

RC Student Employment for Supervisors

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Overview

Thank you for your commitment to the Roanoke College student employee program! Our student employees provide valuable service to daily operations, and we appreciate your willingness and dedication to help our students grow and learn professionally outside the classroom setting.

The purpose of this handbook is to provide student employment supervisors 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 hiring a student employee?

Thinking about hiring a student employee? There are several things you should consider first. All Roanoke College departments and offices are eligible to hire student employees depending on support needs and student payroll budgets. Budgets are determined by Human Resources and the Business Office and shared with department leadership during the spring semester. It is up to the individual unit to determine employment needs, job descriptions, and pay rates based on institutional guidelines, which will then be shared in a staffing plan for approval by department leadership. Units commit to pay, train, monitor, supervise, and evaluate student employees.

Questions to ask:

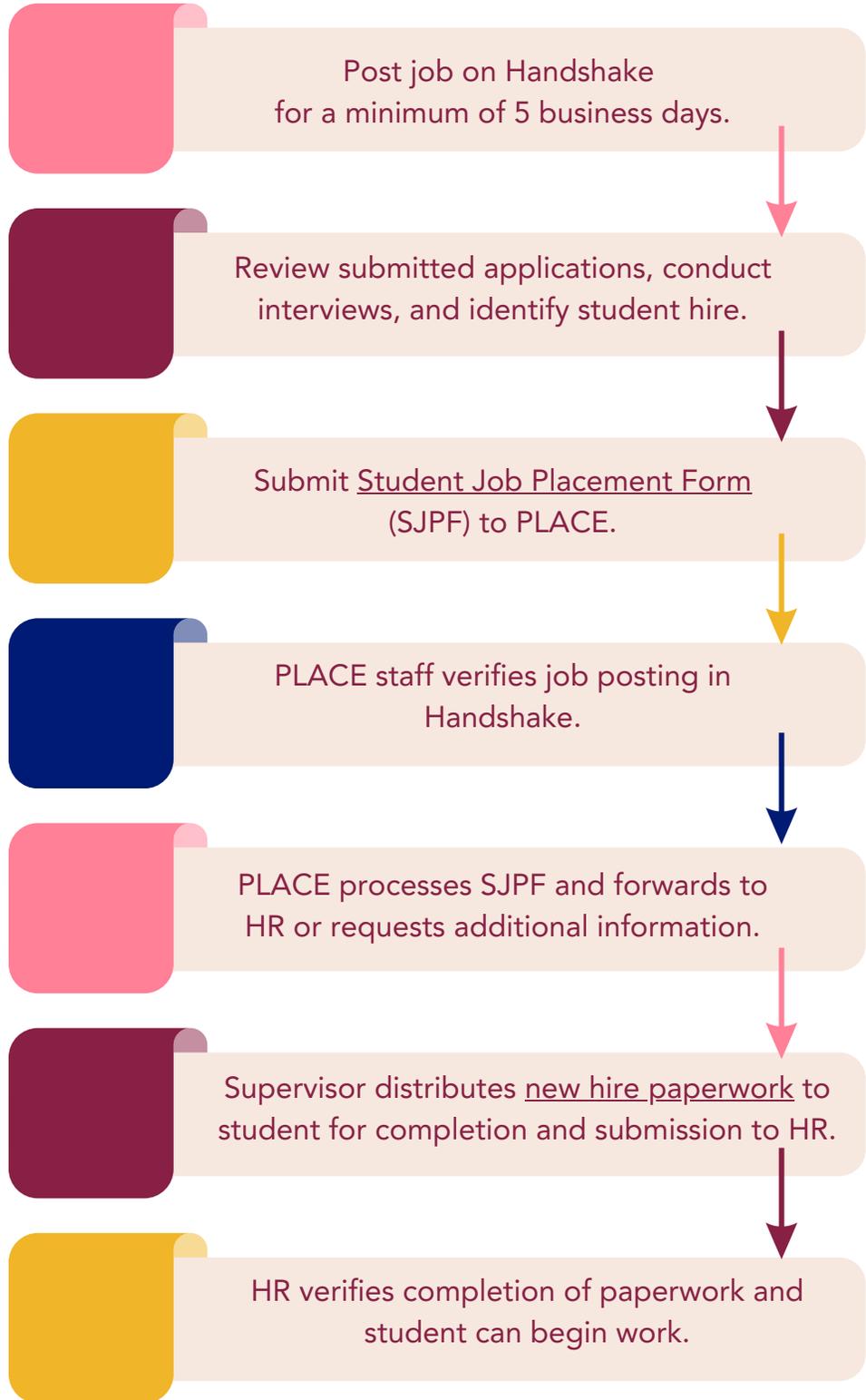
- How do the assigned tasks contribute to overall office operations and expected outcome?
- How does this position possibly help students determine purpose within their talents, career, and life goals?
- How does this position help prepare students for life after college?
- How can college staff serve as mentors to students?

