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This manual is not intended nor should it be construed as creating any contractual obligations. These policies and procedures are subject to deletion or modification by Reed College at any time for any reason with or without notice.

Reed College reserves full discretionary authority to interpret and apply in its sole judgment, all college guidelines and procedures, including all those summarized in this manual, and reserves exclusive authority to determine how those guidelines and procedures apply to specific issues and circumstances.

The purpose of these written policies and procedures is to assist each of us in achieving the satisfaction in our work that comes from knowing generally what our colleagues expect of us. These college-wide policies and procedures are necessarily general and will change as we change. Suggestions for revisions to the manual should be directed to the Human Resources Department. Questions about the application of a particular policy or procedure should be directed to the supervisor or to Human Resources.

For a complete detail of staff policies and procedures, refer to the Staff Policies and Procedures Manual.

The student employment program at Reed College is intended to do the following.

* Enable the student to meet educational expenses.
* Teach the student good work habits.
* Meet the needs of the college to perform day-to-day operations.
* Provide the student a valuable learning experience in doing worthwhile work.
* Instill a positive attitude toward work.

## Employment questions:

 **Human Resources Office, Eliot 305**

 Assistant Director of Human Resources Extension 7704

 Director of Human Resources Extension 7705

## Financial aid/work study awards:

 **Financial Aid Office, Eliot 203**

Financial Aid Counselor Extension 7223

Director of Financial Aid Extension 7224

## Payroll/Work Study Balances:

 **Business Office, Eliot 307/308**

Student Payroll Specialist Extension 7549

Faculty-Staff Payroll Specialist Extension 7282

Controller Extension 7508

## General employment issues:

**The Center for Life Beyond Reed, Greywood**

Career Services Extension 7550

Service and Work (SEEDS) Coordinator Extension 7563

## Website Address:

<http://web.reed.edu/the-center-for-life-beyond-reed>

# Employment eligibility:

Students who are currently enrolled and attending classes are eligible to work on campus as student employees. Students returning from a leave of absence or otherwise entering the college in the fall are eligible to begin work after July 1st.

Students who are on leave of absence, failed to re-enroll, withdrawn from the college, or have graduated are not eligible for student employment.

# At will employment:

Employment is at the mutual consent of the employee and the college. All employees are hired for an unspecified duration. Accordingly, the employee or the college can terminate the employment relationship at will at any time, with or without cause or advance notice.

# Federal Work Study:

## Definition:

Federal Work Study (FWS) awards are shown on a student’s financial award announcement. The federal government is paying 75% of the student’s wages, and the college is matching the federal funds with an additional 25% of wages. 100% of the student’s wages are charged to departmental budgets. The federal government pays 100% of student wages for certain elementary school reading and math tutoring positions. The first priority for student employment is for FWS students, and all award money must be earned prior to the student being paid as a regular student employee.

A list of students with FWS awards is available each fall to supervisors of student employees. The list details name and amount of award.

## On campus:

Each office on campus does its own hiring. These jobs are listed on the student employment web site.

## Off campus community service:

Students can earn FWS through community services positions off campus. The office of Students for Education, Empowerment, and Direct Service (SEEDS) matches students and their interests to available service-related positions.

## Monitoring a student’s allocation:

Work-study balances can be verified in the student payroll office. Supervisors should check with their student employees to determine what other student employment positions they hold, including off-campus work-study.

## Budgeting for work study:

This line item is the student wages-work study line item (5132). 100% of the students’ work- study wages are charged to this line item.

## Summer break:

FWS funds may not be used during the summer break whether or not they are included in the fiscal year budget.

# Regular student employment:

## Definition:

Students who have earned their FWS award and/or students who have not received a FWS award may be hired as regular student employees. However, the first priority is for FWS students, and all award money must be earned prior to the student being paid as a regular student employee.

## On campus:

Each office on campus does its own hiring for regular student employment. These jobs are listed on the student employment web site.

## Off campus:

The career services office provides listings of off-campus part-time job openings. Typical jobs include child or adult care, gardening, painting, waiting tables, sales, and tutoring.

## Budgeting for regular wages:

This line item is the student wages line item (5131).

# Types of positions:

**Students in the following positions are *not* “employees”**

## Student Government:

Types of positions:

* Positions that are elected by the student body
* Positions that are hired by the Student Senate Appointments Committee
* Positions that are student operated businesses
* Signators of student organizations

Remuneration:

* May receive a monthly payment, bonus, or commission
* Not subject to wage and hour laws
* Biweekly payments are run through payroll
* Not eligible for Portland Paid Sick Time

## Volunteers:

 Types of positions:

* Work must be performed for a public, religious or humanitarian service;
* without expectation of pay;
* at the student's initiative;
* on the student's own time; and
* the duties must not be his/her regular job duties if otherwise employed.

Remuneration:

* None
* Not subject to wage and hour laws
* Not eligible for Portland Paid Sick Time

## Fellowships:

Types of positions:

* The project/work only benefits the student, and not the College or other employer and it directly relates to his/her area of education.
* Examples of this kind of fellowship would be the Ducey Summer Internships in Public Policy, the Fischer Memorial Field Research Fellowship, Corbett Grant, the Goldhammer Grant, Diack Student Field Research, and the McGill Lawrence Summer Internships.

Remuneration:

* May receive payment through Reed College Accounts Payable or directly from the other employer.
* Not subject to wage and hour laws
* Not eligible for Portland Paid Sick Time

**Students in the following positions are “employees”**

## Grant awards/stipends:

Types of positions:

* The project/work benefits the College and it does not necessarily directly relate to his/her area of education.
* Examples of this kind of stipend would be the Ruby Grant, Lankford Student Research Grant, NAS Summer Research Award, and the Sherman Fairchild Summer Research in the Sciences.

Remuneration:

* Paid through payroll
* Subject to wage and hour laws
* Not eligible for benefits, except Portland Paid Sick Time

## Federal Work Study (FWS):

The FWS program provides jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses.

Types of positions:

* The program encourages community service work and work related to the student’s course of study.
* Includes both on-campus and off-campus positions.
* Operating funds are budgeted for these positions under a separate line item “5132”.

Remuneration:

* Paid through payroll
* Subject to wage and hour laws
* Not eligible for benefits, except Portland Paid Sick Time

## Full time and part-time employment (non-work study):

Types of positions:

* Serve a variety of needs and purposes to both operations and academics.
* Operating funds are budgeted for these positions under a separate line item “5131” Student Employment.
* Remuneration:
* Paid through payroll
* Subject to wage and hour laws
* Not eligible for benefits, except Portland Paid Sick Time

# Types of Remuneration:

## Scholarships:

A scholarship is a payment made to a student to reduce the amount owed for tuition, room and board and other fees.

* They are generally applied directly to a student’s business office account.
* All students should look at IRS Publication 520 to determine the taxability of these payments.
* The College pays taxes on the non-resident alien scholarship amounts that are greater than their school costs and sends these students a 1042-S tax form each January.

Pay status: not subject to wage and hour laws

## Fellowship:

A fellowship is a payment made to a student to aid the student in their pursuit of study.

