Student Employment Wage Structure

The student wage structure provides clear guidance on what to pay our great variety of student workers in a fair, equitable and consistent manner. All student employees must be paid in accordance with this wage structure.

1. **$12.00/hr.**: Position requires basic skill, no prerequisites, training provided on-site
   Examples: Dishwashers, Ball-runners, Receptionists

2. **$12.25/hr.**: Position requires specialized training, experience, knowledge or skills to perform duties central to the position or involve higher levels of responsibility, such as handling money.
   Examples: K-12 Tutors, Tour Guides, Cashiers, Technical Support, entry level research

3. **$12.50/hr.**: Position requires certification, coursework or prior advanced training/experience and involves a higher level of responsibility, such as supervision, training, mentoring, higher ed. tutoring, project management, lifesaving, etc.
   Examples: EMTs, SAW Mentors, Teaching Assistants, advanced research assistants, Supervisors of Level 1 and 2 Positions

4. **$12.75/hr.**: Position requires prior certification, coursework or advanced training/experience, involves a high level of responsibility and works independently. This includes positions that require advanced supervision of other students.
   Examples: Dining Managers, Admissions Fellows

5. **$13.00/hr.**: Position is para-professional in nature, with responsibilities comparable to paid staff, successful completion of level 4 or equivalent experience required.
   Examples: Senior Dining Managers, LRC Fellows

**Stipend**: Will refer to certain positions where it is difficult to ascertain the exact amount of time needed to perform their duties as they do not work for set, continually recorded hours, for example, community advisors in Residential Life. Stipends must be approved by the Student Employment Advisory Committee.

Ongoing professional development may be required of levels 2-5. Time spent pursuing required professional development must be paid. Prior professional development training may be required of levels 3-5.

This revised structure includes the following changes:

- $0.25 difference per position level. This improves consistency between levels, and $0.25 is considered, by this Committee, to represent a clearly substantive difference in wage.
- Inclusion of responsibility level in wage structure. This is in keeping with typical professional compensation structures, including that of the College.
- Distinguishing between prerequisite knowledge/experience and prerequisite coursework/professional development/certification. This acknowledges the significant commitment of money and/or time required to obtain the latter.
- Adding a wage level. This is for two reasons: (1) to allow departments to acknowledge high-level positions that are not quite pre-professional in nature, such as supervisors of certified student staff, and (2) to encourage growth of those types of positions into pre-professional opportunities over time.
The Student Employment Office (SEO) is available to advise supervisors on assigning levels for any job or set of jobs, as requested. The SEO will also review jobs as they are posted, and will reach out to individual supervisors when there are questions related to the level of a particular position.

**WAGE STRUCTURE APPLIED EXAMPLES**

**Level 1**
- **Student Worker – Dining**
  The job includes dishwashing, pot washing, service, stocking, and some food prep.
  Punctuality, reliability, efficiency required
- **Office Assistant**
  AccessAbility Services is looking for an energetic student worker to provide office assistance. Student must adhere to strict guidelines regarding confidentiality.
  Responsibilities may include: answering phones and taking messages; photocopying and scanning; filing; mailing; campus errands; creating, editing, posting, and distributing publicity materials; website maintenance; event preparation and staffing; other duties as assigned.

**Level 2**
- **Community Based Learning America Reads/Counts Tutor**
  The America Reads/America Counts Tutor Program provides areas schools with student tutors to assist children from. College students provide support to in-school and after-school programs by offering literacy tutoring (America Reads) and math tutoring (America Counts). They work concretely to help children understanding class material by providing academic support in school- and community-based afterschool programs and in classrooms. Tutors serve as positive role models and reinforce a positive image of college for youth.
  Mount Holyoke College students are expected to operate under the principles of the Holyoke Campus Community Compact. They must attend preparatory training's (such as a program orientation from your placement site, and either Holyoke Bound, which is held in September and February, or Springfield Bound held each September). America Reads/America Counts tutors must additionally attend a required orientation for the AR/AC program. CBL or site partners may offer training's throughout the semester on focused topics. All training's will be paid, as they are official work hours.
- **Research Assistant 1**
  Entry-level research assistant who is not expected to bring high-level academic knowledge or experience to the role and will receive training on conducting research.