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 class enrollment for the fall.

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

Hiring Process



Have questions about getting started?
Contact PLACE for your student employment needs.

Handshake

All jobs (Federal Work-Study and Non-Work Study positions) must be posted on Handshake for minimum of **five business days**. All job posts must include a job description and expectations regarding student tasks and responsibilities. Contact PLACE for help drafting a description.

Students are encouraged to upload a resume to the “My Documents” section of their Handshake profile prior to applying for a job. All job postings should require a resume as part of the application. Supervisors should refer students to PLACE for resume development support.

Posting to Handshake

Access to post jobs and review candidates in Handshake is managed by PLACE. If you need to hire infrequently, consider submitting a request for PLACE to post the position on your behalf.

If you will frequently post jobs in Handshake but don't yet have an account, contact PLACE to schedule a short training required before receiving system access.

Before posting, prepare your job description. Ideally, descriptions should include desired competencies developed from the NACE competencies.

Communication
Equity & Inclusion
Professionalism
Technology

Career & Self-Development
Critical Thinking
Leadership
Teamwork

Examples

- Work independently and efficiently; use available resources to direct visitors and respond to phone calls or emails (critical thinking, communication)
- Prioritize responsibilities to meet deadlines with successful completion of work. Demonstrate ability to work inclusively in diverse setting (leadership, equity & inclusion)

When you are ready to post a new job, click the Create Job button on your home screen. Navigate through the menu on the bottom of the screen where you will input the information found on the next page. You can also duplicate an old posting by navigating to the closed posting, selecting the three dots in the top right of your screen, and clicking “Duplicate.” You will then have an opportunity to review all job details and make edits as needed before posting.

Handshake

1. Job Description	List primary responsibilities; required and desired skills; required availability; expectations of employee. If the position is work-study, include that information.
2. Job Title	Descriptive of the work performed.
3. Position Type	On-Campus Student Employment must be selected for position to be tagged appropriately for a student search.
4. Work-Study Program	Do not check this box. If your position is open to work-study students, indicate that in the job description.
5. Location	Onsite in Salem, VA for on-campus opportunities.
6. Time Requirements	Part Time, temporary or seasonal, and start-end dates for the position (usually semester start-end dates).
7. Compensation and benefits	Custom Range or Exact Amount based on RC Student Employment pay grades.
8. Optional: Categorize your job	Indicate job roles, skills, graduation dates, school years, minimum GPA, and major categories if applicable for the role.
9. Choose schools	For on-campus jobs, Roanoke College is set by default.
10. Application Process	Include expiration date for posting (we recommend 5-30 days, minimum 5 business days required).Type in number of anticipated hires (not visible to students).
11. Application Submission	They may apply through Handshake (recommended) or link to an external application if you seek additional details.
12. Required Documents	Resume is required. For students without a resume, direct them to PLACE for help getting started.

Handshake

13. Your Hiring Team	To categorize the job, select your company division (optional). Specify who should receive the applicant's information and at what frequency.
	Adapted from Western Michigan University Career and Employment Services

After all information is included, you'll have the opportunity to preview the posting. Once proofed, select save in the bottom right, and the posting will generate with a job posting number. Students can begin applying to your open position.

You may wish to note the job posting number and title as it will allow you to refer to the posting as needed in advertisement and Student Job Placement Form.

Publicize your position and encourage students to apply for optimal applicants. Contact PLACE for additional advertising opportunities.

Handshake

Reviewing Applications

- To review applications within Handshake, select your job from the listing of jobs and then click "Applicants".
- Applications are automatically set to "Pending" status. By clicking the student's name, you will be taken to their Handshake profile, and their application status will automatically change to "Reviewed."
- If you have set qualifications (such as academic year, major, etc.), you will see a number of how many the applicant meets. The last option is to view and download applicant materials, like a resume.
- If you are not moving forward with a student, you can change their status to "Declined." This prompts a box with a personalized email you may edit to let the student know. PLACE recommends following up with all candidates regardless of hiring status. If you have followed up using a personalized Outlook email, you may select "Decline with no email" in Handshake.
- Interviews are encouraged for positions with multiple applicants. Sample interview invitations, tips, and sample questions are included on pages 8-10 of this guide. Once you have interviewed and decided to hire a student, you should change their status in Handshake to "Hired."
- Offers to students should be made over the phone and followed up with an email confirming details.