* If students are paid directly for their participation in a summer project at an off-campus organization, these payments would be considered a fellowship as long as there are no strings attached to the payment. This means the project only benefits the student, and not the College, and that it directly relates to their area of education.
* All students should look at IRS Publication 520 to determine the taxability of these payments.

Pay status: not subject to wage and hour laws

## Stipends:

A stipend is a payment made to a student for services that directly benefit the College.

* These payments are made as compensation for work performed.
* All students should look at IRS Publication 520 to determine the taxability of these payments.

Pay status: subject to wage and hour laws

## Compensation:

* Compensation for any type of employment may be paid on an hourly, monthly, or lump sum basis.
* Compensation by law must be supported by payroll records showing actual time worked.

Pay status: subject to wage and hour laws

# Off campus positions/employment:

Students may be employed by other employers in full-time or part-time positions or may be selected for a paid or unpaid internship. In this case, the other employer is responsible for tracking eligibility for benefits, such as Portland Paid Sick time, and not Reed College.

# Student employment to regular employment:

To be considered for regular full-time and part-time college positions, an individual must not be an enrolled student as defined on Page 9 of this manual, Employment Eligibility. When a student employee graduates or for any other reason is no longer considered a student, employment may continue only if the department has the funds in the regular operating budget for the staff expense and has received prior approval from the VP/Treasurer. Student employment funds may no longer be used to continue the former student’s employment.

# Supervisor rights:

* You have the right to expect student employees to be held accountable for satisfactory performance.
* You have the right to expect student employees to arrive and be ready to work on time.
* You have the right to expect student employees to make good use of their time while at work and to understand that work-study *does not* mean “studying while you work.”
* You have the right to know what other positions the student employee has and how that might affect his/her ability to effectively perform your work.
* You have the right to expect student employees to notify the appropriate person in a timely fashion if they are unable to meet their work schedule.
* You have the right to expect an appropriate level of professionalism and that the job will be taken seriously.
* You have the right to determine a reasonable dress code and appropriate appearance for student employees, particularly those who work with community members and/or the public.

# Supervisor responsibilities:

*(Thanks to both Vanderbilt and Texas A&M Universities for their contributions to these responsibilities.)*

* Be an example:

Student employees are observing their supervisors and you want to set the right tone and example for them to follow.

* Be flexible:

Academic obligations are foremost on a student employee’s mind and require supervisors to be flexible while still ensuring the work is completed in a timely fashion. Coordinate work schedule and school schedules to ensure they compliment one another.

* Communicate expectations:

These will not be self-evident even though they may seem so to you. Be clear about tasks, standards, requirements, and expectations. Be clear about work rules, procedures, scheduling and working conditions. Student employment jobs are “real jobs” and should be managed as such.

* Train, train, train:

Take the time to train the new employee in the tasks required of the job. But also provide on-going training in important work skills, attitudes, and habits such as arriving to work on time and being fully engaged on the work to be done while at work.

* Be prepared:

Be prepared for the student’s arrival at work and have assignments ready.

* Give feedback frequently:

Do not wait for an annual review process; provide consistent and appropriate feedback on an on-going basis.

* Correct performance and/or behavior:

Give immediate feedback about performance or behavior that is not acceptable. Then set reasonable expectations for improvement.

* Be fair:

Being fair means that you are setting reasonable and consistent (and not unreachable) standards, requirements and expectations. Being fair also means that you are holding students accountable, not being too lenient or treating them like children.

* Be a team player:

Develop and nurture the unique contributions of each team member; provide a model of effective team building.

* Give recognition:

One of the most effective motivational tools for a supervisor is public recognition of an employee who has performed well.

* Share the vision:

Allow student employees to see and understand the bigger picture. Allow them to participate in departmental meetings share information about your direction and purpose.

* Be an educator:

You play a large part in educating students about employment and being an effective employee. In that way, you are also an educator.

# Student employee rights:

* You have the right to a written copy of your job description that details your exact responsibilities and job expectations.
* You have the right to be given a work schedule that includes requirements (if any) for working during breaks, vacations, holidays, and exam/study weeks
* You have the right to be informed about your work performance orally and/or in writing.
* You have the right to receive an explanation if your employment is terminated by the college.
* You have the right to utilize staff in The Center for Life Beyond Reed/Career Services and the Human Resources Office for assistance with resolving work related problems.
* You have the right to be made aware of work-related health and safety issues.
* You have the right to use your Reed jobs as references for future employment, and with credit institutions.
* You have the right to be treated fairly and equitably by your supervisor(s).

# Student employee responsibilities:

* Complete all paperwork to get set up in payroll when originally hired by a department.
* Report to work on time and complete your scheduled shift.
* Complete your timecard, electronic or paper, on a daily basis.
* Sign your timecard, and get your supervisor’s signature, prior to the monthly payroll deadline.
* Pick up your paycheck in your mail stop and cash your paycheck in a timely manner if you have not yet signed up for direct deposit of your check. Report lost paychecks to payroll.
* Work your full schedule as agreed upon when hired. This may include working the days surrounding or during study and exam weeks, fall and spring breaks, and college holidays/vacations.
* Ask permission from your supervisor, in a timely manner, for planned absences.
* Follow department rules concerning appropriate dress, use of office equipment and supplies, use of phones and computers, etc.
* Complete job duties as assigned and requested. Do not conduct personal business such as homework, email, phone calls, and/or web use unless first approved by your supervisor.
* Treat your co-workers and supervisors with courtesy and respect.

# Reed College Equal Employment Opportunity:

Equal opportunity at Reed College is the fundamental philosophy that has characterized the college since it was founded. All relationships with the college are based on personal merit.

The college will not discriminate on the basis of individual characteristics of race, color, religion, sex, age, disability, veteran status, marital status, sexual orientation or any other characteristic protected by applicable state or federal law.

The college maintains a strict policy that prohibits harassment in any form.

# Oregon Civil Rights Law (ORS 659.030):

It is unlawful for a public or private employer to refuse to hire, or to fire, or to discriminate against an individual in compensation, terms, conditions, or privileges of employment because of that individual's:

race age (18 or older) application for workers compensation benefits

color disability opposition to safety/health hazards

religion marital status expunged juvenile record

sex family relationship

national origin association with anyone in a protected class

It is also unlawful to refuse to grant an eligible employee's request for a pregnancy leave, parental leave of absence or for family medical leave.

# City of Portland:

It is unlawful to discriminate against an employee on the basis of sexual orientation or gender identity.

# Federal Laws:

1. Title VII of the Civil Rights Act of 1964 prohibits discrimination and/or harassment on the basis of race, color, sex, religion, national origin.
2. Equal Pay Act of 1963 prohibits different rates of pay based on sex.
3. Age Discrimination in Employment Act prohibits discrimination on the basis of age for people 40 years and older.
4. Rehabilitation Act of 1973 Section 504 prohibits discrimination on the basis of a disability.
5. Rehabilitation Act of 1973 Section 503 requires affirmative action in employment for disabled people.
6. Vietnam Era Veterans Readjustment Act of 1974 requires affirmative action in employment for Vietnam veterans and disabled veterans.
7. Executive Order 11246 as amended requires affirmative action in employment for women and minorities.
8. Civil Rights Act of 1991 grants the right to a jury trial and remedies of compensatory and punitive damages for intentional discrimination based on sex, religion or disability, and in some cases for intentional discrimination based on race and national origin.
9. The Americans with Disabilities Act (ADA) of 1990 is a federal law which includes Title I, Employment; Title II, Public Service; Title III, Public Accommodations operated by Private Entities; Title IV, Telecommunications; and Title V, Miscellaneous Provisions.

