

# RC Student Employment for Students

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**2024-2025**

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## Overview

Thank you for your commitment to Roanoke College as a student employee! Our student employees provide vital service to daily operations, and we appreciate your willingness and dedication to grow and learn professionally outside the classroom setting.

The purpose of this handbook is to provide student employees with information regarding student employment opportunities, programs, and standard procedures. It is our goal to serve as a resource for you. For support and guidance with student employment, please contact PLACE and/or Human Resources.

### **Thinking about working on campus?**

Thinking about becoming a student employee? There are a few important aspects you should take into account before making your decision. Roanoke College offers opportunities for student employment across various departments and offices, based on their support requirements and the budget allocated for student payroll. It's worth noting that the specifics of each role, including job descriptions, are determined by the respective department, following the guidelines set by Roanoke College. Once you're on board, the department you join will be responsible for providing compensation, training, guidance, supervision, and performance evaluations. This journey isn't just about a job – it's a chance to grow personally and professionally while contributing to the campus community.

Both Federal Work-Study programs (FWS) and non-work-study programs (NWS) are available. FWS is a federally funded, need-based student employment program intended to assist students who need extra earnings from employment to help offset the costs associated with college. The NWS program is similarly designed, but students do not need to demonstrate a financial need. In both cases, student wages are paid directly to the student. Opportunities are offered across campus, and students may hold both types of positions simultaneously. Students should have resumes on file with Handshake, the College's job board, to apply for on-campus job opportunities. You may [access Handshake](#) to apply to opportunities and schedule an appointment with PLACE to update your resume.

Good communication between student employees and their supervisors is key to learning the competencies needed for workplace success. Student employees should be familiar with the policies and procedures that govern employment to ensure a positive work experience. This handbook has been created to assist in that understanding and the handbook contents do not constitute an express or implied contract of employment and all employment at the College is “at will” and may be ended at any time for any reason.

### *On-Campus Employment Eligibility*

In order to work on campus, students must be enrolled in good academic standing and have completed all new hire paperwork. Incoming freshmen may begin on-campus employment after they attend Summer Orientation and have completed their class enrollment for the fall.

Graduates may continue to work as a student employee on campus for one summer following graduation. Employment must end in August before the start of the fall semester.

# Student Policies and Procedures

## Finding and Applying for Work

Students are responsible for securing on-campus employment. Available campus jobs (both FWS and NWS) are posted on Handshake, an online portal offered through PLACE. Students apply for open positions through this portal and must post resumes there for consideration. The number of students hired depends on the department's needs and its student payroll budget. The hiring process is as follows:

- Look for employment opportunities on [Handshake](#). Check regularly as new opportunities are posted frequently.
- New students will get access to Handshake in early June before their first semester. Until then, students do not have access.
- All student jobs on campus must be posted on Handshake for a minimum of five days before a hire can be made by the campus employer.
- Students SHOULD have a resume posted on Handshake before they can apply for any campus jobs. PLACE can help with resumes. Schedule an appointment through [Handshake](#), email [place@roanoke.edu](mailto:place@roanoke.edu), or call 540-375-2303.
- A student's continued employment within a department depends on several factors. The student must continue to be eligible for FWS (if in a FWS position), have a satisfactory job evaluation, and both the employee and supervisor must desire to continue employment.

## How to Become an Employee After a Job Offer

Once employment is secured, the supervisor will submit a Student Job Placement Form (SJPF) to PLACE for the first of a 2-step approval process. Students must also complete new hire paperwork, which will be distributed by the hiring department and returned to the Office of Human Resources. Students cannot begin work until all forms have been completed and verified by Human Resources. If a student is actively employed on campus in a different department, they do not need to complete paperwork again. Other guidelines are as follows:

- Once employed, the Office of Human Resources cannot discuss student employment records with others (i.e. parent/guardian) unless the student has signed a waiver.
- When completing new hire forms, students should use their home address (not their Roanoke College address).
- The student should bring original, non-expired identification for the Department of Homeland Security's I-9 Form, which demonstrates eligibility to work in the United States. See page 15 for options. International students may have different requirements, which most commonly require a foreign passport, Visa, and I-94 form are required, along with a social security number.
- To complete Federal and State tax withholding elections the student may need to seek advice from a parent or guardian. Human Resources is not authorized by the IRS to provide guidance or advice. Students claiming "exempt" from taxes will need to fill out forms annually.

# Student Employment Policies and Procedures

## **International Students and On-Campus Employment**

International Students on F1 or J1 visas will need to obtain a Social Security Number after getting a job offer and prior to beginning a campus job. The Office of International Education will assist the students with obtaining the proper paperwork needed. Once the request has been filed with the social security office, allow 2-3 weeks to receive the Social Security Card. Upon receipt of the Social Security Card, students should bring it by the Office of Human Resources in College Hall. It is after doing so that they may begin their on-campus job.

