

UNIVERSITY OF MINNESOTA MORRIS

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## *Center for Small Towns*



*"BELIEVING IN A BRIGHT, PROSPEROUS  
FUTURE FOR SMALL COMMUNITIES."*

# **Working with Student Employees: A Guide for Community Organizations**

**Informational Handout**

**[www.centerforsmalltowns.org](http://www.centerforsmalltowns.org)**

## **Center for Small Towns**

The Center for Small Towns (CST) is a community outreach program housed at the University of Minnesota, Morris (UMM) that serves as a point-of-entry to the resources of the University of Minnesota. Small towns, local units of government, K-12 schools, non-profit organizations, and other University units are able to utilize CST's resources as they work on rural issues or make contributions to rural society. CST's mission is to focus the University's attention and marshal its resources toward assisting Minnesota's small towns with locally identified issues by creating applied learning opportunities for faculty and students.

For more information about CST and its other programs, please give us a call or visit our webpage at <http://www.centerforsmalltowns.org>.

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# I. Introduction

Thank you for your interest in the Student Involvement component of CST! We can help your community organization receive valuable low or no cost, specialized assistance from UMM students.

There are many ways for students to be involved in projects:

- Student employment;
- Volunteerism;
- Internships;
- Directed studies; and
- Service learning through UMM courses\*

The focus of this booklet is on student employment, the most common form of involvement at CST. Designed to help you become familiar with the process of working with a student, this booklet explains the steps necessary for hiring students along with information making the relationship productive and mutually beneficial.

## **Benefits of hiring students**

There are many benefits in hiring a UMM student(s) to assist with projects. Some of these include:

- Energy, enthusiasm, and the ability to bring new ideas and new perspectives to the work place.
- Knowledge and skills to help complete projects;
- Willingness of student employees to perform tasks, thereby freeing up fulltime staff for other duties;
- Flexibility of student employees to work varying hours;
- Ability of students to understand the needs and viewpoints of other students and letting the full time staff know about issues.

## **Challenges of hiring students**

A great benefit of hiring student employees can also be the biggest challenge — the need for flexibility. Student employees are valuable to projects because of their flexibility to do a variety of tasks and work a variety of hours. However, supervisors often face a scheduling challenge because student class schedules change each semester and students often need time off during exams and breaks.

Another challenge can be the need for training and coaching on various job skills. Student employees may come to the job with excellent computer or technical skills, but might be inexperienced in formal work settings. This means that supervisors may need to emphasize, for example, the importance of arriving on time, procedures for calling in sick, and limiting personal phone calls.

To aid in the training and coaching needs, the CST coordinator will provide each student with basic orientation to general job expectations, along with group training sessions each semester.

\*Interested in having multiple students working on one project? If that is the case, consider a service-learning course. Contact Argie Manolis, the UMM Service Learning Program Coordinator, at (320) 589- 6273 for more information.

## **II. Roles and Responsibilities**

**The CST student employment process involves three primary participants:**

1. A Community Supervisor
2. The CST's Student Involvement Coordinator
3. UMM Undergraduate Student(s)

**The responsibilities of the Community Supervisor include:**

- Provide the students with needed information, guidance, support, and oversight to successfully complete the project;
- Be the person that the student employee reports progress and activities to;
- Have a clear understanding of the project including each person's role and responsibility;
- Review timesheets in a timely manner-every pay period, verify the accuracy, and sign them;
- Create a work plan, provide the training necessary for a successful job performance, assign tasks and responsibilities to the student, and establish/follow fair work rules and standards of performance; and complete reflection/assessment
- Make sure students are performing work as assigned.
- Be the contact person for the Student Involvement Coordinator and report any problems or need of additional assistance;

**The responsibilities of the Student Involvement Coordinator include:**

- Act as a liaison between the community organization and the student employee(s);
- Assist with the development of work plans;
- Recruit students and coordinate the hiring process;
- Complete employment and payroll documents;
- Monitor student earnings so that the student does not exceed their contract;
- Collect reflection pieces and mid point assessments.

**The responsibilities of the UMM Undergraduate Student(s) include:**

- Work diligently on the specific project;
- Maintain regular communication with the Community Supervisor and the Student Involvement Coordinator;
- Submit reflection papers, mid-point assessments, and a final report to the Student Involvement Coordinator when requested;
- Attend all training sessions; and
- Submit timesheets on time to the Community Supervisor for a signature and then the Student Involvement Coordinator.