# Discriminatory Harassment and Sexual Misconduct Policy:

*Approved by the Student Senate September 6, 2013. Approved by the Faculty September 9, 2013. Effective September 20, 2013*

Refer to the [Discriminatory Harassment and Sexual Misconduct Policy](http://www.reed.edu/academic/gbook/comm_pol/dhsm_policy.html) in the Guidebook for a detailed description of the sexual harassment policy and procedures.

Sexual harassment training is mandatory for all supervisors of the college, employed students, and is available to all other community members. The college provides the training on-line with the following URL [www.newmedialearning.com/psh/reed](http://www.newmedialearning.com/psh/reed).

# Drug and Alcohol Policies:

Refer to the Staff Policies and Procedures Manual for a detailed description of these policies and procedures.

# Wage and hour laws:

*(Refer also to Hours and Payroll)*

Non-exempt employees, which would include most student employees, who are covered by the statute and work more than 40 hours per week are entitled to compensation for the time worked in excess of 40 hours at a rate at least one and one-half times their regular rate of compensation.

Some categories of employees are considered exempt from laws such as overtime requirements, timecard reporting, minimum wage, and others. This is not likely to apply to student employees who for the most part will be non-exempt employees.

The categories of exempt employees are:

* executives, managers, supervisors;
* administrative employees;
* professional employees.

For a complete description of the categories, contact Human Resources.

In addition to the federal law, the Oregon Bureau of Labor and Industries Wage and Hour Division promulgates laws and regulations governing Oregon employers. In some cases, the laws parallel federal law and in some cases are in addition to federal provisions.

Major provisions of the state law include wage collection, wage agreements and benefits, minimum wage and overtime laws, hours limitations in certain industries, and employment of minors.

State law requires that payment of wages to new employees must be made no later than 35 days from the time their work was begun and for continuing employees no later than 35 days from the last regular payday.

# Worker’s compensation

Oregon workers' compensation laws are administered by the Workers' Compensation Division of the Oregon Department of Insurance and Finance. They were originally enacted to help injured workers and to protect employers from liability lawsuits.

Employers must provide the coverage either through a private carrier or the State Accident Insurance Fund (SAIF). Reed College provides the coverage through a private carrier.

All costs for workers' compensation insurance are paid by the employer. However, most employers and employees contribute a few cents a day for special programs designed to aid injured workers. These funds help pay higher benefits to workers hurt in the past when benefits were lower than they are today. The funds also help employ or reemploy handicapped workers, and they are used to reduce costs to employers when they reemploy injured workers.

Workers' compensation laws provide for the payment of benefits for an injured worker, including medical costs, out-of-pocket expenses, temporary total disability, permanent partial disability, permanent total disability, and death benefits. In some cases, the insurer may also provide vocational assistance for employees having difficulty returning to their former occupation because of the injury.

Refer to the Staff Policies and Procedures Manual for procedures related to completing an accident report or worker’s compensation claim, or contact the Human Resources Office at Extension 7704.

# Environmental health and safety issues:

*(Refer to the Staff Policies and Procedures Manual for a more complete description)*

The health and safety of all personnel of Reed College is of primary importance. To the greatest extent possible, the college will provide all mechanical and physical facilities required for personal health and safety, in keeping with the highest standards.

To be successful, such a program must embody the proper attitudes toward injury and illness prevention on the part of the whole Reed community. It also requires cooperation in all safety and health matters, not only between the supervisor and his/her staff, but also between each person and his/her fellow worker. Only through a cooperative effort can a safety record in the best interest of all be established and preserved.

The responsibilities for safety and health are shared by all members of the community. The college accepts the responsibility for leadership of the safety and health program, for its effectiveness and improvement, and for providing the safeguards required to ensure safe conditions.

The Environmental/Safety Coordinator is responsible for the training in and implementation of the college's environmental, safety, and health policy, program development, coordination, and compliance. This position also serves as liaison to all appropriate off-campus agencies and jurisdictions. The Environmental/Safety Coordinator reports to the Vice President/Treasurer of the college.

## Supervisors’ Responsibilities:

The supervisors of work areas have been delegated a great deal of responsibility for the safety and health program. A supervisor may be a department head, director, manager, administrator, or any other faculty or staff member who is in charge of one or more employees. As representatives of the administration, they are delegated responsibility for carrying out the following objectives. The acceptance of these duties, devotion to this task, and the safety attitude of supervisors will determine the success of the Reed College safety program.

Supervisors are expected to:

* set the proper safety example;
* assume the responsibility for employee safety;
* enforce safety rules;
* counsel and train employees in safe work practices;
* conduct frequent safety inspections;
* investigate and properly report all accidents in detail;
* see that injured employees receive prompt medical attention;
* respond to employees' concerns for safety in a positive manner; and
* contribute safety ideas to Environmental Health and Safety.

The active interest and cooperation of each employee is vital to the success of the Reed College safety and health program. Therefore, safety is the responsibility of each individual. Employees are urged to make safe performance an essential element of every task.

##

## Employees’ Responsibilities:

Every employee will assume the following responsibilities for safety and health:

* observe all safety and health rules and procedures;
* report unsafe conditions and practices to the supervisor as soon as possible;
* conduct work activities in a manner that will not endanger other people;
* set an example for new employees;
* undertake only those jobs you are authorized to do and that you understand;
* make safety suggestions;
* report all injuries to your supervisor immediately;
* wear personal protective equipment as needed;
* cooperate fully with supervisors in conducting investigations.

# Maximum allowable work hours per week:

Student employees may not work more than 20 hours per week while classes are in session.

# Maximum number of jobs held at one time:

Students may have as many jobs on-campus as they would like provided they do not exceed the 20 hour per week limitation.

# Work week:

The official work week is Monday thru Sunday.

# Lunch periods:

Wage and hour laws require that the employer provide meal periods of not less than 30 minutes to non-exempt employees who work shifts of six or more hours. For work periods of seven hours or less but at least six, the meal period is to be taken between the second and fifth hour worked. If the work period is more than seven hours, the meal period must be taken between the third and sixth hour worked.

If an employee is required to remain on duty during the meal period or performs any tasks, the employee must be paid for the meal period. Meal periods must be 30 minutes without interruption to be unpaid time.

# Breaks:

Wage and hour laws require that the employer provide a period of rest of not less than 10 minutes, without deduction from the employee's pay, for every segment of four hours worked in one work period. This time must be taken in addition to and separately from time allowed for meals.

# Portland Paid Sick Time

*(Refer to the Staff Policies and Procedures Manual for a more complete description)*

Paid Sick Time:

Students who work within the Portland city limits, have worked more than 91 days, and have accumulated more than 240 hours of worked time within the fiscal year (July 1 to June 30), may be eligible for paid sick time.

Eligible employees earn one hour of paid sick time for every thirty hours of work performed within the City. Employees may accrue a maximum of 40 hours of sick time in a fiscal year.