Sample Email Inviting a Student to Interview

Dear {student name},

Thank you for your interest in (position name). I am pleased to inform you that you have been selected for an in-person interview for the role. We would like to meet to further discuss your qualifications and how your skills align with the position requirements. Please let us know your availability to interview on *(date and time, date and time, or date and time)*.

Prior to your interview, I advise you to prepare for your interview by reflecting on your own experience with our department, as well as being prepared to ask questions regarding the position. [This article may be helpful.](#)

We are excited to learn more about your experiences and how you can contribute to our team in (unit) at Roanoke College. If you have questions, or need an alternative interview time, please let us know as soon as possible.

Thanks,
Name

Interviewing Students

If you plan to interview students, below are some tips and sample interview questions to help you prepare.

- Plan to complete a structured interview with pre-identified questions for each. This ensures equal opportunity for students to respond and for you to fairly evaluate answers.
- Base your questions from the job description and key skills, knowledge, and abilities required for success in the role.
- Open-ended questions will result in better understanding of a student's competencies for the role.
- Behavioral based questions will help identify a student's approach to handle situations from the past.
- Review the student's resume – you may personalize questions based on a student's experience.
- Be aware of the atmosphere for your interview. A comfortable student will share more information during the conversation.
- Provide the opportunity for the student to ask any questions they may have and offer your planned timeline for hiring.

Sample Student Interview Questions

- Why did you apply to or what excites you about (position)?
- Tell me about a time you were assigned a project without clear direction. How did you approach tackling it?
- How do you know when to solve a problem on your own or ask for help?
- Have you ever been a part of a group where team members disagreed? How did you get them to work together?
- Describe a time you were asked to keep information confidential.
- How do you prefer to communicate? Via email, in-person, or by phone? Why?
- Tell us about a time you had to lead by example.
- Can you share an example of a project you have worked on recently that required you to gain a new technical skill? How do you approach learning new technology?

Interview Follow-Up

Sample Email Job Offer to a Hired Student

Dear {student name},

Thank you for your continued interest and interviewing for the (position title) role. As we discussed on the phone, please consider this the official job offer for the role. Your start date will be (date). You will receive \$_/hr for (# of hours) per week with flexibility to schedule hours based on your availability within 8 AM – 4:30 PM. You're welcome to contact me with any questions before you begin!

Best,
Your Name

For students who interview and are not hired, you may send the automated email in Handshake or a more personal email like the sample below.

Dear {student name},

Thank you for your interest in the (position title) in (office/unit name) at Roanoke College. We are grateful for your interest in the opportunity. I am writing to let you know that we are proceeding with another applicant at this time. While your skills and experiences are impressive, our interview process was very competitive as we received many qualified applicants. I encourage you to continue to explore opportunities for personal growth, academic enrichment, and leadership development via Handshake.

Thank you again for your time and effort in the student employment application process, and we wish you success in your future endeavors.

Sincerely,

Name

Hiring Manager Responsibilities

- Ensure that student hours worked and payroll remain consistent with staffing plan
- Approve bi-weekly time sheets, set/change pay increases
- Verify completion of student documents through HR before the student begins work
- Understand context of Roanoke College Student Employee and Supervisor Handbook
- Inform/educate student regarding office expectations, responsibilities, and restrictions
- Establish rapport with student employee and offer quality work experience, opportunities, and support
- Evaluate student work and provide constructive and supportive feedback regarding performance
- Communicate with student employees in events where work is substandard to discuss need for improvement or consequence for continued subpar performance

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

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

<p>Competencies to focus on:</p>	<p>Semester action steps:</p>
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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 which employers seek.

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

ROANOKE COLLEGE NC Student Employee Performance Evaluation

Student Employer'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
Critical Thinking Problem solving	Does not propose a solution, or proposed solution does not address the problem.	Proposed solution only addresses one aspect of the problem. Good need 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.
Critical Thinking Decision making	Relies heavily on others to make decisions for them.	Potential 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.
Professionalism 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 acknowledges their 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.
Teamwork Group dynamics and group conflict	Unaware of group dynamics; unable to address conflict inappropriately.	In areas of group dynamics, needs support to positively influence the dynamics. In 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 as well.	Successfully navigates and influences group dynamics while helping others use diverse multiple perspectives. Manages group dynamics, and productively engage in conflict.
Technology 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 regard to technology choices and usage.
Equity and Inclusion 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 who do not differ with own cultural group and sees the same in others).	Recognizes own perspectives about own identities, cultural traditions and biases (e.g. not looking for someone comfortable with 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 perspective. Responds to cultural biases resulting in a shift in self-description.

