

# Student Employment Student Guide

# **Table of Contents**

# **Getting Started**

- 04 Welcome & Vision for Your Success
- 05 Campus Employment & Your Career
- 06 Core Competencies
- 12 Required Training & Paperwork
- 13 Timeline & Processing
- 14 Performance Expectations

# **Professional Foundation**

- 20 Building Your Professional Foundation
- 22 <u>Teamwork Excellence</u>
- 23 Self-Advocacy Skills
- **30** Building the Relationship

# **Mentorship Experience**

- 27 Your Supervisor as Career Mentor
- 28 Questions to Ask Your Mentor
- 29 Mentorship Reflection Worksheet
- 25 Make the Most out of Mentorship
- 31 Mentorship Challenges

## **Performance Reviews**

- 32 Performance Reviews
- 33 Annual Review Process
- 34 Performance Review Timeline
- **35** Performance Review Conversation

  <u>Example</u>

# **Career Connections**

- 37 Making Your Experience Career-Relevant
- 39 <u>Documenting Accomplishments</u>
- 43 Creating Your Career Narrative
- 44 Department-Specific Career Pathways
- 45 Building Industry Knowledge and
- 45 Connections

# **Policies & Procedures**

- 48 Equal Opportunity & Inclusive Excellence
- 53 <u>Important Definitions</u>
- 54 Terms & Conditions of Employment
- 58 Professional Standards
- 60 Recording Time Worked
- 61 Work Hours & Compensation
- 66 Hiring Process
- **67** Processing Requirements
- 68 Paperwork Required
- 69 EPAF, Processing Time, Contracts
- 70 Finding Employment & Responsibilities
- 71 <u>Mediation Process</u>

### **Appendix**

- 73 Mentorship Reflection Worksheet
- 75 Goal Setting Worksheet
- **76** Skills Inventory Checklist
- 79 <u>Workplace Communication Styles Self-</u> <u>Assessment</u>
- **81** Requesting References

# **Getting Started**

# Welcome to Your Professional Journey

#### **Our Vision**

Every student employee leaves Colorado College with meaningful work experience, strong professional references, and the confidence to succeed in their chosen career path.

#### **Our Mission**

To transform student employment from temporary work into transformative career preparation through mentorship, professional development, and intentional skill-building experiences that prepare students for post-graduation success.

#### What This Means for You

Student employment at Colorado College is more than just a job—it's your first step toward building a successful career. This guide will help you understand how to maximize your campus work experience, connect it to your future goals, and develop the professional skills that employers value most.

Through your campus employment, you will:

- Gain real-world experience that sets you apart from other graduates
- Build professional relationships with mentors and colleagues
- **Develop essential skills** that employers seek
- Create a compelling career story that connects your education to your professional goals
- Establish a foundation for lifelong career success

#### Your Role in Our Mission

As a student employee, you are an active participant in your own professional development. This means:

- Taking ownership of your learning and growth
- Seeking feedback and acting on it constructively
- Communicating openly with your supervisor about your goals and challenges
- Contributing positively to your workplace community
- Maintaining high standards of professionalism and work quality

# **Campus Employment is Career Preparation**

Every position at Colorado College, from research assistant to office coordinator to lifeguard, offers valuable opportunities to develop:

- Professional skills (communication, time management, problem-solving)
- Industry-specific knowledge (depending on your department)
- Leadership and teamwork abilities
- Real-world work experience for your resume
- Professional references for future opportunities

# The Three Phases of Your Development

#### Phase 1: Foundation Building (First semester)

- Complete required training modules
- Learn job responsibilities and workplace expectations
- Begin building professional relationships

#### Phase 2: Skill Development (Ongoing)

- Take on increased responsibilities
- Participate in professional development opportunities
- Receive regular feedback and coaching

#### Phase 3: Leadership & Legacy (Advanced students)

- Mentor newer student employees
- Lead projects or initiatives
- Prepare for post-graduation career transition

# The 9 Core Competencies

Your student employment experience is designed around developing Colorado College's nine essential career readiness competencies. These competencies represent the skills, knowledge, and abilities that employers and graduate programs value most highly.

# Career & Life Design

The ability to proactively manage your personal and professional growth throughout your life journey.

This foundational competency involves taking intentional ownership of your professional development and career trajectory. Through your student employment, you'll practice setting both immediate and long-term professional goals, engaging in continuous self-reflection about your interests and values, and building the resilience needed to navigate career transitions and setbacks. You'll develop the ability to communicate your evolving skills and experiences effectively to future employers and graduate programs, while building meaningful professional relationships that support your ongoing growth.

**In Your Role:** Collaborate with your supervisor to establish semester-long development goals, actively engage with Canvas training modules that connect your work to career preparation, maintain a professional portfolio documenting your growth, and regularly reflect on how daily tasks connect to your broader career aspirations.

### Communication

The ability to articulate thoughts and ideas clearly and effectively to exchange information, using a broad range of communication styles, appropriate platforms to deliver and receive messages, and effectively communicate to different audiences in a variety of situations.

Effective communication extends far beyond basic speaking and writing to encompass active listening, cultural sensitivity, and adaptive communication strategies. Your student employment provides daily opportunities to practice professional communication with diverse stakeholders including students, faculty, staff, and external partners. You'll develop proficiency in various communication formats fromemails and reports to presentations and face-to-face conversations, learning to tailor your approach based on audience needs and cultural contexts.