If a student is unable or unwilling to fulfill the requirements of the position, the student's contract should be terminated. If a student has terminated employment, be sure to notify the Student Involvement Coordinator with the date of termination so another student can be hired and the University paperwork can be processed.



### **III. The Hiring Process**

Many of the same steps to hire a UMM student are used as hiring any other employee. The main difference is in having the Student Involvement Coordinator to assist in the recruitment, and arranging for interviews; it is ultimately the community's responsibility to select a student to work on the project.

#### **Identify the job duties and skills required to fulfill the positions obligations**

Review the tasks listed on the job description and identify the skills and abilities a student needs to perform them. Remember, student positions typically involve more flexibility in scheduling than non-student positions. If your position requires availability during certain times or days, that should be mentioned on the job description and reinforced during the interview process.

After the job description is completed, the Student Involvement Coordinator will advertise the position on campus and post the job on the CST web site. Students can either apply on-line or print out a paper copy of the application and turn it in at the CST office.

#### **Interview the top candidates**

Although it is not necessary to interview all applicants who apply for a student position, it is a good idea to interview the top candidates before making an offer. Interviews can be conducted in person and/or over the phone, with varying levels of formality. The important factor is to use the same interview strategy with all candidates. In order to gather comparative information the Student Involvement Coordinator will lead this process and also check the eligibility of each candidate.

Candidates for student positions may have little paid work experience. However, it is still possible to learn about their skills and abilities. A candidate's resume or application may include academic interests, volunteer work, and extracurricular activities that will give you a picture of their skills and commitment level. Behaviorally based interview questions will also help you understand the candidate's fit for your position. Review the job duties and ask about situations in the candidates' past that reflect behaviors you want them to have on the job. The Student Involvement Coordinator will work with the community organization to create interview questions that fit the position.

#### **Check References**

Potential student employees may not have references from past employers, but individuals who have worked with the student in non-employment settings may provide appropriate references. Talking to athletic coaches, academic advisors, or volunteer committee chairs will provide useful information about a candidate's skills and responsibility levels.

#### **Select and hire a candidate**

It is important to carefully select a candidate to fill a student position, as finding a good match between the needs of the project and the skills of the student will help ensure a successful working relationship for both parties.

After the selection of the student, the Student Involvement Coordinator will offer the student the position. Once the student has accepted the position the Student Involvement Coordinator and the student will complete employment and payroll documents. The Student Involvement Coordinator will notify the rest of the applicants that a decision has been made and position filled. The student **cannot** begin working until they receive a time card from the Financial Aid office at UMM.

## **IV. Orientation and Training**

For some student employees, this may be their first paid work experience. In addition to the orientation that every new employee needs, you may need to focus on basic but essential workplace expectations.

### **Provide a welcoming atmosphere**

Before a student employee arrives, prepare the physical workplace for their arrival. This could include:

- Workspace;
- A place to store personal belongings;
- Mailbox or “in” box;
- Necessary equipment, such as a phone or computer access; and
- Copies of unit handbooks, work procedures, manuals, etc.

Once the student arrives, introduce him or her to other staff members in the office. If several students work in the unit office, make sure they have opportunities to meet each other. Even if students work independently of others, involving them in office activities will help them feel like a part of things and help them see the importance of their contributions.

### **Familiarize them with the physical workplace**

When a new student employee arrives, provide an overview of the physical workplace. Help them understand where things are – from the nearest vending machines to the office photocopier. Make sure they know how to find important offices and other sites needed to complete the project.

### **Provide an overview of your unit, and their position**

Take time to explain your mission, and how the student’s responsibilities relate to it. Help the student understand why the work they are doing is important.

### **Explain unit procedures and work expectations**

Make sure your student employee clearly understands the unit procedures and expectations about issues such as scheduling, timecards, dress codes, and personal phone use. For example, while it may be possible to skip a class without major repercussions, they need to realize that the same is not true of work. Provide any appropriate forms or checklists as needed.

## **V. Developing a Work Plan**

A work plan at the beginning of the project identifies goals, tasks that need to be completed to accomplish the goals, individuals responsible for completing the tasks and dates for when the tasks need to be completed. The Student Involvement Coordinator may be able to assist with the creation of the work plan. A form to help develop a work plan is on the next page.

While developing the work plan, it is important to consider a few other things regarding student employees beyond their workspace. CST can provide office space and computer access (limited availability).