US Immigration and Customs Enforcement (ICE) restricts Non-Immigrant Visa Holder (NIVH) students, on F1 or J1 visas, from working more than 20 hours per week during the academic year. Students may work full-time, up to 40 hours, during academic breaks. If a student holds multiple positions, all hours worked cannot exceed the 20/40 hour requirement. Eligibility to work is contingent upon being a full-time student, maintaining a valid I-20 or DS-2019, not working illegally (i.e. not exceeding the 20/40 hour per week rule or working off-campus without authorization) or breaking any of the ICE rules and regulations by which international student workers must abide. If international student workers violate these terms, they violate their visa status and risk deportation. Any international student found to be working in excess of the 20/40 hours per week will be dismissed from employment, even on the first offense.

## **Work Hours per Week**

Student workers, whether eligible for work study or not, may not exceed working more than 20 hours total per week in all campus positions held during that pay week. It is up to the student and supervisor(s) to ensure that the hours worked remain under this threshold. During breaks and over the summer, students may work up to 40 hours per week. However, in no case may a student work more than 999 hours in the benefit year November 1 to October 31, since student employees are not eligible for college benefits.

## **Timekeeping and Paycheck Information**

Colleague's Employee Self-Service (ESS) is part of the Human Resources/Payroll system that allows the student to view their personal and payroll data and easily make changes. It is a convenient, secure, resource to access online through [InsideRoanoke](#) using the same userID and password as other campus programs. Using ESS, employees can enter time, view time history, view earnings statements (pay stubs), make changes to direct deposit information and view the W-2.

Student employees will not have access to ESS until all new hire paperwork is complete through the Office of Human Resources. Work instructions for recording time and performing other tasks in ESS can be found under the "Tutorials" section on the [Payroll homepage](#).

It is a violation to falsify time records in any way. Not submitting accurate payroll records each pay period by the payroll deadlines may result in corrective action, up to and including dismissal from the position. International students who work more than the hours allowed by their work authorization will also be dismissed from their position.

## **When is payroll processed, and how will students be paid?**

The pay week is Sunday through Saturday and a payroll period consists of two pay weeks. Payroll is processed every other Monday for the two-week period prior. Students must have all time recorded and submitted to the supervisor within ESS for approval by 10 a.m. each Monday. Payments will be made via direct deposit on the Monday following the pay period. The [payroll calendar](#) is available on the Payroll homepage for pay periods and pay dates. Earnings Statements (pay stubs) are available to print or download from ESS.

# Student Employment Policies and Procedures

Some departments (i.e. Dining Services, Grounds, Plant, and Housekeeping) use a physical time clock to record hours. If a student employee is asked to record time using a time clock, they will not need to enter hours in ESS.

A few departments on campus use a scheduling program called Time Trax. This system is not connected to ESS and payroll. While the department may have students record time in both systems, only the hours recorded and approved in ESS will generate a paycheck.

## **What happens if work hours are not submitted or are submitted late?**

Supervisors can make edits to timecards any time before 4:30 p.m. on a payroll processing Monday. Contact the supervisor and ask if they will make the edits. If it is past 4:30 p.m., complete a paper timesheet, which includes obtaining the supervisor's approval, and bring the completed timesheet to the Payroll office on the second floor of College Hall between the hours of 8 a.m. – 4:30 p.m., Monday – Friday. Paper timesheets will be delayed by one pay period due to the manual process involved for processing. Students with a pattern of forgetting to submit time electronically by processing deadlines risk losing their position.

## **What about W-2 forms?**

W-2's will be printed and mailed home in late January of each year for the previous calendar year. A history of W-2's is stored in ESS for view or print.

## **How to change direct deposit information?**

Log into ESS and follow the online instructions. (Instructions may be found in the "Tutorials" section under "Employee Self Service Training Manual" on the [Payroll homepage](#).) Current account number information must be entered as a security measure in order to make a change.

## **Work Hours were entered electronically but a paycheck was not received?**

Contact the supervisor and make sure hours were approved. If so, speak with a representative in the Payroll Department located in College Hall for assistance or call the department at 375-2014.

## **How to update personal or tax information?**

Please contact the Office of Human Resources to update tax withholdings. Contact the Registrar to update name, address, or other demographic information.

## **Customer Service**

Student employees will be in contact with faculty, staff, students, parents, and/or visitors whose impression of the College will be shaped by the actions of that employee. Help make that impression a positive one by treating the customer with respect and keeping your work area tidy. Make introductions, and always keep a cheerful and courteous demeanor to all customers. When it is unknown how to help someone, take action to find someone who can.