Employees may carry over up to 40 hours of unused sick time to the following fiscal year, but may only use 40 hours of sick time per fiscal year regardless of how many hours of unused sick time the employee carries over from the previous year or earns during the year.

An eligible employee may use accrued sick time in increments of .25 hours to cover all or part of a shift. An employee must use available sick time for qualifying absences, however, employees may choose to trade shifts or make up the time within the same workweek instead of using sick time. When using sick time, employees are not required to find coverage for their shift or work an alternative shift in lieu of using accrued sick time.

If a student employee is on an official medical leave from the college and have hours accrued and available for use, the student cannot use those hours to pay for part of their absence from the college. An employee is not permitted to use sick time if he/she is not scheduled to work in the City on the shift for which leave is requested.

If a student employee is on leave from the college for any reason, unless the absences exceeds six months, the student employee will not lose any previously accrued sick time, any unused sick time and their eligibility to use accrued leave.

Accrued sick time will not be paid out to the employee upon termination of employment.

A full explanation of eligible absences and other details of this policy can be found in [*Staff Policies and Procedures Manual*](http://www.reed.edu/human_resources/policies_procedures/manual.html).

# Reporting absence to the supervisor:

Employees are expected to notify their supervisor as soon as it is possible to do so if they must be absent from work. Failure to notify the supervisor and/or continued absence from work may become a factor in evaluating an employee's performance and may lead to corrective action.

An employee who fails to report to work for three consecutive days without notifying his/her supervisor may be considered to have voluntarily resigned his/her employment with the college.

# Tardiness:

Employees are expected to notify their supervisor as soon as they are aware they are going to be tardy. Continued tardiness may become a factor in evaluating an employee's performance and may lead to corrective action.

# Inclement weather:

If the college is closed due to inclement weather, student employees are not paid for the time they would have otherwise worked.

It is the responsibility of the supervisor to establish a set of procedures for notifying student employees of a closure.

# Time sheets:

Time sheets are available on-line thru GPS, if you need help accessing your timesheet contact the Payroll Office, Eliot 308 or call them at ext. 7549. These time sheets are a legal document. When an employee submits their electronic timesheet, the electronic submission is their electronic signature that their hours are true and correct as written. The supervisor’s approval of the time sheet verifies the time worked and is also their electronic signature that the timesheet is approved for payment.

The GPS system requires that minutes worked be rounded to quarter hours (i.e. ¼, ½ or ¾).

Before approving the timesheet, please make sure the time sheet includes all hours worked for the appropriate pay period (name, Reed ID and employee position are already included on the timesheet), Ensure the student completes the times in and out for each day worked (the system will total the hours). If you need to change a timesheet, please make sure you’ve consulted with the employee about the required changes and that you’ve made notes in the comment section.

Time sheets must be submitted each pay period. The employee deadline in noon on Monday following the end of the pay period. The supervisor/approver has till 11:59 p.m. that same Monday to approve timesheets. If you have further questions about the GPS system, please go to this link for further instructions http://web.reed.edu/gps/gps\_student.html

#  “No overtime” rule:

Overtime pay is required for any time worked that exceeds 40 hours per week. This time is calculated as all time worked for an employer even though it may be worked in different departments. Overtime pay is not authorized for any student employee at any time during the academic year or during breaks, the supervisor and the student will be notified if overtime happens, reminding them of this “rule”.

# Pay periods:

Normal pay periods are every two weeks, always beginning on a Monday – ending on a Sunday. For a current payroll calendar, go to http://www.reed.edu/gps/gps\_student.html

# Payroll deductions:

Social Security taxes are not withheld from a student’s wages as long as they are enrolled and actively attending classes based on one-half time enrollment or more. Social Security taxes are withheld during winter break (December/January) and summer break (mid-May thru August).

Federal and State tax withholding information is available from the IRS. The payroll office can also provide information as needed.

Different rules may apply regarding withholding and tax issues for international students. Information is available from the IRS or from the Payroll Office.

# Paydays:

Payday is the Thursday following the end of a pay period. If a student is not using direct deposit, their paychecks are delivered to the mailroom for delivery to the student mailboxes (for students using direct deposit, they can find their deposit information in GPS). If the Payroll Office is holding a check for any information, a notice will be sent to the student employee.

# Lost or stolen paychecks:

Students must notify the Payroll Office immediately if a payroll check has been lost or stolen. The Payroll Office will notify the bank and place a stop payment on the original issue, and will then issue a replacement check.

Stolen checks will take longer to replace especially if the check has been cashed. The standard procedure is for a police report to be written after which the employee must go to the bank and sign an affidavit that verifies they did not cash the check. Copies of that information then need to be brought to payroll, and after verification, a check will be issued.

# Name and address changes:

For a change of name or address during the course of employment at Reed College, please log into IRIS to make this change. This information will be forwarded to the Business Office to update your records.

# Benefits:

Student employees are not eligible for any benefits, such as retirement contributions and medical insurance, regardless of number of hours worked. While student employees are also not eligible for time off benefits such as pay for holidays and vacation time, they may meet the eligibility requirements for Portland Paid Sick Time,

# Direct Deposit:

Direct deposit of paychecks is available to student employees as well as regular employees.

# Job descriptions and classification descriptions:

The job description is a summary of the tasks involved for a specific position. A job description is required prior to the initiation of the hiring process and must be entered on-line.

A classification description is a brief summary of the tasks and responsibilities of any number of positions with similar levels of responsibility and authority. For example, in the regular staff Classification and Compensation Plan, Office Assistant I, II and III are the classification descriptions and each includes a number of positions across the campus.

# Assigning classifications and pay levels:

The Classification Plan for on-campus student employment consists of 5 levels of responsibility defined as Student Assistant. Once a job description for a specific position is developed, it must be assigned to one of the Student Assistant classifications. If the position does not fit into levels 1 to 4, there is an additional level called Student Assistant-Specialized; contact Human Resources for assistance regarding the assignment of positions to this level.

Each of the classifications has a pay range attached to it that allows for growth as well as promotional opportunities. Classifications are based on years of service in the job, and paid according to scale.

# Assigned rates of pay:

The pay scale will be evaluated on an annual basis and may or may not be adjusted. Any changes in the minimum wage will be implemented as required to bring wages below the minimum up to the new minimum.

# Timing of pay adjustments:

Student employees returning to the same position occupied in the prior academic year will receive a pay adjustment within the pay grade on an annual basis at the beginning of the academic year or the fiscal year whichever is appropriate.

# Promotion:

Student employees who promote to the next grade level, based on increased responsibilities and tasks, will receive a promotional increase of at least the minimum of the higher level range. A performance evaluation must be completed before giving a promotion.

# The Classification Plan:

## Student Assistant I

* Performs routine office, departmental or manual tasks. Duties may be readily learned with limited or no previous knowledge or experience in the work assignment.
* Requires the ability to understand and carry out written and oral directions; learn basic job routines; operate tools and equipment accurately and safely.
* No experience is required.
* Typical positions might include: data entry, word processors, receptionists, file clerks, mail clerks, T-watcher trainees, general library assistants, cage workers, facilities services workers.