1. Students are paid for travel time, in addition to paying mileage (\$0.40 per mile) or the use of a UMM vehicle (per day, or ½ day). This needs to be taken into consideration when budgeting time and funds.
2. Students are paid a UMM student rate of between \$7.10 per hour and \$9.50 per hour through the University of Minnesota payroll system. They are paid biweekly for hours worked. The maximum hours allowed for students is 10 hours per week for a 15 week semester. For a breakdown of contract amounts, see Appendix E.
3. Students are able to work over breaks if they choose. During winter and summer breaks students are eligible to work up to and no more than 40 hours a week. If the student is going to work during the breaks, extra money will need to be added to the contract.
4. Students are responsible for documenting the hours they work each week. Community Supervisors are responsible for verifying the hours the student worked in a given pay period by signing the student's time card. Once the time card is signed by the supervisor, the student gives the time card to the Student Involvement Coordinator by the following Monday – 10:00 a.m. deadline. The Student Involvement Coordinator will let the students know when time cards are due.
5. Because most students rely on a steady income, it is best to try and plan for a regular workflow. Depending on the student's financial aid package, if all hours are not used by the end of the semester, a student can lose tuition benefits. If the student needs to make up hours missed, they can work up to 15 hours a week.

\* Review completed plan with the CST Student Involvement Coordinator

## **Project Work Plan**

This work plan provides clear expectations for both the community supervisor and student (s).

Project Name: \_\_\_\_\_

Supervisor \_\_\_\_\_ Number of hours awarded \_\_\_\_\_

Student(s) name \_\_\_\_\_ Available to work on project \_\_\_\_\_

### **Project Goals**

1. What are the goals of the project?

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### **Tasks and Timeline**

2. What tasks are to be completed (fill in the chart below)?

<b>Task</b>	<b>Completion Date</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

3. Target date for project completion: \_\_\_\_\_ End date for student \_\_\_\_\_

4. What will be the final product(s) of the project?

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## **VI. Scheduling student employees**

### **Challenges in scheduling**

Scheduling is one of the most complex elements of supervising student employees.

Challenges include:

- Class schedules and work schedules change each semester;
- Limited availability during final exams or other heavy course work;
- Last-minute schedule changes due to demands of schoolwork or other life activities;
- Unavailability to work more than 10 hours a week, unless making up time missed;
- Unavailability to work during break times (students can work during breaks if they want); and
- Desire to work more hours during break times (students can work up to 40 hours a week during breaks, and cannot work during University holidays).

### **Identify the level of flexibility**

Recognizing that scheduling will require attention and planning. For each position, identify the level of flexibility that is possible in scheduling.

- Are there some elements that must be done on a particular day or at a particular time?
- Is it necessary that the worker be available for long periods of time or be in the office at least part of the day?

If the job scheduling requirements are very specific, some students may not be available to work this position. Make these requirements clear /as part of the job interview and orientation process.

### **Negotiate a schedule**

Once you've identified your needs, communicate them very clearly to the student employee. If there are time-specific or day-specific tasks, (for example, attending weekly meetings at a certain time) make sure the employee understands the tasks and the importance of keeping to the schedule. Communicate your expectations about meeting the schedule and evaluate the student's performance accordingly. When greater flexibility is possible, discuss the scheduling with the student and agree on a mutually acceptable schedule.

At the beginning of each semester, revisit the schedule and evaluate the student's needs and the unit's workload. Many supervisors find it helpful to have a one or two week test period before they "lock in" the schedule for the semester. After that point, student employees are expected to be at work during the agreed-upon times, unless prior arrangements have been made with the supervisor. Most employers grant flexibility as they are able, but this needs to be done fairly. (For example, use fair criteria for determining flexibility options by looking at the requirements of the position, length of time working for the department, etc.)

## **Appendix A**

### ***Creating a Supportive Environment***

One of the best ways to reduce turnover with student employees is to take the time to be sure the student employee feels welcomed, useful, and confident in their position.

#### **Recognize that a student's major focus is school**

Student positions typically require more flexibility in scheduling than other staff positions. Student employees may need time to study for final exams and may be unavailable during school breaks. Be as accommodating as the position allows about requests for time off, shift changes, etc. On the other hand, student employees are often very flexible toward meeting the needs of the project as well. They might be available for evening or weekend work.

#### **Set clear and reasonable expectations**

Student employees who are seen as valuable members of an organization are expected to meet the organization's standards of behavior and performance. Supervisors need to clearly explain these standards and make sure student employees understand what is expected of them. Then, supervisors need to be firm about expecting all staff (including students) to uphold standards.