# Student Employment

## Federal Work Study

### Work-Study Awards

FWS program funds are approved as part of the student's FAFSA Application. The Financial Aid Office is responsible for awarding FWS Program funds to students who qualify for work-study employment as part of their need based financial aid awards. Not every need based student will be awarded work-study as part of their aid package. Students are not guaranteed a job when FWS is awarded. Students must secure employment on their own.

### Off-Campus Community Service

Federal regulations for FWS require that a certain percentage of our FWS funds must be spent employing students in jobs that provide community service. Currently the required spending is 7% of the total FWS allocation. The regulations also define the types of jobs that qualify as community service for the purpose of meeting this regulation. Roanoke College has several programs that allow FWS students to work in a community service setting. Presently such programs include the America Reads program as well as community service student coordinators.

### How much can students earn during the academic year?

The amount students are awarded depends on the financial aid package from the College, up to \$1,500. Students should review their award in the Financial Aid Planner or check with Financial Aid in Roselawn Hall. Colleague also contains FWS award information that can be accessed by authorized users.

### How much can students earn during the summer?

Financial aid is not awarded nor available during the summer. See "On-Campus Work Periods" for summer work period definition.

### What happens if students have earned (been paid) their award?

Once FWS funds are depleted, financial arrangements must be made with supervisors for continued employment. Students can ask Financial Aid if their work-study award can be increased. If the award cannot be increased, the department where students work may choose to allow students to continue in the same position but as a non-work study student and pay wages from their department budget.

### Do FWS awards carry forward to the next year?

Any funds not earned at the end of the academic year will be forfeited and do not carry over to the next year. Unearned work-study will not be made up by other sources of financial aid.

### Are FWS earnings applied to tuition and/or room and board?

No. Wages are paid directly to the student, and it is the student's responsibility to determine how to spend these funds.

### On-Campus Work Periods

- Academic year employment begins with the pay period that contains the first day of fall classes and ends with the pay period that contains Commencement. Students are not required to pay FICA taxes during this period. Work-study and non-work study jobs are permitted during this time. Summer employment begins the day after Commencement and ends the day before the first day of classes. **Only NWS positions are eligible for summer work.**
- Seniors who graduated in May are eligible to continue working on campus for the remainder of the summer as a student employee, to conclude the Friday before the start of the fall academic term.
- Students working over the summer will have all required taxes withheld, including FICA.
- Freshman and new transfer students may begin work after their class registration for fall is completed. Students working prior to the first day of fall classes are paid out of department funds. Students cannot begin earning money from allotted FWS until the first day of fall classes.
- Returning students may begin employment before the start of fall classes at the request of their supervisor. However, time worked will not count towards a student's academic year FWS award, and departments must have sufficient budget to cover those additional wages.

## Skill Development

One goal of campus employment is to ensure that, upon graduation, new alumni are equipped with the career readiness needed to enter the workplace educated and prepared for success. Career readiness is the foundation upon which a successful career is launched. Roanoke College is committed to helping students realize their professional readiness.

Roanoke College Employment strives to instill the following competencies as defined by the National Association of Colleges and Employers:

### NACE Career Competencies

#### Career & Self-Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships.

#### Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

#### Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

#### Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures.

#### Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.

#### Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

#### Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

#### Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.





Are you ready for your career? NACE (National Association of Colleges and Employers) has identified eight competencies that employers look for in college students and new grads. Take the assessment below to identify areas of strength and opportunities for growth.

## Career & Self-Development

***Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's college or organization.***

**Examples:**

- I identify areas for continual growth while pursuing and applying feedback.
- I develop plans and goals for my future career.
- I assume duties or positions that will help me progress professionally.

Career & Self-Development (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Communication

***Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of the college or organization.***

**Examples:**

- I understand the importance of and demonstrate verbal, written, and non-verbal/body language.
- I frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- I ask appropriate questions for specific information from supervisors, specialists, and teachers.

Communication (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Critical Thinking

***Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.***

**Examples:**

- I gather and analyze information from a diverse set of sources and individuals to fully understand a problem.
- I proactively anticipate needs and prioritize action steps.
- I accurately summarize and interpret data with an awareness of personal biases that may impact outcomes.

Critical Thinking (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Equity & Inclusion

***Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.***

**Examples:**

- I solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- I seek global cross-cultural interactions and experiences that enhance my understanding of people from different demographic groups and that lead to personal growth.
- I demonstrate flexibility by adapting to diverse environments.

Equity & Inclusion (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Leadership

**Recognize and capitalize on personal and team strengths to achieve organizational goals.**

**Examples:**

- I inspire, persuade, and motivate myself and others under a shared vision.
- I serve as a role model to others by approaching tasks with confidence and a positive attitude.
- I plan, initiate, manage, complete, and evaluate projects.