## Student Assistant II

* Performs a variety of semi-skilled clerical or manual duties requiring moderate experience, technical knowledge and/or previous training.
* Requires the ability to understand and carry out written and oral directions; perform semi-skilled tasks in assigned work area with minimal training; operate tools and equipment accurately and safely; maintain records; and work with some independence under general supervision.
* Requires approximately one year of education and/or experience related to the work assignment.
* Typical positions might include: accounting clerk, specialized library assistants, theatre technicians, mail delivery clerks, graders, tutors, drivers, T-watchers, admission tour guides.

## Student Assistant III

* Duties generally require specialized skills or abilities and experience in a specific college program or project area. Performs a variety of skilled tasks requiring considerable discretion in judgment and decision-making. May include responsibility for coordinating the work of less-experienced student assistants.
* Knowledge of theory, practice and procedures in specialty area assigned. Ability to understand and carry out written and oral directions; perform specialized tasks in assigned work area; communicate skills or knowledge of specialty to others; operate tools and equipment accurately and safely; maintain and prepare records and reports; work independently with limited supervision; use initiative and sound judgment within established procedural guidelines.
* Requires approximately two years of experience in the area of specialization required by the work assignment. College course work in the specialty may substitute for required experience.
* Typical positions might include: graphic designers, senior T-watchers, SEEDS interns, mail window clerks, project coordinators, stockroom workers.

## Student Assistant IV

* Under limited supervision performs a variety of technical and specialized duties in an assigned campus department or program. Completes highly complex assignments requiring independent judgment and/or decision-making. May direct the work of others.
* Knowledge of theory, practice and procedures in the technical specialty area assigned. Ability to understand and carry out complex written and oral directions; direct the work of others; perform technical and/or specialized tasks in assigned work area; operate tools and equipment accurately and safely; maintain and prepare records and reports; work independently with very limited supervision; use initiative and sound judgment within established procedural guidelines.
* Requires approximately three years of experience in the area of the technical and specialization required by the work assignment. College course work in the technical specialty may substitute for required experience.
* Typical positions might include: lab assistant, research assistant, teaching assistant, reactor operators, lifeguards, user support specialists, supervisors of other student positions.

# Student Employment Website:

There is a student employment webpage on the Reed College website at <http://web.reed.edu/student_employment/>. This website provides information, directions, forms, and a link to the Gateway database for managing job opportunities. Once logged into the IRIS (Gateway) click on Employer Admin under the About Students heading. This is where employers create, modify, activate or deactivate job descriptions, and hire, un-hire and view student employees. Click on Employment to view available jobs.

Employers needing Gateway access to the employment database should contact the Controller.

# Reviewing the job description:

Review the existing job description for accuracy or create a new job description if one does not already exist. The position may not be filled until the description is entered into the website.

# Recruiting for work study students:

There is an implication that jobs will be available when a student is awarded Federal Work-Study (FWS) funds. In order to assure this is the case, the following procedures will apply:

1. If you have a Federal Work-Study Wage line-item in your budget, you are encouraged to create and promote opportunities for students to earn these funds.
2. Students with FWS will be sent an email from Student Payroll in mid-August that will direct them to the on-line positions.
3. Priority should be given to FWS students before positions are opened to the rest of the student body.

# Recruiting for international students:

Due to international students’ inability to work outside the Reed campus while studying in the United States, the following procedures will apply:

1. International students will be sent an email from Student Payroll in mid-August that will direct them to the on-line positions.
2. On-campus positions will be promoted at the international student orientation with Student Services in August.
3. International students are allowed to work on-campus only and are limited to working only 20 hours per week when classes are in session.

# Legal requirements:

Civil rights laws forbid the discriminatory use of information when making hiring decisions. Questions asked on applications or in interviews could lead an applicant to believe he or she was denied a job illegally. The burden is on the employer to show why the information requested was needed and how it was used in the hiring decision.

To lessen the likelihood that discrimination might occur in hiring, it is important to eliminate inappropriate inquiries that elicit information about someone's protected class status. There are three main types of inappropriate inquiries:

1. those asking for direct information about an individual's race, sex, age, etc;
2. those asking for information usually evaluated differently for men and women; and
3. those asking for information that could be used to screen out disproportionate numbers of a particular group protected by law.

Some *examples* of areas of inquiry that *may not* be asked at any time in the process:

marital status religion whether ever arrested

name of spouse or partner race own or rent home

whether pregnant national origin what kind of car owned

whether they have children citizenship name of bank

names or ages of children parent's birthplace type of military discharge

who will care for children age or birthdate nature of a disability

who resides in their home gender height or weight

Indicating to an applicant that the interview has not officially begun or is now officially over, and then asking questions in the above areas, such as during a luncheon, will also be suspect.

The Americans with Disabilities Act (refer to Section III, Employment Law) requires employers to consider persons with disabilities who are able to perform, with or without accommodation, the *essential functions* of a position.

Contact the Human Resources Office for further assistance regarding the ADA.

Charges of discrimination can be filed months and even years after a selection process is complete. It is important to collect and retain a factual and objective record of the process, particularly during the interviews.

# Conducting the interview:

## Beginning the interview

* be open and friendly but not overly chatty;
* show the applicant where to sit, if it is not immediately obvious;
* introduce yourself, using your name and title; introduce other panel members;
* explain the process that will be used:
* how long is the interview scheduled for;
* if reading the questions, explain that you will be reading them so that all applicants are asked the same questions;
* explain that you will be taking notes of their answers;
* explain the format, for instance, asking questions first, brief explanation of the job, applicant asks questions, tour of the building, etc;
* when will a decision be made;
* will all interviewees be notified.

## Facilitating the interview

* give the applicant your undivided attention;
* take notes of the applicant's responses;
* ask each applicant the same basic questions;
* avoid questions that elicit only a “yes” or “no” response;
* ask follow-up questions that encourage further conversation, such as "can you say more", "will you expand on that"; "I'd like to hear more about that"; "would you elaborate"; "can you give me more detail"; "could you give me an example";
* give non-verbal signals that you are listening, such as head nodding, eye contact, and leaning forward;
* avoid facial expressions, gestures, or words which are unduly sympathetic or disapproving;
* keep questions as short as possible, and avoid making speeches;
* avoid giving personal opinions;
* do not digress into sensitive, personal areas that are non-job related;
* maintain control of the interview, so that questions are answered without unnecessary digression;
* when asking role playing or situational types of questions, do not suggest the desired answer;
* allow silence.

## Closing the interview

* ask applicant if he/she has any additional questions;
* repeat what the next steps will be (when is decision made, etc);
* do not give the applicant false expectations;
* escort the applicant from the room.

# Interviewing questions:

*(Refer also to the Staff Policies and Procedures Manual for a more detailed list of interview questions.)*

There is no interview process that is 100% successful. However, there are ways to limit the risk of hiring a student that would not work well in your organization. The use of behavioral interviewing has been the most successful. This approach requires the candidate to give you a personal example, supporting their claim. For example, if a student says he/she is able to deal well with difficult people, the interviewer would ask the candidate to share a personal story of the most difficult person he/she dealt with and what techniques were used.

Listed below are some questions that cover different areas. Some of the questions are designed to determine facts and others require a behavior interviewing approach.

## Warm-up questions

* What made you apply for this position?
* Briefly, would you summarize your work history and education for me?