**In Your Role:** Practice professional communication protocols in all interactions, seek opportunities to present information to different campus constituencies, develop active listening skills during meetings and one-on-one conversations, and cultivate awareness of cultural differences in communication styles within the diverse Colorado College community.

# **Critical Thinking**

The ability to exercise sound reasoning to analyze information, make decisions, identify problems, and develop workable solutions.

Critical thinking in professional contexts requires moving beyond following instructions to actively analyzing complex situations, questioning assumptions, and developing evidence-based solutions. Your student employment will present ambiguous challenges that require gathering information from multiple sources, evaluating credibility and potential bias, and synthesizing data to make informed decisions. You'll learn to break down complex problems systematically while considering multiple perspectives and potential consequences of different approaches.

**In Your Role:** Approach workplace challenges as problem-solving opportunities, actively seek diverse viewpoints when making decisions, question existing processes to identify improvement opportunities, and document your analytical reasoning when proposing solutions or changes to your supervisor.

# **Equity & Inclusion**

The ability to demonstrate awareness, attitudes, knowledge, and skills required to equitably engage and include people from all identities and cultures. Engage in antiracist practices that actively challenge the systems, structures, and policies of racism. This competency requires developing deep cultural competence and inclusive practices that go beyondsimply avoiding discrimination to actively promoting equity and challenging systemic barriers. Throughyour student employment, you'll work with individuals from diverse backgrounds, identities, and experiences, learning to recognize your own biases and privilege while creating environments where allindividuals feel valued and included. This involves understanding different cultural norms and communication styles while actively advocating for inclusive practices in your workplace.

**In Your Role:** Actively seek to understand and learn from colleagues with different backgrounds and experiences, critically examine workplace practices for potential bias or exclusionary elements, participate in diversity and inclusion training opportunities, and speak up constructively when witnessing discriminatory behavior or practices.

# Leadership

The ability to recognize and leverage personal and the individual strengths of others to achieve common goals and use interpersonal skills to coach and develop others. Leadership in student employment transcends formal authority to encompass taking initiative, inspiring others, and contributing to collective success regardless of hierarchical position. You'll develop skills in recognizing situational leadership needs and adapting your approach accordingly, motivating others through encouragement and trust-building, and managing projects from conception through completion. As you grow professionally, you may mentor newer student employees, lead special initiatives, or serve as a bridge between different departments or constituencies.

**In Your Role:** Volunteer for challenging assignments that stretch your capabilities, offer mentorship to newer student employees, take initiative to improve processes or address problems proactively, and practice different leadership approaches based on specific situational needs and team dynamics.

# **Manage Information**

The ability to obtain, critically interpret, use, and communicate information, turning qualitative and quantitative data into knowledge.

Information management in today's environment requires sophisticated skills in gathering, evaluating, synthesizing, and communicating data from diverse sources. Your student employment will involve developing research capabilities, understanding appropriate methodologies for different types of investigations, and maintaining high standards for documentation and source attribution. You'll learn to present complex information accessibly to different audiences and use data strategically to support decision-making processes and organizational goals.

**In Your Role:** Take responsibility for maintaining accurate and comprehensive records and documentation, research best practices for addressing workplace challenges, analyze data to identify trends or improvement opportunities, and practice presenting complex information clearly to supervisors and colleagues with varying levels of expertise.

#### Personal & Professional Effectiveness

The ability to demonstrate accountability to self and others through effective habits to be productive in work and life.

Personal and professional effectiveness encompasses the self-management capabilities that enable consistent productivity and reliability in professional environments. This includes sophisticated time management and organizational skills, the ability to prioritize competing demands effectively, and developing situational awareness that helps you understand how your work contributes to broader organizational objectives. You'll also cultivate emotional intelligence, adaptability, and resilience while maintaining high standards of work quality and professional integrity.

**In Your Role:** Maintain consistent reliability and punctuality, communicate proactively when challenges or obstacles arise, take ownership of mistakes and demonstrate learning from them, seek feedback regularly and apply it constructively, and continuously identify opportunities to enhance your efficiency and effectiveness.

#### Teamwork

The ability to collaborate with others toward a shared goal, participating actively, and maximizing team performance.

Effective teamwork involves sophisticated skills in creating positive group dynamics, contributing individual strengths while recognizing and leveraging others' capabilities, and working through conflicts constructively. This competency requires active participation in collaborative efforts, willingness to share information and resources generously, and the ability to provide and receive feedback that advances team objectives. You'll learn to adapt your working style to complement different team members while maintaining group cohesion during challenging periods.

**In Your Role:** Actively contribute to team meetings and collaborative projects, offer assistance tocolleagues when you have capacity, share knowledge and resources that benefit the entire team, and engage constructively in conflict resolution when disagreements arise, focusing on solutions that advance shared goals.

# **Technology**

The ability to select and leverage existing technologies and use them ethically to solve problems, complete tasks, and accomplish goals efficiently. Ability to identify, learn, and effectively use new and emerging technologies.

Technology competency extends beyond basic computer proficiency to include strategic evaluation, selection, and implementation of technological solutions that enhance efficiency and effectiveness. You'll develop skills in adapting quickly to new software and systems, understanding ethical considerations in technology use including data privacy and security, and maintaining appropriate digital boundaries. This competency involves leveraging technology not merely as a tool but as a strategic resource that can streamline processes, enhance communication, and support superior decision-making.