Leadership (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Professionalism

**Know work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.**

**Examples:**

- I act equitably with integrity and accountability to myself, others, and my organization.
- I demonstrate dependability (e.g., report consistently for work or meetings).
- I have an attention to detail, resulting in few, if any, errors in my work.

Professionalism (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Teamwork

**Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.**

**Examples:**

- I effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- I am accountable for individual and team responsibilities and deliverables.
- I build strong, positive working relationships with supervisors and team members.

Teamwork (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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## Technology

**Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.**

**Examples:**

- I use technology to improve efficiency and productivity of my work.
- I quickly adapt to new or unfamiliar technologies.
- I manipulate information, construct ideas, and use technology to achieve strategic goals.

Technology (circle one):	1 point: Beginning	2 points: Developing	3 points: Competent	4 points: Advanced
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\*Competency definitions and select examples adapted from <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

**Total score out of 32:**

**My highest scoring competencies:**

**My lowest scoring competencies:**



Identify your lowest-scoring areas and create a specific action step you will take this semester to develop the competency.

<p><b>Career &amp; Self-Development</b></p>	<ul style="list-style-type: none"> <li>• Attend a career fair and have a conversation with 5-10 employers</li> <li>• Request a resume appointment with PLACE through Handshake</li> <li>• Schedule an informational interview with an alum working in your field of interest or ask a question through “Meet a Maroon”</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• Develop an elevator pitch to use at a career fair, networking event, or interview</li> <li>• Complete a mock interview assignment in Big Interview</li> <li>• Contribute a written piece to a campus publication</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• Contribute to a research project for school or work</li> <li>• Organize and host a film screening party and discussion with classmates</li> <li>• Take a class in ethics, philosophy, or data analysis</li> </ul>
<p><b>Equity &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Seek out the opinion of someone with a different background on a current issue</li> <li>• Participate in a May Term that focuses on the lived experience of those in another culture or demographic</li> <li>• Organize a group of peers to attend a local event that celebrates diversity and culture</li> </ul>
<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Run for student government</li> <li>• Schedule a one-on-one meeting with a supervisor or department leader to learn about their career path, current role, and advice for young professionals</li> <li>• Apply for an on-campus job that will allow you to mentor other students</li> </ul>
<p><b>Professionalism</b></p>	<ul style="list-style-type: none"> <li>• Get a professional headshot from a friend or when you attend a career fair</li> <li>• Become a member of a professional association relevant to your major or career interests</li> <li>• Coordinate a day to shadow a professional in your desired field</li> </ul>
<p><b>Teamwork</b></p>	<ul style="list-style-type: none"> <li>• Participate in a campus club, intramural sport, or team-based volunteer opportunity</li> <li>• Form a study group to collaborate with classmates</li> <li>• Listen to a podcast episode on each CliftonStrength to learn more about yours and others’ strengths</li> </ul>
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• Complete a project in the Forage</li> <li>• Obtain a certification in a relevant technology area such as Excel, Canva, or Python</li> <li>• Attend a PLACE workshop on AI for career development</li> </ul>

\*Select action items adapted from Montana State University: <https://www.montana.edu/aycss/montanas-own/NACE%20exercise%20for%20online.pdf>

<p><b>Competencies to focus on:</b></p>	<p><b>Semester action steps:</b></p>
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# Professionalism

Accepting a job is a commitment. PLACE offers a variety of workshops each year to help students better understand how to manage themselves and others on the job. Learn more and register on [Handshake](#).

Student employees are expected to:

- Follow the hiring procedures of the College, which includes completing all employment paperwork before beginning work.
- Establish a work schedule that does not interfere with the class schedule. Do not work during a scheduled class, lab, workshop or recitation.
- Notify the supervisor in advance of any schedule changes that affect work availability.
- Report to work promptly according to the assigned work schedule.
- Ask questions, show an interest in work, and make every effort to do the best job possible.
- Act in a professional manner with regard to the confidentiality of all information. Use discretion when exposed to information about students, upcoming events, and professional staff and faculty members. If unsure if the information received through employment is confidential, please ask.
- Treat everyone with respect. Refrain from conducting personal business on the job. Do not invite friends to work. Do not text while on the job.
- Accurately report work hours and submit the electronic timecard by 10 a.m. each Monday. Electronic timecards are completed through [Employee Self-Service \(ESS\)](#).
- While different departments will have different dress codes, all employees should be neat, well groomed, and dress in a manner that reflects good taste and is appropriate for the job.
- Monitor earnings in relation to work-study award levels.
- Monitor weekly hours to ensure no more than 20 hours per week are worked in all on campus jobs or 999 hours per year.
- Discuss any problems or concerns with the supervisor.
- Notify supervisor and Human Resources in writing if unable to continue the job for any reason (submit a resignation letter).