## Appendix B

### Preparing Student Employees to Succeed

Student employees come to the job with a wide range of skills and abilities. It's important to find out exactly what training and coaching they will need to be successful. For example, a student employee may be an expert at Microsoft Word, but not know how to operate a photocopier or navigate around the community.

Use the chart below to help you think about the skills that may be required for the position. Carefully review the job expectations to determine which work skills the student employee will need. Develop plans with new student employees to make sure they receive the training or coaching needed.

Work Skills	Relationship skills	Attitude Skills
<ul style="list-style-type: none"><li>• Basic employment skills</li><li>• Office procedures</li><li>• Specific job skills</li><li>• Customer service skills</li></ul>	<ul style="list-style-type: none"><li>• Communicating and listening effectively</li><li>• Building positive work relationships</li><li>• Dealing appropriately with people</li></ul>	<ul style="list-style-type: none"><li>• Readiness to learn</li><li>• Respectfulness</li><li>• Flexibility</li><li>• Responsibility</li><li>• Service orientation</li></ul>

#### Work skills

Encourage student employees to ask questions about job responsibilities and expectations. New students may be shy or uncomfortable admitting their uncertainties. Stress the importance of being sure the task is done correctly and the value of knowing how to do it in the future. Individual students will bring varying levels of skills and unique sets of abilities to the workplace. As you design a training plan for your student employees, consider the following factors.

**Basic employment skills:** Don't assume that your new student employees are familiar with common office routines and procedures. If this is their first paid employment, you may need to explain in detail your unit's expectations about such issues as:

- Telephone etiquette;
- Shared maintenance of common workspaces;
- Time and task management; and
- Scheduling (timeliness, advance notification of changes, calling in sick, etc.).

**Office procedures:** You may also need to explain in detail the basic office procedures of your unit. This could include a wide range of issues such as:

- Use of telephone;
- Appropriate use of computers;
- Sending and receiving mail;
- Use of office equipment such as photocopiers and fax machines; and
- Appropriate handling of procedures.

**Specific job skill:** Each position has specific responsibilities and expectations. Once the overall training has been provided, you may need to work closely with students until you're sure they understand how to perform all the elements of a task. It's likely that individual students will have very strong skills in some areas, and need coaching in others.

**Customer service skills:** A final area for consideration is customer service. You may need to set up specific standards for appropriate service behaviors.

### **Relationship skills**

Student employees may need coaching on how to build effective work relationships. They may not be accustomed to functioning as part of an interdependent work team, and may need help to understand how their job relates to the work of others in the unit and to understand the difference between work relationships and friendships.

In addition they may need your help in understanding the supervisory relationship. You might need to clarify issues such as the level of independent responsibility they have, the kind of reporting you expect, and the resources you can provide to help them succeed.

### **Attitude skills**

Most supervisors have heard the complaint that an employee has a "bad attitude." This term is vague and hard to define. However, when attitudes (what individuals believe or think) negatively affect behaviors at work (what a person does), the supervisor may need to respond.

Attitudes such as respectfulness, responsibility, or service orientation can be described in terms of expected behaviors. While supervisors can't change what an employee thinks, they can describe the behaviors that are or are not acceptable. The chart below describes some behaviors that may be associated with particular attitudes.

<b>"Attitude"</b>	<b>Sample Behavioral Indicators</b>
Readiness to learn	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Expressing interest in the work of the unit</li> <li>• Seeking opportunities to acquire new skills</li> <li>• Being open to different ways of doing things</li> </ul>
Respectfulness	<ul style="list-style-type: none"> <li>• Demonstrating good listening skills</li> <li>• Using appropriate eye contact, body language, and tone of voice</li> <li>• Showing an ability to communicate with many different types of people</li> <li>• Demonstrating an effort to understand other points of view</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Willingness to change plans if circumstances change</li> <li>• Ability to change priorities if needed</li> <li>• Able to work on more than one thing at once</li> <li>• Looking for new tasks when the current ones are finished</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Follow through on commitments</li> </ul>