**In Your Role:** Master the technology systems integral to your workplace, proactively suggest technological improvements when appropriate, maintain rigorous digital security and privacy protocols, and continuously develop proficiency in new tools and platforms relevant to your professional field and ongoing development.

#### Teamwork

The ability to collaborate with others toward a shared goal, participating actively, and maximizing teamperformance.

Effective teamwork involves sophisticated skills in creating positive group dynamics, contributing individual strengths while recognizing and leveraging others' capabilities, and working through conflicts constructively. This competency requires active participation in collaborative efforts, willingness to share information and resources generously, and the ability to provide and receive feedback that advances team objectives. You'll learn to adapt your working style to complement different team members while maintaining group cohesion during challenging periods.

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# **Competency Development Action Plan**

Use this framework to actively develop Colorado College's career readiness competencies:

**IDENTIFY:** Which of the nine competencies align most closely with your career goals and current development needs?

PRACTICE: How can you deliberately practice these competencies in your current role? What specificsituations or projects will allow you to demonstrate growth?

REFLECT: What evidence do you have of growth in these areas? How will you document your development through your student employment experience?

ARTICULATE: How will you communicate these competencies in job interviews, graduate school applications, and professional networking situations?

INTEGRATE: How do these competencies connect to your Canvas training modules

# **Reflection & Career Integration**

Students are encouraged to reflect on their work experiences each semester. Consider these prompts:

- What skills did I practice in this role that connect to my future career?
- How did I contribute to my team and department's success?
- What challenges did I face, and how did I overcome them?
- How can I translate this experience into resume bullet points?

# Resume Language Bank

and performance review goals?

Here are sample action statements you can adapt for your resume:

- Coordinated front desk operations, providing customer service to an average of 50 students per day.
- Trained and mentored 3 new employees, improving team efficiency and communication.
- Managed data entry and recordkeeping with 100% accuracy, ensuring compliance with college policies.
- Supported event planning and execution, contributing to 10+ successful campus programs.

# Required Training & Paperwork

# **Training**

All student employees must complete the following Canvas training modules before submitting any paperwork or beginning work:

- Module 1: Getting Started as a Student Employee (10 minutes)
  - Paperwork overview
  - Banner time entry
  - Essentials checklist
  - Short reflection
- Module 2: Professionalism & Workplace Expectations (10 minutes)
  - Workplace conduct
  - o Quiz
  - Reflection
- Module 3: Communication & Teamwork (10 minutes)
  - Email Etiquette
  - Collaboration Overview
  - Quiz
  - Reflection
- Module 4: Career Readiness & Reflection (10 minutes)
  - o Transferable Skills Overview
  - Resume Practice
  - Quiz
  - Reflection

**Important:** You cannot begin work or receive a timesheet until training is complete and verified.

# Paperwork

- Download the Student Employment Paperwork Packet
  - Domestic Students
  - International Students
- **I-9 Form**: Must be submitted with <u>original identification documents.</u> in person (**NOT COPIES**).
  - Click the link to view the appropriate documents. If you do not have the
    physical document you need to obtain it before turning in your paperwork or
    your paperwork cannot be processed.
- W-4 Form: Tells payroll how much tax to withhold.
  - Suggestions on how to complete the W-4.Links to an external site.
- **Direct Deposit**: Submit banking info to get your paycheck deposited automatically.
  - This will include the account and routing numbers.

# **Timeline & Processing**

- Before beginning work, all student employees must complete both required training modules and employment paperwork.
- Once those are complete the student will bring their paperwork and certificate of training to the Student Employment office for processing.
- The paperwork will be processed within 3 days of submission.
- Once the paperwork is processed, the student and their supervisor (if included on the paperwork by the student) will receive an email notifying them.
- This email prompts the supervisor to submit the required information for the student's timesheet to be created.
- The timesheet (called an EPAF) will be approved by the Student Employment office and a second email will be sent to the student and supervisor.
- This signifies that the student may begin working.
- The student must confirm that they can see their timesheet in Banner before working.
- This ensures compliance with federal and institutional policies, as well as readiness for success in the workplace.

# **Performance Expectations**

# **Shared Responsibilities**

#### **Student Employees Are Expected To:**

- Communicate proactively about absences, schedule changes, or conflicts.
- Follow all department and college policies.
- Complete assigned duties responsibly and in a timely manner.
- Maintain professionalism and respect in communication with peers, supervisors, and community members.
- Seek feedback and accept coaching in the spirit of growth.
- Notify supervisors of any barriers affecting work performance.

#### **Supervisors Are Expected To:**

- Provide clear expectations, training, and regular feedback.
- Address issues promptly and respectfully.
- Document performance concerns using the appropriate forms.
- Offer reasonable opportunities for students to improve.
- Maintain confidentiality and fairness throughout the process.
- Communicate with the Student Employment Office for guidance when necessary.