## Examples of Professional Emails

*Project Progress* - Email Subject: Project Update and Next Steps

Dear (Supervisor's Name),

I wanted to provide an update on the progress of (Project Name). I have completed the first phase and attached for your review. I am ready to move forward under your direction with the next steps. Please let me know of any edits or timeline changes.

Thank you,  
Your Name

*Calling out of work* - Email Subject: Out sick

Dear (Supervisor's Name),

I am writing to let you know that I will not be able work my scheduled hours at (student employment job location) on (DATE). I am sick and need to stay in. I hope to return on (next shift) and will email you in advance if I am still sick.

Thank you for understanding.  
Your Name

*Relaying messages* - Email Subject: Missed Call/Message from (Name)

Dear (Supervisor's Name),

(Person who called) called while you were in a meeting. Their number is (number here). I let them know that you would return their call when you were available.

Thank you,  
Your Name

*Asking for task clarification*: Email Subject: Clarification on (Project Name)

Dear (Supervisor's Name),

I know we spoke about completing (name project), and I have some questions. Can we discuss in order to make sure I am on the right track?

Thank you.  
Your Name

# Student Employment

## FAQ

### **How is pay determined?**

The starting pay for students is \$12.00 per hour. Some positions requiring a higher level of responsibility and skill may be paid a higher wage. Students are eligible for pay increases, but they are not guaranteed.

### **May students change positions during the academic year?**

In short, yes. It is the expectation that once a position is accepted, students will stay in the position for the entire academic year or length of the assignment. The hiring department is counting on the student employee to perform necessary work for them. If not satisfied, please attempt to resolve any problems with the supervisor. If, however the differences cannot be resolved, a resignation with a two-week notice is expected. The supervisor, at their discretion, may accept a resignation immediately with no further work required.

### **May a student employee have more than one student employment position?**

Yes. Students may not work more than 20 hours per week during the academic year in all positions held. (International students cannot work more than 20 hours per week during the academic year due to federal law.) Some positions across campus (such as RA's) are restricted in the number of positions they may hold simultaneously.

**Can students have work in both work-study and non-work study positions at the same time?** Yes.

### **May students work during breaks in the academic year?**

Students may work during fall, winter, and spring break provided the supervisor authorizes them to work. Earnings during this period will count toward the student's FWS award. Students are not authorized to work more than 40 hours per week. (Remember: Students must work fewer than 999 hours all year.) It is the responsibility of the student to secure permission for campus housing during residence hall closures. Residence Life and Housing approvals are not automatic and students should submit requests well in advance of a break.

### **Is there work over the summer?**

There are a limited number of summer positions available. No FWS positions are available. As long as the student is enrolled full time for the fall semester, they can work during the summer. Summer employment does not guarantee continued employment during the academic year.

### **Will students be evaluated?**

Supervisors will discuss evaluation criteria, but all evaluations should use the NACE Competencies as outlined in this handbook. PLACE has developed a student evaluation form on page 13. There is an expected annual evaluation of every student employee.

### **Do student employees receive benefits?**

Student employees do not accrue sick, personal or vacation leave, do not receive holiday pay, inclement weather pay, and are only compensated for the hours worked. Student employees are covered under Virginia Worker's Compensation for job related injuries. Students working during the summer earn the required employer's FICA tax paid directly to the federal government.

### **Can a student work in the same department as a family member?**

Students may work in the same department, but it is not permissible to be supervised by a family member. It is preferable that dependents of faculty/staff be assigned to departments outside of which their parent(s) or spouse is employed.

# Student Employment

## FAQ

### **What if the college is closed or on an alternate schedule due to inclement weather?**

If the college is closed or not open when students are scheduled to work, students do not need to report to work unless asked by the supervisor. Some positions are safety sensitive or critical to the operations of the college (like RAs, Dining Services, and Grounds) and need to continue even if the college is closed. Students should clarify what their supervisor's expectations are at the start of an assignment.

### **What if a student is hurt on the job?**

Roanoke College provides Worker's Compensation Insurance to cover injuries that might occur during work hours. If injured, follow these guidelines:

- Any injury that occurs must be reported to supervisor immediately.
- Seek medical attention if necessary.
- If driving a college vehicle when the accident occurs, notify Campus Safety immediately.
- Complete accident report forms as soon as possible, obtained from the Office of Human Resources.
- For continued care following an accident, student employee will be asked to pick a physician from a Panel of Physicians to ensure quality and timely care.

### **Under what circumstances can a student be terminated?**

All employment in Virginia is "at will". A student can resign from a position at any time, and the college may end employment at any time. Typically, positions are ended due to a lack of funding, change in the scope of work, or performance issues.