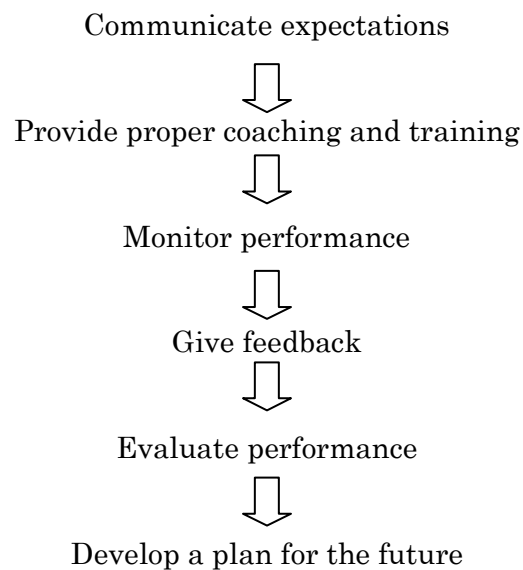
	<ul style="list-style-type: none"> <li>• Consistently meeting deadlines</li> <li>• Consistently meeting unit expectations about work schedules, payroll procedures, calling in sick, etc.</li> <li>• Ability to reliably handle money or confidential data according to unit guidelines</li> </ul>
Service orientation	<ul style="list-style-type: none"> <li>• Using good communication and listening skills</li> <li>• Showing empathy for others' point of view</li> <li>• Providing reliable and accurate information to clients</li> <li>• Identifying client needs and figuring out ways to meet them</li> <li>• Being professional and courteous</li> </ul>

## **Appendix C**

### ***Providing Coaching and feedback***

It is important to have mechanisms in place to be sure student employees are getting the information they need about their work performance. When designing a student position, review the steps below and make sure they are incorporated into the management strategy.

### ***Performance Management Model***



All students hired by the Center are required to do reflection pieces and a mid-point assessment each semester. The Student Involvement Coordinator will provide the students with the reflection questions and the assessments, and collect them when they are due. The Community Supervisor will also be asked to turn in a mid-point assessment for each student. The reflections and the assessments will be looked at and discussed with the Community Supervisor and the Student Involvement Coordinator.

## **Coaching for Performance Improvement**

All employees like to be told when they are doing a good job. While they may not appreciate it all the time, it's also important for employees to know as soon as possible when and how things need to be corrected. The following model works well for coaching students on areas of improvement.

### **1. Review standards and expectations**

Go back to the materials used when orienting the student employee. Review the standards and performance expectations with the student. You may want to consider the following questions: Has the job changed? Have the expectations been revised? Are there areas that are unclear?

### **2. Give specific examples of unacceptable performance**

Tell the student specifically what went wrong and why it was a problem. Ask for their explanation of the situation. Make sure you have a mutual understanding of the problem, its causes, and its implications. Each organization sets up basic employment policies and is responsible for informing students of the consequences of unexcused absences, tardiness and breach of confidentiality, etc. Employee evaluation and warning forms are available from the Student Involvement Coordinator.

### **3. Use effective communication skills**

It's important to present the problem in a way that invites discussion. You might want to discuss a specific problem situation and ways it could have been handled differently. Listen carefully to what the student has to say about the problem. They may have understood the assignment differently than was intended, or may have interpreted circumstances in a way that led to unexpected results.

### **4. Make an action plan for correcting the problem**

Discuss specific ways in which the student's behavior needs to change. Agree on a plan for improvement and a timeline for follow-up. Be sure the employee understands that you value his/her contribution and are willing to help resolve the situation.

### **5. Monitor the problem and provide feedback**

Follow up with specific observations and feedback. Agree on a timeline for reviewing performance improvements. If the problem persists, continue coaching or move into progressive discipline as necessary. If the problem is improving, provide specific descriptions of desirable changes and encourage the employee to continue making improvements.

## **Appendix D**

### ***Tips for Community Supervisors***

1. It may be difficult to obtain students for short-term projects. It is recommended that students be offered semester, or yearlong, contracts. The best time to recruit students during the academic year is at the beginning of fall semester (late August) and spring semester (early January). The best time to recruit students for summer positions is April and early May.
2. Understand why the student is working – They are there to gain real-life experience and access skills they cannot get from the classroom, while meeting needs in your organization. Have the student list their current skills and those skills they would like to develop. Consider their list and tailor their responsibilities within the context of your needs. You may be surprised at what the student can accomplish *for you* once given the opportunity to express their individual gifts that energize them.
3. Constructive Criticism – When the student is not performing to your expectations, communicate your feelings patiently. Explain specifically what is wrong, and help them learn from the experience. Also, be sure to evaluate why the student’s work is inadequate. Was it their lack of creative responsibility or your failure to train or explain?
4. Continue to make sure everyone understands the purpose of the project. Regular meetings allow the student employee to ask questions. You will also have the chance to evaluate together the work your researcher is doing and the progress of the project. If you sense confusion - talk about it.