# **Types of Workplace Concerns**

Category	Examples	Handled By
Attendance & Punctuality	Late arrivals, missed shifts, failure to notify supervisor	Supervisor
Performance	Missed deadlines, incomplete work, failure to follow instructions	Supervisor
Communication & Conduct	Disrespectful behavior, poor teamwork, unprofessional communication	Supervisor with guidance from Student Employment if needed
Policy or Safety Violations	Breach of confidentiality, misuse of resources, safety concerns	Supervisor and Student Employment
Harassment or Discrimination	Any form of discriminatory, harassing, or retaliatory behavior	Must be reported directly to HR or Title IX Office

# **Standard Response Process**

Every concern should be handled with professionalism, empathy, and documentation. The following process ensures fairness and consistency.

#### Step 1: Informal Coaching (Verbal Conversation)

- The supervisor meets privately with the student to discuss the issue.
- The conversation focuses on understanding the situation, clarifying expectations, and providing support.
- The supervisor records the date and summary of the conversation on the <u>Performance Documentation Form</u>.
  - Goal: Resolve the issue quickly through communication and clarification.

#### **Step 2: Written Warning (First Documentation)**

If the issue continues, or if the behavior requires formal documentation:

- 1. The supervisor completes the <u>Performance Documentation Form</u>.
- 2. The student and supervisor meet to review the concern, what improvement is expected, and within what timeframe (2–3 weeks typical).
- 3. The supervisor provides a copy to the student and retains one for departmental records.

#### Examples:

- Repeated tardiness or missed shifts
- Missed deadlines or tasks
- Unprofessional communication after a verbal discussion

#### **Step 3: Final Written Warning**

If the concern persists or if a more serious issue arises:

- 1. The supervisor issues a Final Written Warning using the <u>Final Warning and</u> <u>Improvement Plan Form</u>.
- 2. The student is informed that failure to improve or any recurrence may result in termination.
  - Goal: Allow one final opportunity for improvement before employment action is taken.

#### **Step 4: Termination**

#### The supervisor

Termination may occur if:

- There is no improvement following a final written warning, or
- The issue is serious enough to warrant immediate action.

Before termination:

- 1. The supervisor must complete the <u>Termination Form</u>.
- 2. Student Employment reviews the case to ensure due process and consistency.
- 3. The supervisor and student are notified of the final decision.
- 4. If termination is the outcome, the supervisor will submit a term EPAF to complete the process.

Note: Termination decisions should always involve the Student Employment Office before being communicated to the student.

#### **Immediate Termination Circumstances**

Certain behaviors may result in immediate removal from a position without prior warning, including:

- Theft, fraud, or falsification of records
- Harassment, discrimination, or threats of violence
- Breach of confidentiality or data security
- Safety violations that endanger others
- Serious misconduct violating college policy

Supervisors must notify Student Employment and Human Resources immediately in these cases. Each incident will be reviewed individually.

# **Conflict Resolution & Mediation**

If conflict arises between student employees or between a student and supervisor:

- 1. Attempt direct resolution through calm, respectful conversation.
- 2. If unresolved, contact the Student Employment Office for mediation.
- 3. If the issue involves discrimination, harassment, or retaliation, report directly to Human Resources or Title IX.

## **Appeals Process**

A student who believes they were treated unfairly may submit a written appeal to the Student Employment Office within five business days of receiving notice of a decision. Appeals must include:

- A description of the situation
- Copies of any written documentation
- The specific resolution requested

A written response will be provided within ten business days of receipt.

#### **Documentation Tools**

The following standardized forms support fair and consistent documentation:

- <u>Performance Documentation Form</u> used for verbal or written warnings
- <u>Final Warning and Improvement Plan Form</u> outlines steps for improvement before termination
- Termination Form submitted to Student Employment for final processing
- Incident Report Form used for policy or safety violations

All forms are available in the Appendix of this guide and on the Student Employment Supervisor Toolkit webpage.

#### **Attendance & Absences**

- Scheduled Shifts
  - Students are expected to arrive on time and ready to work for each scheduled shift.
  - If you are unable to attend your scheduled shift, you must contact your supervisor as soon as possible—ideally at least 24 hours in advance—by phone, email, or another method agreed upon by your department.
- Calling Out Due to Illness or Emergency
  - If you are unexpectedly ill or experience an emergency, notify your supervisor as soon as possible before your scheduled start time.
  - o Provide an estimated return date if known.
  - You are not required to share specific medical details, but you should clearly communicate that you are unable to work.
- Utilizing Sick Time
  - Student employees accrue paid sick time in accordance with Colorado law.
  - Sick time may be used for personal illness, injury, mental health needs, preventative care, or care of a family member.
  - When using sick time, students must inform their supervisor at the earliest opportunity and note the absence on their timesheet as "Sick Leave."
  - Supervisors should ensure that students are aware of their current sick time balance, available on the employee self-service portal.

#### **Academic Conflicts & Priorities**

Colorado College prioritizes academics as the primary responsibility of all student employees. Work schedules should be flexible enough to support students' academic success.

a. Communicating Academic Conflicts

If an academic obligation (exam, field trip, class project, etc.) conflicts with a scheduled work shift, students should notify their supervisor at least one week in

- advance, whenever possible.
- Students are encouraged to propose alternatives such as swapping shifts, adjusting hours, or making up missed time.
- Supervisors should make reasonable efforts to accommodate academic obligations and collaborate with students to balance work and academics.
- b. Managing Ongoing Conflicts
- If a recurring academic schedule creates ongoing conflicts with work shifts, students should meet with their supervisor to review possible schedule adjustments.
- When no alternative schedule can meet both academic and departmental needs, the supervisor and student may consult the Student Employment Office for guidance.