### **How to Handle Uncomfortable Situations**

A student employee may encounter situations where staff, faculty or a customer may ask them to do something they are uncomfortable with or know is not standard operating procedure. While we like to try to please every customer of the College, there are times where the customer is not aware of our procedures. Please do not hesitate to say no if the request is immoral, illegal or unethical. This could be in relation to one's safety, the rules and regulations of equipment, or outside of the job description. When encountering an uncomfortable situation, politely explain to the customer that the student will need to check in with their manager before moving forward, and excuse themselves from the area. Contact the supervisor immediately. If not available, contact any staff or faculty member for assistance.

This Handbook is a summary of the principles of the College, the benefits to which students are entitled and the obligations assumed as a student employee. These provisions are in no way to be interpreted as a contract between the College and any of its employees. If there are questions concerning the policies or benefits outlined in this Handbook, please contact the department supervisor.

Changes in business and academic conditions will undoubtedly require changes in the Handbook, which may be made with or without notice. Be sure to keep any notification of policy changes received. Further, departments may develop internal policies supplementing or modifying these policies as necessary for effective operation in their respective area. Student employees are expected to comply with department policies.

## Student Employment On-Campus Partners

PLACE and the office of Human Resources work collaboratively for student employees. Both offices are open Monday – Friday, 8 a.m. – 4:30 p.m. No appointment is necessary. PLACE, located in the Fowler House, maintains the student job posting board, Handshake, and assists students with resume development, interviewing, performance evaluations and education on professional expectations and proper employment procedures. Human Resources, located in College Hall, assists students who have already obtained employment. They handle the transactional part of becoming a student employee, including processing new hire paperwork and setting employees up on payroll. The goals of this partnership include:

- Providing a centralized source of employment information, assistance and community service opportunities.
- Assisting in the promotion of good quality work practices through training, workshops, etc.
- Reaffirming the College’s Equal Opportunity commitment to provide equal employment opportunities to all of the Roanoke College students.
- Managing the student performance appraisal process.
- Administering student employment policies and procedures.
- Maintaining student employee records and employment verifications.
- Assisting Payroll by gathering accurate payroll information and personnel data.
- Providing financial assistance through employment to eligible students in order to help meet their educational costs.

### Contact Information

#### **PLACE: Purpose, Life And Career Exploration**

Meghan Jester

Director of Career Exploration

540-444-4537

[jester@roanoke.edu](mailto:jester@roanoke.edu)

#### **The Office of Human Resources**

540-375-2455

[hr@roanoke.edu](mailto:hr@roanoke.edu)

# Student Evaluations

While formal annual performance reviews are not required for students, they are encouraged for professional development.

PLACE staff recommend applying NACE Competencies to performance discussions as these competencies prove to be those skills in which employers seek.

Find the recommended template assessing NACE competencies [here.](#)

**ROANOKE COLLEGE**  
RC Student Employee Performance Evaluation

Student Employee's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Student's Job Title: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_  
Supervisor's Name: \_\_\_\_\_

Please circle the appropriate rating under each competency. If a competency cannot be rated, enter "N/A."

	Beginning	Developing	Competent	Advanced
<b>Critical Thinking</b> Problem solving	Does not propose a solution, or proposed solution does not address the problem.	Proposed solution only addresses one aspect of the problem. Goes easy for implementation of the solution.	Proposed solution matches situation or problem.	Identifies multiple solutions to address the problem. Able to identify problem roots. Gains enthusiasm from others for the solution.
<b>Critical Thinking</b> Decision making	Relys heavily on others to make decisions for them.	Personal decisions are identified. Needs support in making decisions. Starts to identify multiple perspectives.	Identifies and incorporates multiple perspectives to make a decision.	Identifies intended and unintended consequences of a decision. Provides rationale for a decision. Recognizes personal biases in decision making.
<b>Professionalism</b> Accountability and effective work habits	Does not consider the consequences of their actions, places blame on others or the environment, is unwilling or unable to determine an alternative course of action. Does not meet expectations regarding deadlines, punctuality, timeliness, participation in meetings.	With prompting, recognition, and acknowledgment from behavior. With support is able to determine an alternative course of action. Needs reminders and support to meet expectations regarding deadlines, punctuality, timeliness completion, participation in meetings.	Demonstrates personal responsibility of actions, can articulate how their actions impact others, can identify what would have been a better course of action. Demonstrates motivation to meet expectations regarding deadlines, punctuality, timeliness completion, participation in meetings.	Identifies consequences of actions, takes ownership for the consequences of decisions, and recognizes the impact on others. Challenges inappropriate behavior of others. Consistently meets expectations regarding deadlines, punctuality, timeliness completion, participation in meetings.
<b>Teamwork</b> Group dynamics and group conflict	Unaware of group dynamics, avoids or addresses conflict independently.	Is aware of group dynamics, needs support to positively influence the dynamics. Is learning personal conflict resolution skills, and needs support to address conflict productively.	Successfully navigates and influences group dynamics. Productively engages in conflict resolution and engages the rest of the team to do so as well.	Successfully navigates and influences group dynamics while helping others use diverse multiple perspectives, learn group dynamics, and productively engage in conflict.
<b>Technology</b> Application of appropriate technology	Does not express interest in learning technology to improve work processes. Does not represent self and department well through social media.	Needs support and encouragement to learn and use technology to perform tasks. Shows progress in appropriate use of social media.	Productively uses technology to complete tasks. Able to appropriately represent self and workplace through social media.	Competently utilizes technology to perform tasks effectively and efficiently. Proactively represents self and workplace in a positive light through social media. Serves as a resource for others in respect to technology choices and usage.
<b>Equity and Inclusion</b> Cultural self-awareness	Shows minimal awareness of own traditions or identities and biases (e.g. uncomfortable with identifying possible cultural differences with others).	Identifies own identities, cultural traditions and biases (e.g. with a strong preference for those rules shared with own cultural group and sees the same in others).	Recognizes new perspectives about own identities, cultural traditions and biases (e.g. not looking for commonalities but rather the complexities that new perspectives offer).	Articulates insight into own identities, cultural traditions and biases. Aware of complexities. Aware of how own experiences have shaped perceptions. Responds to cultural biases resulting in a shift in self-description.