**Level 3**
- **Language Mentor**
  The LRC is currently seeking a mentor for French. The LRC Language Mentor is available to help students during scheduled drop-in hours in the Language Resource Center. Mentors support students in finding and understanding the answers to their language questions and becoming more successful language learners. They do not correct assignments or edit papers. The mentor will also engage in ongoing training to develop her mentoring abilities and understanding of second language acquisition. The Language Mentor must be a very successful language learner, have proven excellent academic records, strong communication skills, patience, and the ability to work with many personalities.
  Although the LRC Language Mentors works for the LRC, they must also meet the language proficiency criteria set by the language department. Generally the language mentors must be native speakers or very advanced learners of the language.
• **Emergency Medical Technical – EMT**  
Provide medical coverage on the campus at different events. Also provide general campus coverage on Friday and Saturday evenings during the academic year. May include sporting, equestrian or any other special event as requested.  
This position requires certification as a Massachusetts Emergency Medical Technician or Massachusetts First Responder and a valid driver’s license. All certifications must be up to date.

• **Research Assistant 2**  
Research assistants who are expected to meaningfully contribute to a research project, bring significant prior experience and academic knowledge/skill.

**Level 4**

• **Admission Harriet Newhall Fellow**  
The Office of Admission is seeking applications from the Class of 2016 for the Harriet Newhall Fellow position for the 2015-16 academic year. Applicants must be rising seniors. Fellows selected for this position will primarily interview prospective students for Mount Holyoke College and represent the College in a variety of enrollment-related activities. Activities may include: meeting with visiting prospective students and their families, representing Mount Holyoke College at local and regional college fairs; assisting with admission-related open house events; completing designated office projects; participating in communication efforts, including online chats, photography, and social networking; and assisting with other recruitment efforts as needed.  
Fellows work approximately 8 hours per week including some weekends during the academic year.  
Fellows will participate in a week-long training with professional admission staff the week before classes begin from Monday, August 31 through Friday, September 4.

• **MERT Director**  
Manages the student Medical Emergency Response Team. Set up and coordinate EMT staffing of weekend and special event coverage. Track all EMTs to assure all certifications are up to date.  
Must be certified as a Massachusetts Emergency Medical Technician. Must have good organizational skills and work well with various members of the community and the health care systems.

**Level 5**

• **LRC Language Fellow**  
The LRC Fellow for Online Learning will collaborate with Russian faculty on a project to develop a series of online learning modules to be used in Beginning Russian courses. The online learning activities will allow students to: a) engage in collaborative work as they learn about Russian language, culture, history and geography; and b) have access to multimedia-rich content to learn about the language and culture in a self-paced, comfortable space. The content of the modules will range from the Russian pronunciation and intonation patterns and self-correcting grammar exercises, to learning about Russian writers, cuisine or everyday life.  
The responsibilities of the Fellow for Online Learning will include:  
• Collaborating closely with Russian faculty in every stage of the project  
• Helping to develop the look-and-feel and other aspects of the graphic design for the site  
• Selecting and editing images  
• Editing audio and video recordings and preparing other multimedia for online delivery  
• Creating interactive online learning activities based on content provided by faculty  
• Testing and giving feedback to faculty on online learning activities  
A high level of proficiency in Russian is required. Native speaker preferred.  
• Experience with image, audio and video editing, graphic design, web design, web authoring, and interactive scripting (e.g., JavaScript, ActionScript, etc.) preferred.
• Experience with the following software is preferred: Audacity, iMovie, Adobe Creative Suite (especially Dreamweaver, Photoshop, and Flash), Moodle.
• Although previous experience with a specific suite of software is not absolutely required, the fellow must be highly computer proficient and demonstrate that she has previously been successful at learning to use a range of new software.
• The fellow must be able to work independently, to manage her time efficiently, to monitor her own work progress and seek assistance as needed.
• Interest in second language acquisition and/or second language teaching preferred.