# Professional Foundation

# **Building Your Professional Foundation**

#### **Effective Communication**

#### **Written Communication**

Professional written communication forms the foundation of workplace effectiveness.

- Develop skills in email etiquette by using clear, informative subject lines, professional greetings and closings, and concise yet comprehensive content that respects your reader's time.
- Learn to create accurate documentation that captures decisions, processes, and important information for future reference.
- Practice writing reports and updates that summarize complex information clearly while highlighting key insights and recommendations.
- Understand when different communication channels are most appropriate, recognizing that email, text messages, phone calls, and face-to-face conversations each serve different professional purposes.

#### **Verbal Communication**

Strong verbal communication requires active listening skills that involve focusing completely on speakers, asking clarifying questions, and summarizing what you've heard to ensure understanding.

- Develop competence in professional meetings by preparing agenda items in advance, contributing meaningfully to discussions, and following up on action items consistently.
- Build presentation skills by organizing your thoughts logically, using visual aids effectively when appropriate, and engaging your audience through clear delivery and interactive elements.
- Learn to navigate difficult conversations by addressing conflicts directly but respectfully, focusing on solutions rather than blame, and maintaining professionalism even during challenging interactions.

#### **Nonverbal Communication**

Professional presence extends beyond words to include body language, appearance, and digital representation.

- Maintain appropriate eye contact and open postures while remaining sensitive to cultural differences in nonverbal communication norms.
- Dress appropriately for your workplace context and any professional events you attend.

• Develop a professional digital presence through carefully curated social media profiles and professional email signatures that reflect your growing expertise and career aspirations.

#### Teamwork Excellence

#### **Building Strong Relationships**

Trust forms the foundation of effective teamwork and requires consistent followthrough on commitments, honest communication even when delivering difficult messages, and active support for colleagues' success.

- Develop collaboration skills by sharing information freely, actively seeking input from team members, and demonstrating willingness to compromise when appropriate.
- Learn conflict resolution techniques that address disagreements early before they escalate, focus on issues rather than personalities, and seek solutions that benefit all parties involved.
- Practice showing appreciation for others' contributions through regular recognition and celebration of both individual achievements and team successes.

#### **Contributing to Team Success**

Reliability in teamwork means consistently meeting deadlines, maintaining quality standards, and communicating proactively about potential issues before they become problems.

- Take initiative by identifying problems and proposing solutions, volunteering for challenging assignments that stretch your capabilities, and offering assistance to newer team members who may need support.
- Develop flexibility by adapting to changing priorities, taking on different roles as team needs evolve, and maintaining a positive attitude during periods of transition or uncertainty. Demonstrate accountability by taking responsibility for mistakes, learning from feedback constructively, and making necessary improvements to your performance.

# **Self-Advocacy Skills**

#### **Communicating Your Needs**

Effective self-advocacy begins with clearly articulating your professional development goals to your supervisor, ensuring that your work experiences align with your career aspirations.

- Learn to request resources, tools, training, or support that you need to succeed in your role while demonstrating how these investments will benefit both your development and organizational goals.
- Develop skills in workload management by communicating honestly when you feel overwhelmed or when you have capacity for additional responsibilities, helping your supervisor make informed decisions about task allocation.
- Practice seeking feedback regularly on your performance and asking for specific suggestions about areas for improvement.

#### **Professional Boundary Setting**

Learn effective time management strategies that enable you to decline requests that would compromise your academic success or personal well-being while maintaining professional relationships.

- Develop clarity about your job responsibilities and learn to communicate diplomatically when tasks fall outside your defined scope of work.
- Maintain appropriate professional boundaries with supervisors, colleagues, and any customers or clients you serve.
- Advocate for work-life balance by negotiating reasonable work schedules that support your academic priorities while meeting your employment obligations.

#### **Career Advancement**

Develop skills in recognizing opportunities for projects, training, or role expansions that align with your career goals and enhance your professional development.

- Learn to request assignments that will help you build specific competencies relevant to your career interests.
- Practice networking by asking for introductions to professionals working in your areas of interest and building relationships that extend beyond your immediate work environment.
- Prepare thoroughly for performance discussions by gathering specific examples of your achievements and articulating clear development goals for the future.

# **Building Your Professional Identity**

#### **Understanding Your Professional Brand**

Your professional brand encompasses how others perceive your skills, values, work style, and potential contributions. Through your student employment, you're actively building this brand through every interaction and piece of work you complete.

- Your brand should reflect your core values and the principles that guide your work and decision-making processes.
- It should highlight your unique strengths and the particular skills and qualities that make you valuable to employers.
- Your passion for certain types of work or causes should be evident, as should your commitment to excellence and professional growth.
- Develop your brand through regular self-assessment activities including monthly reflection on your achievements, challenges, and areas of growth.
- Actively seek feedback from supervisors, colleagues, and mentors about their perceptions of your work style and contributions.
- Build a portfolio that documents your projects, accomplishments, and the skills you've developed through your work experiences. Practice telling your professional story in ways that connect your experiences to your future goals and aspirations.
- Maintain a professional online presence through platforms like LinkedIn that accurately reflects your developing expertise and career interests.
- It should highlight your unique strengths and the particular skills and qualities that make you valuable to employers.
- Your passion for certain types of work or causes should be evident, as should your commitment to excellence and professional growth.
- Develop your brand through regular self-assessment activities including monthly reflection on your achievements, challenges, and areas of growth.
- Actively seek feedback from supervisors, colleagues, and mentors about their perceptions of your work style and contributions.
- Build a portfolio that documents your projects, accomplishments, and the skills you've developed through your work experiences. Practice telling your professional story in ways that connect your experiences to your future goals and aspirations.
- Maintain a professional online presence through platforms like LinkedIn that accurately reflects your developing expertise and career interests.

