



# Student Labor Position Description

## Single WLS Level Form

Department Name: CELTS

Org. #: 2084

Position Title: Service-Learning Program Coordinator.

WLS Level: 5 Position Code: S43309

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

Current Revision Year: 2009

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### 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:

  1. Student managers in the department; or
  2. Students responsible for managing highly technical positions within the department; or
  3. 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:

  1. Supervision of other student managers; or
  2. 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.

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#### I. WLS Level: 5

#### II. Description of Duties for This Position:

- A. Supervise and act as a mentor to a team of 2-5 college students which assist in coordination of the Service-Learning Program. This supervision includes, but is not limited to, having on-going individual meetings with team members, approving each individual team member's work schedule and weekly hours, and on-going evaluation of the work of team members.
- B. Responsible for the program specific training of team members.
- C. Responsible for the recruitment and training of volunteers.
- D. Responsible for attending labor meetings, student retreats, and on-going individual meetings with the CELTS Student Director and Coordinator of Student-led programs.
- E. Responsible for reserving and confirming motor pool reservations.
- F. Responsible for keeping an accurate budget report of all program specific expenditures.
- G. Coordinate and lead weekly staff meetings with team members to plan program events.
- H. Keep an accurate record of all volunteers and hours volunteered.

- I. Serve as a member of CORE staff.
- J. Keep regular office hours.
- K. Assist with planning, coordination, and implementation of service-learning activities. This may include developing printed materials, leading or co-leading presentations about service-learning, communicating with community partners and faculty members, working with service-learning courses, and helping with other tasks and activities related to service-learning.
- L. Participate as a member of the Service-Learning Advisory Committee (SLAC).
- M. Help plan, coordinate, and implement service-learning trainings, events, travel, meetings, and workshops.
- N. Provide support to faculty and community partners in the implementation of service-learning courses, as needed.
- O. Provide administrative support to CELTS Associate Director for Service-learning and Student-led programs, as needed.
- P. Help maintain the CELTS Mini-van, including upkeep, gas, travel log, and schedule.

### **III. Learning Opportunities for This Position:**

- A. Will learn or demonstrate the attributes listed on the "Outline of Berea's Labor and Learning Progressions" for this job's grade level and all levels below it as published in the Berea College Student Labor Program Policies and Procedures Manual.
- B. Will learn or demonstrate the attributes expressed in CELTS Student-led Programs Shared Values. These include: respect and sensitivity for those we serve, student empowerment and leadership, a strong diverse community amongst ourselves, dedication to reflection and service learning, a safe place for personal growth and development, high trust and high expectation, self management and accountability.
- C. Will work in a team-oriented leadership position with the college's service learning center.
- D. Will understand the mentoring role with team members and volunteers.
- E. Will gain organizational and networking skills, including how to effectively recruit volunteers.
- F. Will learn teaching, communication, and evaluation skills in a service and learning setting.
- G. Will develop skills for working as an effective leader and member of a team.
- H. Will increase understanding of service-learning pedagogies and community based research principles and practices.
- I. Will develop leadership skills through team building, problem solving and decision-making.

### **IV. Qualifications Needed For This Position:**

- A. Must have served as a team member of the Service-learning program for at least one semester.
- B. Sophomore, Junior or Senior standing.
- C. Understanding of service-learning and how it works in the classroom.
- D. Demonstrated ability to work independently and with a team.
- E. Excellent written and verbal communication skills.
- F. Strong organizational skills and good problem solving ability.
- G. Strong preference for students with experience taking a service-learning course.