Adapted from the University of Western Michigan and <https://www.nacae.org/learn/reading/competencies/competencies-advanced.pdf>

Thank you

As you navigate your college journey, we encourage you to consider the invaluable opportunities that student employment can bring to your experience. Beyond the financial support it provides, working on campus can truly shape your personal and professional growth as you learn more about yourself, your peers, and engaging in professional settings. These roles offer not just a paycheck, but a chance to acquire skills, connect with a diverse range of people, and gain insights that complement your studies.

Whether you're driven by the need to ease the financial burden or fueled by the desire to expand your horizons, student employment paves the way for a more holistic and fulfilling college adventure. Embrace the chance to thrive in all aspects of your life by delving into the myriad of student employment prospects Roanoke College has to offer.



# Employment Policies

**Americans with Disabilities Act (ADA):** The Americans with Disabilities Act (ADA) prohibits discrimination against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment. A “qualified individual with a disability” is an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

If an applicant or current employee meets the definition of a “qualified individual with a disability” Roanoke College must and will provide reasonable accommodation unless reasonable accommodation presents an undue hardship (as defined by ADA). The employee is responsible for requesting accommodation and for providing medical documentation to assist in understanding the nature of the employee’s disability and the accommodations sought.

**Equal Employment Opportunity/Nondiscrimination:** The College is committed to fostering, cultivating, and preserving a culture of diversity and inclusion to create an equitable educational and working environment. We embrace the collective mixtures of our employees’ and students’ differences and similarities. The College is committed to providing an education and work environment that is free of unlawful harassment and discrimination of all types. Consistent with our policy of equal employment opportunity, harassment and discrimination based on a person’s race, color, religion, sex, sexual orientation, gender identity, gender expression, national and ethnic origin, age, genetic makeup, veteran status, disability, marital status, pregnancy, childbirth or related conditions, or any other status protected by law will not be tolerated. Retaliation is prohibited against any individual who brings a good faith complaint under this policy or is involved in the complaint process. Students found to have violated this policy are subject to disciplinary action following the guidelines of the Student Code of Conduct.

**Title IX, Sexual Misconduct, and the Student Handbook:** Students should refer to the College Policies found on the Student Affairs webpage for full versions of all policies found in the Student Handbook. Student employees are subject to following all these same policies, as applicable, in their daily work. If a student feels any of those policies have been violated, they should follow the complaint process found within the applicable policy.

**Disciplinary/Termination Process:** It is the goal that campus employment experiences are a positive and rewarding ones that will prepare students for employment after college. Student employees are expected to treat campus employment positions seriously. However, this is not always the case. There are four basic steps a supervisor can take to handle disciplinary problems. Supervisors may skip steps, depending on the severity of the conduct. Corrective actions are designed to assist students in developing skills for success in the workplace after graduation.

**Issues that require action include, but are not limited to, the following:** Breach of confidentiality; falsifying time card information; gross negligence resulting in serious injury to property, person or public relations; misuse of supplies and equipment (i.e. computer and telephone); physical violence or obscene language; poor work performance; reporting to work under the influence of drugs or alcohol; tardiness, excessive breaks and/or unexcused absences; theft; excessive personal business conducted on college time.