#### **Resume and Portfolio Development**

Transform your student employment experiences into compelling resume content by focusing on action-oriented language and quantifiable results.

- Rather than simply listing job duties, describe your accomplishments using strong action verbs and specific examples that demonstrate your impact.
- Include numbers, percentages, and concrete outcomes whenever possible to help employers understand the scope and significance of your contributions.
- Connect your tasks to transferable professional skills that are relevant across different career fields and industries.
- Build a comprehensive professional portfolio that includes work samples such as reports, presentations, projects, or creative work you've produced.
- Document your technical skills, certifications, and specialized knowledge you've gained.
- Collect recommendation letters from supervisors, colleagues, or faculty members who can speak knowledgeably about your abilities and work ethic.
- Write reflection essays that analyze your professional growth, challenges you've overcome, and lessons you've learned through your work experiences.
- Include professional photographs that can be used for LinkedIn profiles and other professional applications.

#### **Skill Inventory and Development Planning**

Conduct regular assessments of your growing competencies in technical areas such as software proficiency, data analysis capabilities, digital communication skills, research and information literacy, and any industry-specific technical competencies you're developing. Evaluate your professional skills including project management abilities, customer service experience, training and mentoring capabilities, eventplanning and coordination experience, and any budget management or financial literacy you've gained.

Assess your personal effectiveness skills including time management and prioritization abilities, stress management and resilience,

# Mentorship Experience

# The Mentorship Experience

# Your Supervisor as a Career Mentor

When you begin working at Colorado College, your supervisor is more than the person who assigns you tasks or approves your timesheet. They are your mentor. This means that your employment is designed not only to help you complete your daily responsibilities, but also to give you guidance, support, and professional insight as you begin building the foundation of your career.

You can expect your supervisor to check in with you regularly, especially during the early weeks of your job, to ensure you are comfortable with your role and expectations. Over time, these conversations will grow to include bigger-picture topics such as the skills you are developing, how your work contributes to the department, and how you can connect what you are learning on the job to your academic and career goals. Supervisors at CC are trained to approach student employment as a mentorship opportunity, meaning their role includes encouraging your professional growth and helping you recognize the strengths you are building.

To make the most of this relationship, it's important to take an active role. Share your career interests and ask your supervisor how the skills from your job might transfer to those goals. If you are unsure about your future plans, use your mentor as a sounding board—they can help you identify your strengths and suggest experiences that may guide your decision-making. Be open to feedback, even when it challenges you, and view it as a chance to grow in a supportive environment.

Remember that mentorship also involves learning how professionals work, communicate, and collaborate. By observing your supervisor, you gain insight into workplace culture, leadership, and problem-solving. This is your opportunity to practice those same skills in real situations, knowing that your supervisor is there to guide you.

Finally, understand that this relationship can extend well beyond your time at CC. Many students stay connected with their supervisors after graduation, turning them into professional references, career advisors, or long-term members of their network. The effort you invest in building this relationship now can pay off in valuable ways long after you leave your student role.

# **Questions to Ask Your Mentor**

Your supervisor is here to help you succeed not only in your job at Colorado College, but also in your future career. Asking thoughtful questions is one of the best ways to make the most of this mentorship. Use the examples below to guide your conversations.

#### Starting Out (first weeks on the job):

- What does success in this role look like?
- What are your expectations for me in my first month?
- How does my position support the goals of the department?

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#### **Building Skills** (mid-semester or once you're comfortable):

- What skills do you see me developing in this role?
- Where do you think I could grow or stretch myself further?
- Are there opportunities for me to take on new projects or responsibilities?

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#### **Career Connections** (throughout your employment):

- How do you see the skills from this job connecting to careers beyond CC?
- Can you share how you built your own career path?
- Are there professional contacts, resources, or opportunities you'd recommend I explore?

#### **Preparing for the Future** (end of semester/year):

- What strengths have you noticed in me that I should highlight on my resume?
- Would you be comfortable serving as a professional reference in the future?
- What advice do you have for me as I think about my next steps after college?

The goal isn't to ask every question all at once. It's to use these prompts over time to spark meaningful conversations. By being curious, open, and engaged, you'll build a strong mentorship relationship that supports both your current success and your future career.

# **Mentorship Reflection Worksheet**

To help you get the most out of your mentorship experience, we've created a <u>Mentorship Reflection Worksheet</u>.

After meeting with your supervisor, use this worksheet to capture what you discussed, the skills you're developing, and the goals you want to set for yourself. Taking a few minutes to reflect not only helps you track your progress but also gives you concrete examples to add to your resume and talk about in future interviews.

You don't need to turn this worksheet in. It's a tool for you. Think of it as part of your Professional Portfolio, a record of your growth that you can look back on throughout your time at CC and beyond.

