



Student Labor Position Description

Multi Work-Learning-Service Level Form

(For combining up to two Work-Learning-Service levels (WLS) on the same form)

Department Name: CELTS

Org. #: 2084

Position Title: Bonner Student Coordinator

WLS Levels: 3 -- 4 Position Codes: S61205 , S43314

Contract Hours: As defined by the status form and/or the grade level descriptions

Current Revision Year: 09

WORK-LEARNING-SERVICE LEVELS (WLS)

- **WLS 1 – Entry Level** – This level is assigned to the following:
 1. All entering students during the first year of enrollment (or first term if entering mid-year); and
 2. Students of any classification whose work is characterized by highly structured tasks or outcomes, relatively low level or number of skills required, typically repetitive or routine tasks, and requiring direct supervision of worker results
- **WLS 2 – Intermediate Level** – This work typically involves less direct supervision than WLS Level 1, perhaps more work variety, and requires some independent exercise of judgment along with an increasing knowledge of the job.
- **WLS 3 – Skilled Level** – The work is typically skilled, requires little direct supervision, requires independent judgment on procedures, and has variety and depth. The work includes helping in the training of others and the expectation of contributions toward improvement of the way work is carried out.
- **WLS 4 – Advanced Level** – Normally involves the supervision of other students, the ability to apply advanced skills, and the capacity to assume higher levels of responsibilities for departmental operations. As with WLS Level 3, the work is typically skilled, requires little direct supervision, allows for independent judgment on procedures, and has variety and depth. The work includes helping in the training of others and the expectation of contributions toward improvement of the way work is carried out. Labor Departments may require WLS level 4 positions to be more than the minimum 10 hour commitment; if so, the Status Form will reflect this requirement.
- **WLS 5 – Management Level** – **Must be a 15 hour commitment – Allocation of a WLS Level 5 is limited and must be approved by the Dean of Labor / Labor Team.** *Prerequisite: One term at WLS level 3 or 4 and no forms of academic, labor, or social probation.*

This level demands an understanding of departmental policies and relationships. Students are expected to develop and model strong interpersonal / communication skills in the workplace. In addition, students must demonstrate autonomy, high level skills, and assume advanced level responsibilities for departmental functions and/or programs. This level is assigned to the following:

 - Student managers in the department; or
 - Students responsible for managing highly technical positions within the department; or
 - Master level student artisans
- **WLS 6 – Director Level** – **Must be a 15 hour commitment – Allocation of a WLS level 6 is limited and must be approved by the Labor Program Council.** *Prerequisite: One term at level 4 or 5 and no forms of academic, labor, or social probation.*

Students assigned to this level serve as role models as workers and as students, displaying behaviors and values that are consistent with the Berea College Workplace Expectations -- both on and off the job. These positions require the highest levels of worker autonomy, advanced skills sets, and supervisory responsibilities for individuals, student managers, and departmental operations. Students must be involved in the following:

 - Supervision of other student managers; or
 - Supervision of students in highly technical positions
- **WLS UC -- Unclassified** – The positions of Student Government Association President, Campus Activities Board chair, Chimes Editor, and pinnacle Editor are unclassified. These positions involve the highest levels of autonomy and responsibility as in the case of WLS level 6 positions.

I. WLS Levels 3 -- 4

II. Description of Duties for This Position:

A. The following duties are assigned to WLS level 3:

1. Assist the Bonner Scholars staff with supervision of the First Year program.
2. Attend all planning meetings and sessions of the mentoring program.
3. Attend weekly meeting with Bonner staff.
4. Attend First Year Orientation events.
5. Coordinate, record, and/or lead labor meetings, as requested.
6. Lead reflection sessions with First Year Bonners, as requested.
7. Help evaluate First Year Bonners' performance in program.
8. Create/update resource notebooks for the program.

B. In addition, WLS level 4 would be responsible for the following duties:

1. Help evaluate the First Year service program as a whole.
2. Assist with training of new student coordinators.
3. Assume additional program management tasks.

III. Learning Opportunities for This Position:

- A. The following are learning opportunities for WLS level 3 :
1. Will learn or demonstrate the attributes listed on the "Outline of Berea's Labor and Learning Progressions" for this job's grade and all levels below it as published in the Berea College Student Labor Program Policies and Procedures Manual.
 2. Will develop skills for working as an effective member of a team.
 3. Will develop skills for working as an effective leader of a team.
 4. Will learn how to serve as an effective role model to first year Bonner Scholars and at-risk youth served by the program.
 5. Will develop leadership skills through team building, problem solving, and decision-making.
 6. Will learn to supervise First Year Bonners on the Mentoring Program site.
 7. Will learn to communicate with school and community professionals.
 8. Will learn evaluation procedures and techniques.
 - 9.
- B. In addition, the following are learning opportunities for WLS level 4 :
1. Will learn to orient and assist new student coordinators.
 2. Will learn more in-depth program evaluation procedures and techniques.
 3. Will learn conflict resolution techniques.

IV. Qualifications Needed For This Position (Indicate Any That Are WLS Level Specific):

- A. One year experience in the First Year Bonner mentoring program.
- B. Experience working with children and youth.
- C. Ability to take initiative.
- D. Defensive driving and van certification.
- E. Ability to problem solve and make decisions.
- F. Ability to work independently and as a team member.
- G. Good oral and written communication skills.
- H. Ability to function in a diverse and multicultural setting.
- I. Ability to set goals and monitor progress towards those goals.