## Disciplinary Procedures

Depending on the severity of the infraction, the following may occur:

1. On the first offense, a verbal warning. Students will be told why the particular behavior was unacceptable and the consequences if it continues.
2. If the same or similar offense occurs a second time, the student will be given a written warning. Both the supervisor and the student employee should sign the written warning and the supervisor will send a copy to Human Resources.
3. If the behavior does not improve, the supervisor may seek mediation with their manager, Human Resources or PLACE.
4. If there is no effort on the part of the student employee to improve, or if improvement cannot be achieved, the supervisor may choose to terminate the student’s employment from the department.

## Who can terminate employment?

Students can voluntarily resign from their position. The supervisor or any other member of college management may also end employment due to a lack of funding or scope of work change. In summary, terminations can be requested in various ways and are not always the result of misconduct.

**LISTS OF ACCEPTABLE DOCUMENTS**  
**All documents must be UNEXPIRED**

Employees may present one selection from List A  
or a combination of one selection from List B and one selection from List C.

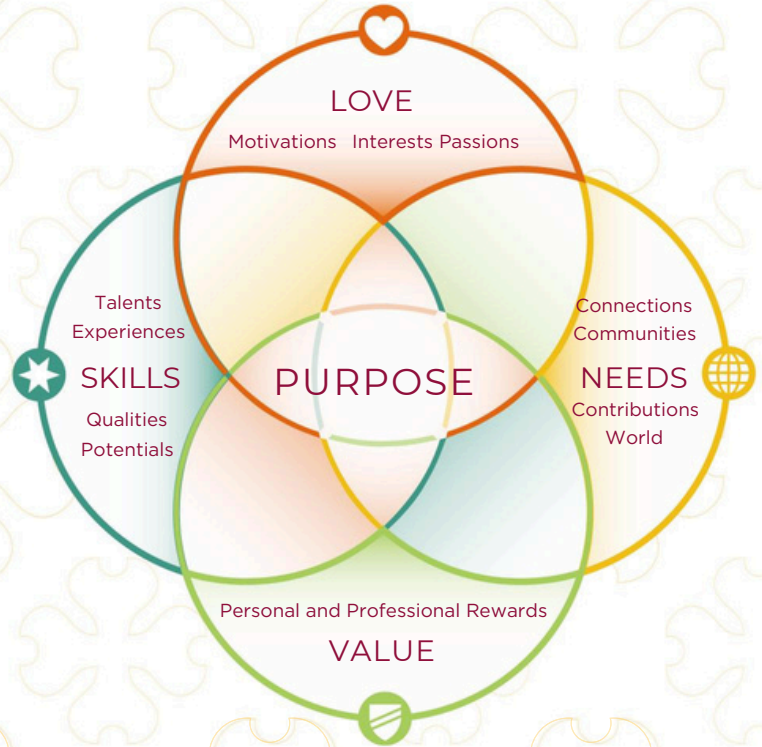
LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
1. U.S. Passport or U.S. Passport Card		1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		1. A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		2. Certification of report of birth issued by the Department of State (Forms DS-1350, FS-545, FS-240)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa		3. School ID card with a photograph		3. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
4. Employment Authorization Document that contains a photograph (Form I-766)		4. Voter's registration card		4. Native American tribal document
5. For a nonimmigrant alien authorized to work for a specific employer because of his or her status: a. Foreign passport; and b. Form I-94 or Form I-94A that has the following: (1) The same name as the passport; and (2) An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.		5. U.S. Military card or draft record		5. U.S. Citizen ID Card (Form I-197)
		6. Military dependent's ID card		6. Identification Card for Use of Resident Citizen in the United States (Form I-179)
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI	7. U.S. Coast Guard Merchant Mariner Card	7. Employment authorization document issued by the Department of Homeland Security		
	8. Native American tribal document			
	9. Driver's license issued by a Canadian government authority			
	<b>For persons under age 18 who are unable to present a document listed above:</b>			
	10. School record or report card			
	11. Clinic, doctor, or hospital record			
	12. Day-care or nursery school record			

Examples of many of these documents appear in the Handbook for Employers (M-274).

Refer to the instructions for more information about acceptable receipts.



**PLACE** is the on-campus center dedicated to helping students find their place through Purpose, Life And Career Exploration.



**CONNECTION TO EXPERIENCES**

Guidance on the best opportunities for you to explore your interests and passions on campus and off.

**PROFESSIONAL COACHING**

Individual career, internship and interview coaching, counseling, and planning.

**DOCUMENT DEVELOPMENT**

Support developing impressive resumes, professional documents, and winning job/grad school applications.

**ONE-ON-ONE ADVISING**




Career and life counseling guiding you in your pursuit of purpose on campus and beyond.

**CONTINUING EDUCATION**

Assistance searching for and applying to graduate school or licensure and training programs.

**ALUMNI ACCESS**

Access to our 15,000-strong alumni network for advice and career connections through our Maroon Mentors program.

-  [roanoke.edu/place](http://roanoke.edu/place)
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-  (540) 375-2303