## Work history

* What special aspects of your work experience have prepared you for this job?
* Can you describe for me one or two of your most important accomplishments?
* How much supervision have you typically received in your previous job?

## Job performance

* What are your strong points for this job? Please tell me a time when you used those strengths and were successful.
* What would you say are work-related areas needing improvement?
* How did your supervisor on your most recent job evaluate your job performance? What were some of the good points and areas for improvement in that evaluation?
* When you have been told, or discovered for yourself, a problem in your job performance, what have you typically done? Can you give me an example?
* Do you prefer working alone or in groups and why?
* In a prior job, give me an example of someone you had difficulty working with. Explain why you had difficulty and what you did about it.
* What are some things you would like to avoid in a job? Why?
* What are some of the things on your job you feel you have done particularly well or in which you have achieved the greatest success? Why do you feel this way?
* What were some of the things about your last job that you found most difficult to do?
* What are some of the problems you encounter in doing your current or last job? Which one frustrates you the most? What do you usually do about it? Give examples.
* What are some things you particularly liked about your current or last job? Give examples.

## Self-assessment

* What kind of things do you feel most confident in doing?
* Can you describe for me a difficult obstacle you have had to overcome? How did you handle it? How do you feel this experience affected you?
* What things give you the greatest satisfaction at work?
* What things frustrate you the most at work? How do you usually cope with them?

## Creativity

* In your work experience, what have you done that you consider truly creative?
* Can you think of a problem you have encountered when the old solutions didn't work and you came up with new solutions?
* Of your creative accomplishments big or small, at work, what gave you the most satisfaction?
* What kind of problems have people recently called on you to solve? Tell me what you have devised.

## Decisiveness

* What was your most difficult work related decision in the last six months? What made it difficult?
* The last time you did not know what decision to make, what did you do?
* How do you go about making an important decision affecting your career?
* What was the last major work problem that you were confronted with? What action did you take?

## Stress tolerance

* What has been the highest pressure work situation you have been under in recent years? How did you cope with it?

# Reference checking:

Reference checking can be accomplished in ways that give the supervisor appropriate and accurate information about an applicant and protect the rights of the applicant. Information gathered through reference checks is confidential and should be communicated only to those who have a business need to know.

Some general guidelines that may be helpful when soliciting reference information:

* obtain written releases from candidates prior to checking references; contact Human Resources for a form or format;
* obtain an applicant's specific permission prior to contacting a current employer;
* collect the information in writing rather than over the telephone;
* request job-related information that can be verified, such as dates of employment, job titles and duties, length of service in each position, promotions, demotions, attendance, salary, reason for termination;
* do not ask for subjective information or information that could be considered discriminatory; if the information is offered, ignore it.

Below is a sample format to follow.

Name of candidate:

Position applying for:

Name of reference:

Position held by reference:

Length of time reference knew candidate:

Position candidate held in reference’s organization:

Brief summary of tasks:

Performance summary:

* Job knowledge
* Effectiveness in performing tasks
* Attendance
* Cooperation and team skills

Area(s) where candidate can improve:

Would you rehire? Yes No

# Making a job offer:

When the best qualified candidate is selected, the hiring supervisor should contact the candidate to offer the position. Inform the new employee of job title, salary, hours required per week, work schedule, supervisor, and reporting date/time/location.

After the candidate has accepted the job offer, notify the candidates interviewed or all applicants, if preferred, that the position has been filled.

Retain application information and interview notes for one year.

Federal requirements mandate that the employee complete the appropriate new hire paperwork within 72 hours of their start date or employment will be terminated.  Student employees are required to go, in person, to the student payroll office (Eliot 308) to complete or submit this paperwork within the required 72 hours.

# Immigration form (I-9):

This is the federal form that determines residency and eligibility for U.S. employment. The acceptable identification is listed on the back of the form.

The only *single* piece of identification that will be accepted is a passport.

# Social Security Card:

Students must have a U.S. Social Security number in order to be eligible for employment. The student payroll office can provide information on applying for a new number or obtaining a duplicate social security card. There are additional requirements for international students to obtain a social security number. Contact the student payroll office for information.

# Withholding Certificate (W-4)

The W-4 form provides the payroll office with tax information and the address on it is used for mailing year-end tax reports (W-2). All employees are required to complete the form within 3 days of employment in order to be paid.

## Logistics

 introductions to co-workers

 introductions to others

 tour of the work area

 show to work space

 location of bathrooms

 location of coffee/kitchen area

 location of supplies

## General office policies/procedures

 explain how office organized

 discuss office dress code

 office/job ground rules

 preferred methods of

communication

 explain the use of the phone

system

 explain the use of email

 explain the use of other equipment

 how to report unsafe conditions

 how to report accidents

## Description of the job

 give copy of job description

 discuss expectations of the work give employee training mater ial

 discuss overall work assignments assign a first day project

## Work schedules

 discuss work hours and breaks

 give copy of academic calendar

## Tardiness/absence

 give/get home telephone number

 absence/call-in procedures

 inclement weather procedures

## Time sheets

 when and how to complete

 where/to whom they are turned in

 employee/supervisor signatures

required

**Pay Periods/Days**

 explain paydays

 when will first check come

 where to receive/pick up check

## Confidentiality

 access to files and records

 maintaining confidentiality

## Performance reviews

 purpose and importance

 process and timing

# Process:

The performance review process is designed to reinforce that student employment positions are important to the success of Reed College and ensure each student employee has the opportunity to succeed in his/her position.

To that end, supervisors are strongly encouraged to conduct a performance review on an annual basis for each student employee. This cycle can be based on the employee's anniversary date, on the fiscal year, calendar year, or any basis that works most effectively. The supervisor must, however, indicate in advance to his/her supervisor and to the employee what the annual cycle will be.

The performance review and planning process begins at the start of the evaluation year by the supervisor and employee jointly establishing job responsibilities and/or objectives for the upcoming evaluation year. The supervisor and employee should also agree at what intervals during the year they will meet formally to discuss progress toward goals and level of performance.

It is critical that there be on-going discussion and review throughout the year in order for the process to be most effective.

# Forms:

Supervisors are encouraged to use the Chart Form which is one of the two forms used for regular employees of the college. Contact Human Resources for an electronic copy of the form. Supervisors, with assistance from Human Resources, may also develop a form that is most suitable for their needs.

# Basic Guidelines for the 'CHART FORM'

*(sample form is at the end of this section)*

**COLUMN 1 General definitions for *"Performance Attributes"*:**

*Job knowledge*:

depth and breadth of information concerning work duties, processes and college procedures which are required for competent performance.

*Learning capability*:

rapidity of learning processes, instructions, and explanations.

*Accuracy/quality of work*:

correctness and thoroughness of work results.

*Quantity of work*:

volume of work accomplished in a work day, compared to the volume required for

the whole job.

*Use of time/attendance*:

how time is spent on the job as well as absenteeism and tardiness.

*Analytical ability/decision making*:

ability to work with complex detail and theory and the quality of decisions and judgments.

*Initiative*:

tendency to contribute, develop and/or carry out new ideas or methods.

*Service orientation/cooperation*:

willingness to assist others, contribute to harmony, and meet the needs of people being served.

