptable documents appears on page 2 of the I-9. Originals of these documents must be presented to the Student Employment Office or Office of Financial Aid.

If the student cannot produce the **original document(s)**, he or she will not be allowed to begin work or be paid.

3. *W-4 and appropriate IT-4 (Federal and State)* Since work-study earnings are taxable under federal and state law, the student is required to complete both forms. A student's withholding is based on the data the student provides on each form.

Do students have the option to sign up for Direct-Deposit?
Students have three payment options. A paycheck is mailed out every two weeks automatically. But, student can choose to sign up for a direct deposit to their bank through the Office of Human Resources. Or the student can choose to sign up for direct deposit to pay their tuition bill through the Office of Student Accounts.

Contact Information:

Office:	Contact Person:	Phone Number:	Email & Website
Student Employment Office		775-8144 Fax: 775-8249	Student.Employment.Office@oberlin.edu www.oberlin.edu/studemp
Financial Aid Office	Amy Knowles *Sr. Assistant Director*	775-8142 Fax: 775-8249	Amy.Knowles@oberlin.edu
	Rob Reddy *Director of Financial Aid*	775-8142	Financial.Aid@oberlin.edu
Bonner Center for Service and Learning	Beth Blissman *Director*	775-8055 775-8055	cswsp@oberlin.edu Beth.Blissman@oberlin.edu www.oberlin.edu/csl
Controller's Office	Linda Amburgy *Payroll Tech*	755-5607	Linda.Amburgy@oberlin.edu