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

Thank you

While we depend on Roanoke College Student employees to aid with daily operations and various projects, it is a great responsibility to our professional staff to work and mentor students. Supervising student employees is an important job, and we appreciate your commitment to their professional development.

This job might be a student's first experience in the world of work. Please guide students in their understanding and application of the College and department regulations, as well as helping them navigate interpersonal relationships with other student workers in your departments, faculty, and staff.

Staff at PLACE are on-hand to organize professional workshops, to help with training student employees with regard to broad professional best practices, and to answer questions that may arise during hiring periods. You are not alone in this responsibility! Please reach out to staff members at PLACE with workshop inquiries or additional questions.

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

Lisa Krepps

Assistant Director of PLACE

540-444-2076

krepps@roanoke.edu

The Office of Human Resources

540-375-2455

hr@roanoke.edu

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.

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.

Student Employment

FAQ

How is pay determined?

The starting pay for students is \$12.00 per hour as of July 1, 2024. 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 recommended 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.

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.

Promote PLACE With Your Students

Students value your advice as their supervisor. Below is a sample email you may send encouraging them to take advantage of PLACE events, resources, and opportunities.

In a [2022 study](#), NACE found that students who used **just one** resource from campus career centers had a greater number of job offers than students who did not.

Please feel free to personalize and include other content or resources before sharing. Thanks for your partnership in student professional development!



New Message



To student@mail.roanoke.edu

Subject **PLACE resources for you!**

Hi student,

Another resource on campus available for your use is [PLACE - Purpose, Life, and Career Exploration](#). PLACE is available to support you in exploration of your interests, majors, and purpose, help you find internships or job opportunities, and prepare for interviews. They are available throughout your time at Roanoke College - don't wait until your senior year to take advantage.

You can schedule an appointment in Handshake (instructions are found [here!](#)) or stop by PLACE for a quick conversation. For the latest career advice and event details, be sure to read your PLACE Post emails and follow PLACE on Instagram ([@place_at_roanokecollege](#)). On LinkedIn? Join the [PLACE group](#) for early access to other opportunities and to network with fellow Maroons.

Have you logged into [Handshake](#) yet? Here you will find thousands of job and internship opportunities for you to consider and apply. Completing an internship while in college can confirm your career path and increase your job opportunities upon graduation. Check out these opportunities for experiential learning to apply what you've learned in class to support job and graduate school applications.

SEND



Other Resources

[RC Career Planning Guide](#)

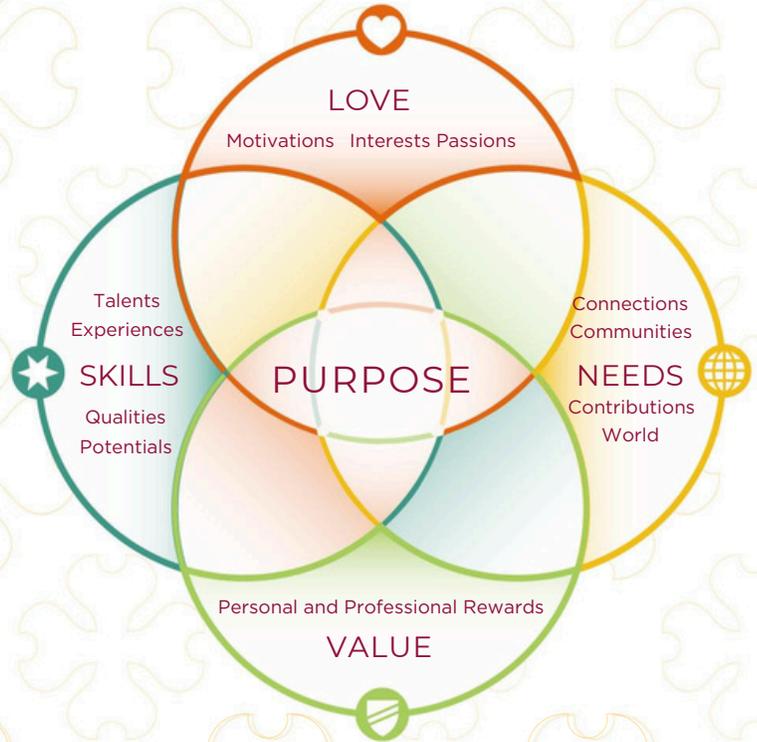
[Resume and Cover Letter Checklists
and Samples](#)

[PLACE Presentation
Request Form](#)

[Designing a High Impact Program
Worksheet](#)



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
-  place@roanoke.edu
-  (540) 375-2303