*Teamwork*:

 relationship with members of work unit and ability to work toward common goals.

*Communication skills*:

oral and written skills, effective listening, retention and analysis

*Managing change/innovation*:

ability to innovate and foster change while creating a positive climate for change.

*Planning/organization*:

planning, organizing information, prioritizing tasks, utilizing resources, meeting

 deadlines.

*Supervising others:*

coaching and delegating skills, setting clear expectations, regularly communicating

and appraising work, giving recognition, solving problems and taking corrective

action.

*Additional attributes and/or specific job responsibilities*:

Add any other attributes necessary to the performance of the job. Add any specific job responsibilities to be accomplished on an on-going basis that should be included in the review and planning process.

Two *examples* are:

"Ensure the filing backlog is no longer than two weeks"; "Ensure all bills are paid by the 10th of each month."

**COLUMN 2 *Rating*:**

*4=Exceeds standards*: significantly surpasses satisfactory performance on a consistent basis; consistently exceeds performance expectations.

*3=Meets standards*: achieves competent performance on a consistent basis; fully

 competent.

*2=Approaches standards*: not yet attaining satisfactory performance on a consistent

basis; either still learning the job or needing to improve and/or

develop.

*1= Below standards*: does not or cannot perform the tasks.

**COLUMN 3 *Review summary*:**

Include any narrative or examples that will demonstrate the overall level of performance.

**BACK PAGE *Objectives*:**

The objectives sections are designed to describe specific responsibilities or projects that are not on-going responsibilities of the job. These responsibilities or projects are to be performed in a given time period.

# Conducting the year-end discussion:

Schedule the review meeting in advance and have all materials prepared before the meeting. Meet in a quiet, private place with no interruptions. Keep the discussion simple, direct and relaxed. Listen, exchange information, reach a clear understanding, and follow up. Schedule the follow-up meetings before ending the discussion.

Don't let the review form or procedure become more important than the exchange between the supervisor and employee.

Evaluate the review and planning process: Is communication improved? Has personal and/or professional growth occurred as a result? Will work be more productive? Did the review and planning process foster a positive work environment? Was there a productive discussion of the work being reviewed? Were there any surprises in the formal review?

# Common mistakes to avoid in the performance review process:

* Emphasis is placed on the evaluation form, rather than the goals of the evaluation process.
* Evaluators fail to tell the truth because of a fear of confrontation.
* Adequate time is not allowed; the review is not prepared well in advance.
* Review comments are too general.
* Negatives are avoided.
* The supervisor is not familiar with the quality of the employee's work.
* Tendency to forget about past problems/accomplishments and to focus instead on recent events.
* The supervisor addresses performance issues for the first time in the performance review so that the employee is surprised.
* The halo effect: the supervisor tends to rate all aspects of performance based on the observance of one trait.
* The horn effect: supervisors tend to let one poor rating influence all other ratings, resulting in a lower overall evaluation than is really deserved.
* The central tendency effect: tendency to rate all areas in the middle of a rating scale from fear of rating too high or too low.
* Similarity effect: the supervisor tends to give high ratings to employees "most like me" and lower ratings to employees "not like me."

# Final steps:

The supervisor and employee sign the form and a copy must be provided to both the employee and the supervisor.

The department should keep a copy of the performance review on file for future reference.

**REED COLLEGE**

**PERFORMANCE REVIEW AND PLANNING**

**CHART FORM**

**Employee’s Name Review Period Anniversary Date**

**Job Title Department**

|  |  |  |
| --- | --- | --- |
| ***Performance Attributes***  | ***\*Rating:*** ***1 2 3 4*** | ***Review Summary*** |
| Job knowledge |  |  |
| Learning capability |  |  |
| Accuracy/quality of work |  |  |
| Quantity of work |  |  |
| Use of time/attendance |  |  |
| Analytical ability/ decision making |  |  |
| Initiative |  |  |
| Service orientation |  |  |
| Cooperation/teamwork |  |  |
| Communication skills |  |  |
| Managing change/innovation |  |  |
| Planning/organization |  |  |
| Supervising staff/students |  |  |
| Additional attributes and/orspecific job responsibilities: |  |  |

*\*Rating: 1=below standards 2=approaches standards 3=meets standards 4=exceeds standards*

**Evaluation of last year's objectives:**

Were objectives met:

How well was it done:

Other comments:

**Objectives for the following year, if applicable:**

What is to be accomplished:

How is it to be done:

By when is it to be done:

**Supervisor's additional comments:**

**Employee's comments:**

**Supervisor's signature Title**

**Date**

**Employee's signature**   **Date**

# National Student Employment Week/Day:

A week in April is National Student Employment Week. The National Student Employment Association encourages employers to create opportunities to recognize student employees, particularly during that period of time. For more information about NSEA week, refer to the NSEA website at www.nseastudemp.org/recognition.asp

# Ideas for Student Employee Recognition:

Recognition is one of the most effective ways to acknowledge exceptional contributions to the college. Recognition can take many forms (except for cash), such as the following:

* Instant thank you award
* Plaques/certificates
* Gift certificates
* Lunch with the supervisor or department head
* Notice on bulletin board

Asking employees what they would value if they were to be recognized for outstanding performance is also helpful.

Supervisors may be approached by an employee with a complaint or concern about any number of issues that go beyond the scope of the work performed. Some examples of complaints that may indicate unlawful behavior are observing unethical, inappropriate or illegal activity or behavior, being treated in a discriminatory manner by another community member, sexual or other kinds of harassment.

When a supervisor has been approached by an employee with a problem or complaint of a serious or unlawful nature, the institution has been "put on notice" that the problem exists, and it creates an obligation on the part of the institution to investigate and correct the problem. Supervisors must immediately notify the appropriate college representatives and notify the employee that the information cannot be kept confidential.

In the case of sexual harassment, refer to the Staff Policies and Procedures Manual, Section III, Employment Law, for the college's policies and procedures relating to a sexual harassment complaint.

Failure or refusal to cooperate in or interference with an internal investigation is grounds for discipline up to and including discharge.

Other complaints that are not unlawful may be forwarded to a supervisor as well. The supervisor should first attempt to resolve the issue. If it remains unresolved, the supervisor may refer the employee to Human Resources or another college representative, as is appropriate.

Employment related issues are not Honor Case issues.

# Purpose for corrective action:

Corrective action is taken for the purpose of assisting the employee in understanding what performance standards are not being met and what the employee needs to do to meet them. The goal is to ensure that the college has taken reasonable steps to correct the problem, so that the employee can be successful in his/her job.

Because Reed College is an at-will employer, a supervisor has the right to recommend that an employment relationship be discontinued, with or without cause or prior notice, just as an employee has the right to discontinue the relationship under the same terms. However, Reed College also has a practice of making reasoned decisions that are not arbitrary, capricious, unreasonable, discriminatory and/or an abuse of managerial discretion.

When performance problems arise, supervisors have flexibility in selecting the option or options most appropriate to that particular situation, and are not required to go through any specific number or particular order of steps. However, supervisors should be careful to apply policies and corrective action procedures consistently among all employees, treating similar situations the same from one employee to the next.