# **Building the Relationship**

Like any relationship, mentorship works best when it is built on mutual respect, trust, and communication. While your supervisor is committed to supporting your growth, you play an equally important role in shaping the relationship. Think of mentorship as a partnership. You are not just a passive participant but an active learner who can steer the conversations in ways that matter most to you.

One of the most effective ways to build this relationship is to show curiosity. Ask about your supervisor's own career path, their role at Colorado College, and the skills they believe are most valuable in the workplace. Demonstrating genuine interest in their experience helps you learn and also shows that you value their perspective.

Consistency also matters. Do not wait until performance reviews to engage with your supervisor about your development. Take advantage of regular check-ins to share what is going well, what challenges you are facing, and what you would like to work on next. Even small updates, like telling your supervisor about a skill you are practicing in class that connects to your job, can spark deeper conversations.

Trust grows when you are open about both your strengths and your struggles. If you find something challenging, whether it is learning a new system, managing time, or collaborating with peers, bring it up. Supervisors expect that students are learning, and asking for help or advice shows maturity, not weakness. In return, take feedback seriously. Even if it feels uncomfortable in the moment, feedback is one of the most valuable tools for growth and is a signal that your supervisor is invested in your success.

Finally, follow through on what you discuss. If you and your supervisor set a goal for you to take on more responsibility, prepare for a presentation, or improve in a specific area, commit to making progress and then circle back to share your results. Doing so not only demonstrates professionalism but also builds trust and credibility, showing your supervisor that you take your development seriously.

When approached with openness, consistency, and follow-through, the mentorship relationship with your supervisor can become one of the most impactful parts of your student employment experience. It will help you grow in confidence now and prepare you for the professional world after CC.

# Make the Most Out of Mentorship

#### • Come Prepared to Meetings

- Bring questions about your role and the field
- Share your career interests and concerns
- Ask for feedback on your performance
- Request specific learning opportunities

#### • Be Proactive

- Take initiative in your work
- Volunteer for new projects
- Share ideas for improvement
- Ask how you can support department goals

#### • Build the Relationship

- Be reliable and professional
- Show genuine interest in learning
- Express appreciation for guidance
- Stay connected even after your position ends

# Common Challenges in Mentorship

- Like any mentoring relationship, it may face challenges from time to time. Being aware of common issues can help you navigate them effectively.
- Misaligned Expectations
  - Sometimes, students and supervisors may have different ideas about responsibilities, priorities, or communication styles. For example, a supervisor might expect regular updates on projects, while a student assumes autonomy without check-ins. To prevent misunderstandings, clarify expectations early, ask questions if you're unsure, and schedule check-ins to stay on the same page.

#### • Communication Gaps

Clear communication is essential, but it doesn't always happen naturally. Students may hesitate to ask for help, or supervisors may assume you understand instructions without checking in. If something feels unclear, don't wait—ask for clarification. Consistent communication builds trust and prevents small issues from becoming larger problems.

#### • Limited Feedback

Mentorship works best when feedback is constructive and timely. Some students may feel they're not getting enough guidance, while supervisors may think they are providing sufficient input. If you're unsure how you're performing, request regular feedback sessions and be specific about the areas you'd like to discuss.

• Personality Conflicts

Not every mentorship relationship will click perfectly. Differences in work style, personality, or approach can create tension. Focus on professionalism and common goals, and seek to understand your supervisor's perspective. If challenges persist, the SE program coordinator can help mediate and support you in finding solutions.

• Overdependence or Under-involvement

Some students may rely too heavily on their supervisor for every decision, while others may feel left to navigate tasks without enough guidance. Strive for a balance: take initiative, but don't hesitate to reach out when guidance is needed.

#### Tips for a Strong Mentorship Relationship:

- Schedule regular check-ins to align on goals and expectations.
- Be proactive in asking for help, feedback, or clarification.
- Set realistic goals and timelines together.
- Maintain professionalism even when challenges arise.
- Use the SE program coordinator as a resource if conflicts escalate or persist.

Remember, mentorship is a two-way street. By being communicative, proactive, and open to feedback, you'll maximize the benefits of your relationship with your supervisor while contributing positively to your on-campus work experience.

# Performance Reviews

# **Annual Performance Reviews & Growth Planning**

#### The Annual Review Process

Every student employee participates in a comprehensive annual performance review designed to:

- Celebrate your achievements and growth
- Identify areas for continued development
- Set goals for the upcoming year
- Plan your career preparation strategies

The SE program at Colorado College is designed not only to provide valuable work experience on campus but also to prepare you for professional success after graduation. One of the key ways we support this preparation is through performance reviews with your supervisor. These reviews are intended to be constructive, reflective, and forward-looking, helping you understand your strengths, identify areas for growth, and develop skills that will carry into future workplaces.

Each student will meet with their supervisor for a formal performance review at least once per year. These meetings provide an opportunity for a thoughtful conversation about your contributions, your approach to work, and your professional development. Unlike a typical evaluation, the goal is not to assign a grade or judge your worth, but rather to guide you in building skills and habits that will make you successful both in your current role and in future positions.

Before your review, it's helpful to reflect on your experiences over the year. Consider the tasks and projects you've completed, how you handled challenges, and any moments where you grew or learned something new. Think about the skills you've strengthened, whether it's time management, collaboration, problem-solving, or communication, and be ready to discuss examples. This reflection helps you take ownership of your professional growth and demonstrates your ability to assess your own performance—an essential skill in any career.