## **Appendix E**

### **Student Pay Scales**

#### **Fall**

\$7.10	10 hours	15 weeks	\$1,065	
\$7.50	10 hours	15 weeks	\$1,125	
\$8	10 hours	15 weeks	\$1,200	
\$9	10 hours	15 weeks	\$1,350	Research
\$9.50	10 hours	15 weeks	\$1,425	Research

#### **Spring**

\$7.10	10 hours	15 weeks	\$1,065	
\$7.50	10 hours	15 weeks	\$1,125	
\$8	10 hours	15 weeks	\$1,200	
\$9	10 hours	15 weeks	\$1,350	Research
\$9.50	10 hours	15 weeks	\$1,425	Research

#### **Full Academic Year**

\$7.10	10 hours	30 weeks	\$2,130	
\$7.50	10 hours	30 weeks	\$2,250	
\$8	10 hours	30 weeks	\$2,400	
\$9	10 hours	30 weeks	\$2,700	Research
\$9.50	10 hours	30 weeks	\$2,850	Research

				Fringe	
				7.3%	Total
<b>Summer</b>					
\$7.10	10 hours	15 weeks	\$1,065	\$77.75	\$1,143
\$7.10	15 hours	15 weeks	\$1,598	\$116.65	\$1,715
\$7.10	20 hours	15 weeks	\$2,130	\$155.49	\$2,285
\$7.10	25 hours	15 weeks	\$2,663	\$194.40	\$2,857
\$7.10	30 hours	15 weeks	\$3,195	\$233.24	\$3,428
\$7.10	35 hours	15 weeks	\$3,728	\$272.14	\$4,000
\$7.10	40 hours	15 weeks	\$4,260	\$310.98	\$4,571
\$7.50	10 hours	15 weeks	\$1,125	\$82.13	\$1,207
\$7.50	15 hours	15 weeks	\$1,688	\$123.22	\$1,811
\$7.50	20 hours	15 weeks	\$2,250	\$164.25	\$2,414
\$7.50	25 hours	15 weeks	\$2,813	\$205.35	\$3,018
\$7.50	30 hours	15 weeks	\$3,375	\$246.38	\$3,621

\$7.50	35 hours	15 weeks	\$3,938	\$287.47	\$4,225
\$7.50	40 hours	15 weeks	\$4,500	\$328.50	\$4,829
\$8	10 hours	15 weeks	\$1,200	\$87.60	\$1,288
\$8	15 hours	15 weeks	\$1,800	\$131.40	\$1,931
\$8	20 hours	15 weeks	\$2,400	\$175.20	\$2,575
\$8	25 hours	15 weeks	\$3,000	\$219.00	\$3,219
\$8	30 hours	15 weeks	\$3,600	\$262.80	\$3,863
\$8	35 hours	15 weeks	\$4,200	\$306.60	\$4,507
\$8	40 hours	15 weeks	\$4,800	\$350.40	\$5,150

**Summer: Research**

\$9	10 hours	15 weeks	\$1,350	\$98.55	\$1,449
\$9	15 hours	15 weeks	\$2,025	\$147.83	\$2,173
\$9	20 hours	15 weeks	\$2,700	\$197.10	\$2,897
\$9	25 hours	15 weeks	\$3,375	\$246.38	\$3,621
\$9	30 hours	15 weeks	\$4,050	\$295.65	\$4,346
\$9	35 hours	15 weeks	\$4,725	\$344.93	\$5,070
\$9	40 hours	15 weeks	\$5,400	\$394.20	\$5,794

\$9.50	10 hours	15 weeks	\$1,425	\$104.03	\$1,529
\$9.50	15 hours	15 weeks	\$2,138	\$156.07	\$2,294
\$9.50	20 hours	15 weeks	\$2,850	\$208.05	\$3,058
\$9.50	25 hours	15 weeks	\$3,563	\$260.10	\$3,823
\$9.50	30 hours	15 weeks	\$4,275	\$312.08	\$4,587
\$9.50	35 hours	15 weeks	\$4,988	\$364.12	\$5,352
\$9.50	40 hours	15 weeks	\$5,700	\$416.10	\$6,116