In addition, the college has an obligation to treat all employees fairly and consistently across the campus. Therefore, supervisors must discuss performance problems with Human Resources prior to taking any formal corrective action, that is, a written warning or more serious action, so that the corrective action can be evaluated in the larger context.

# Documenting performance problems:

When a supervisor realizes that a performance problem exists and there is a potential for corrective action, the supervisor should begin a log of critical incidents. The log should be a factual and objective summary of the problems as they occur and the discussions held with the employee about the problem including specific details such as dates and times. These discussions should occur as problems develop, so that the supervisor and employee have an understanding of the issues and can work together to resolve them. Collecting or saving them until performance review time will do little to resolve the issue.

# Key factors in assessing a performance problem:

1. What are the facts surrounding the problem?
2. What kind of assessment/investigation was done to determine the facts?
3. What was the employee's response or reasons given during the assessment/investigation?
4. Is this an ongoing problem or an isolated incident?
5. How serious is the problem?
6. Are there mitigating factors in this case?
7. In the case of an isolated incident, how much time has elapsed since the incident?
8. Is this a problem that could be corrected if the employee were given additional training or information?
9. Is this problem within the employee's ability to correct, or is it a problem over which he/she has no control?
10. What is the employee's work history relating to past performance problems and other corrective actions taken?
11. What is the risk in not confronting the employee and letting the problem continue? What is the impact on other employees? What is the impact on the department and attaining departmental goals?
12. Is there any possibility this employee would be singled out if corrective action were taken, or has the college applied the policy/standard consistently?
13. Is the problem related to a disability or protected status? (If so, contact Human Resources)

# Investigating an incident:

Always investigate an incident that may lead to corrective action prior to making a decision. Ask the employee what occurred and why it occurred. Interview witnesses and anyone else who might have pertinent information about the incident, if necessary to make an informed decision.

Contact Human Resources for assistance during the investigatory process or to conduct the investigation on behalf of the supervisor, if needed.

# Deciding to take corrective action:

1. What are the specific performance problems that will need to be discussed with the employee?
2. What specific examples can be used to illustrate the problem?
3. What suggestions can be given to the employee to correct the problem?
4. What are the possible reactions from the employee during this discussion, and what is the appropriate response?
5. Is there a logical timeframe within which this problem must be corrected?
6. Does the corrective action fit the violation or problem?

# Deciding what kind of corrective action is necessary:

Supervisors should set reasonable performance expectations, inform the employee of the expectations, discuss problems as they arise, suggest ways to correct the problem, and follow up to ensure the problem is corrected. When an employee is unable or unwilling to correct the problem, the supervisor needs to consider the appropriate next steps to take.

If an employee is *unable* to perform, the options a supervisor might want to consider could include additional on-the-job training or assigning a mentor or job expert to assist the employee, or transfer to another position. If those options do not correct the problem, or are not feasible, the employee and supervisor may need to begin discussions leading to a mutually agreed upon termination of employment.

If an employee continues to be *unable* to perform or is *unwilling* to perform, the supervisor may also consider the following (this list is not all-inclusive nor are these mandatory steps).

## Oral warning

The employee is told in clear terms that an oral warning is being given, why it is being given, what performance standards must be met, and what the employee needs to do to meet them. At the conclusion of the conversation, the employee should know what is expected and how and when it is to be accomplished. The supervisor must immediately document the conversation.

## Written warning

The employee is told in writing and orally that a written warning is being given. Written warnings become part of the employee's personnel file. The written warning should include a signature line to indicate that the employee has a copy of the written warning and has discussed the warning with the supervisor. During the discussion, the supervisor needs to ensure that the employee understands the action taken and what he/she needs to do to improve. See the end of this section for a sample written warning.

## Final written warning

The employee is told in writing and orally that this is the final warning he/she will receive if the performance problem continues. The employee is put on notice that he/she will be discharged as the next step in the corrective action process.

## Discharge

In most cases, an employee would receive one or more warnings or corrective actions prior to discharge. However, for some serious infractions, the supervisor will need to consider immediate discharge with no prior warnings. Generally, an employee is released immediately upon being notified in writing of the discharge, and the employee's final pay must be included with the letter. If discharge is being considered, consult first with Human Resources before taking any action.

# The discussion:

There are three purposes for the corrective action discussion:

* to ensure the employee understands what has led to the decision to take corrective action;
* to ensure the employee understands what action is being taken and its impact, for example, a written record in the personnel file, no pay for several days;
* to ensure the employee understands what he/she needs to do better, differently, less of in order to be successful in the job.

It is not necessary for the employee to *agree* but it is important for the employee to understand. At the same time, it is important for the supervisor to listen for any new information that might have an impact on the decision made. If that is the case, the supervisor should suspend the discussion, consider the new information, and meet again with the employee within a short time, usually within 24 hours, to either continue the corrective action discussion or to modify it in some way.

# Follow up:

Employees have the right to feedback from the supervisor when a problem has been corrected or performance has been improved. In all cases, there should be a discussion between the supervisor and employee as progress is made, and in some cases, the supervisor may want to follow up in writing.

If, however, there is not sufficient improvement, supervisors have an obligation to continue the process of corrective action.

# Sample written warning letter

Paragraph #1: What has transpired to this date; be specific and include dates...

 Example: We have had several conversations regarding your tardiness...

Paragraph #2: What transpired to cause this action...

 Example: Yesterday you were 15 minutes tardy....

Paragraph #3: What this is...

 Example: Therefore, this is a written warning that will go in your personnel file...

Paragraph #4: What your expectations are including immediate and sustained improvement...

 Example: Effective immediately, you must be at your work station....

Paragraph #5: What will happen next...

 Example: Failure to meet these standards on an on-going basis may result in further

 discipline or in discharge.

# Verification:

These requests often come from banks, credit unions, mortgage companies, etc. to verify information on a loan request. Written or oral requests for verification of employment should be forwarded to the Student Payroll for completion.

# References:

Employees, current and former, will occasionally ask for a written employment reference or recommendation from a supervisor. Supervisors may wish to write such an employment reference; however, the letter should include only information that can be documented and supported. If appropriate, return the original letter to the employee requesting it, who can then use the letter at his/her own discretion.

Maintain a copy for inclusion in the employee's personnel file.

Supervisors who give information that is subjective, not completely factual, or is given to someone who does not have a business need to know, whether on the phone or in writing, may be subject to a lawsuit and named personally in the suit. In other words, the supervisor is held personally responsible, and personal assets are at risk. Telephone references are particularly risky and should be avoided since it is difficult to prove exactly what was said.

# Exit Interview:

An exit interview with terminating employees is an excellent method for discovering work related issues that can be improved upon. Contact Human Resources for information regarding the exit interview process and sample forms.

# Final performance review:

Supervisors may choose to conduct a final performance review with terminating employees for the supervisor’s records and for the employee to use in future job searches.

# Paperwork:

Submit the final completed time sheet to the student payroll office immediately upon termination of employment. Discharged employees must receive their final pay at the time of discharge. Employees who resign with no advanced notice must receive their final paycheck within 5 days of resignation or the next payday, whichever occurs first. Employees who give advanced notice of their intent to resign should receive their final paycheck on their last day of work.

# Records maintenance:

Maintain a student employee personnel file in the department for 3 years from the date of termination.