During the review, your supervisor will share feedback on your work, highlighting areas where you excel and offering suggestions for improvement. Be open to hearing this feedback, even if it challenges you, as it is intended to help you grow. This is also your opportunity to ask questions, request additional guidance, or discuss goals for the upcoming year. A strong performance review is a conversation rather than a one-sided evaluation, and engaging actively in this process will make it far more meaningful and beneficial.

After the review, take time to process the feedback and create a plan for how you will apply it. Set realistic goals for the coming months, consider strategies to strengthen areas where improvement is needed, and identify ways to continue building the skills that will serve you in your future career. These reviews are not just a formality—they are a chance to practice the kind of professional reflection and development that is expected in almost any workplace after graduation.

By approaching performance reviews with preparation, openness, and reflection, you will gain insights that go beyond your current campus job. You'll leave each review with a clearer understanding of your strengths, a roadmap for growth, and increased confidence in your ability to navigate professional environments after graduation.

#### **Review Timeline**

- **Self-Assessment** (2 weeks before review)
  - Complete detailed self-evaluation form
  - Reflect on accomplishments and challenges
  - Identify professional development goals
  - Prepare questions about career growth
- Supervisor Preparation (1 week before review)
  - Supervisor completes performance evaluation
  - Gathers feedback from colleagues when appropriate
  - Prepares development recommendations
  - Plans goal-setting discussion
- Review Meeting (60-90 minutes)
  - Discussion of performance strengths and growth areas
  - Career goal planning and exploration
  - Professional development planning
  - Setting objectives for the coming year
- Follow-up (Within 1 week)
  - Written summary of review outcomes
  - Professional development plan documentation
  - Goal tracking system setup
  - Next check-in scheduling

# **Example Performance Review Conversation**

**Supervisor**: "Thanks for meeting with me today. I want this to be a constructive conversation where we reflect on the work you've done over the past year and talk about ways to build on your strengths and grow in areas where you might need more experience. How do you feel things have gone so far?"

**Student**: "Overall, I think things have gone well. I feel like I've learned a lot about managing multiple responsibilities, especially balancing my classwork with my oncampus role. I'm proud of the project I led last semester on updating the lab inventory—it taught me a lot about organization and communication."

**Supervisor**: "Absolutely, that was a great project. I noticed how you kept everyone informed and handled questions from peers efficiently. One area I think we could focus on for the next semester is time management during high-pressure periods, like when multiple deadlines converge. Have you noticed challenges in that area?"

**Student**: "Yes, I think I sometimes underestimate how long tasks will take, especially when they require input from other people. I'd like to get better at planning ahead and maybe learning how to prioritize more effectively when everything feels urgent."

**Supervisor**: "That's a good observation. For next year, I'd recommend using a planning system that breaks projects into smaller steps with clear deadlines. We can also check in more frequently during busy periods to help keep things on track. Are there any specific skills or experiences you'd like to gain before graduation?"

**Student**: "I'd like to improve my professional communication, especially giving updates to a group or presenting information to new team members. I think practicing that in our weekly check-ins could help me feel more confident in future roles."

**Supervisor**: "That's a great goal. We can set up opportunities for you to lead small briefings and gradually take on more responsibility in that area. Overall, I want to emphasize that your work this year has been strong. These next steps are about building skills that will make your resume and experience even stronger after you leave campus."

**Student**: "Thank you. I appreciate the feedback and the guidance. I'll make a plan to focus on time management and communication, and I'll follow up with you on my progress."

# Career Connections

#### **Career Connections**

The SE program at Colorado College is not just about earning money or completing tasks. It is about building a foundation for your future career. Through on-campus work experience, mentorship with supervisors, and intentional reflection, you can turn every assignment into a stepping stone for professional growth. This section is designed to help you take full advantage of your time in the program. The following pages provide guidance for making your work experience career-relevant, documenting accomplishments, exploring department-specific pathways, crafting a compelling narrative, and building industry knowledge and connections. Approaching these areas intentionally will help you see your campus role as more than a job and as an investment in your future.

#### **Making Your Experiences Career Relevant**

Every job has transferable skills, but students often overlook how their day-to-day tasks connect to future careers. Making your experience career-relevant starts with awareness. Think about the skills you are developing while performing your responsibilities. Are you managing schedules or coordinating events? That builds project management skills. Are you communicating with peers, faculty, or campus visitors? That strengthens professional communication and interpersonal skills. Even tasks that seem routine, like filing, entering data, or organizing materials, provide opportunities to practice attention to detail, problem-solving, and time management. A critical part of this process is intentional reflection. Periodically pause to evaluate your work: What challenges have you faced, and how did you respond? Which tasks energize you, and which are more difficult? How do these experiences align with your long-term career goals? Reflection allows you to connect your current responsibilities to skills that employers value and to identify areas where you want to grow. Engaging with your supervisor can also make your experience more career-focused. Share your professional interests and ask for opportunities to work on projects that align with them. For example, if you are interested in communications, request involvement in newsletters, social media, or event promotion. If you are aiming for a research career, ask to support data collection, analysis, or literature reviews. The more intentional you are in seeking experiences that build relevant skills, the stronger the connection between your on-campus work and your future career. Finally, think about ways to apply your academic learning to your work. If you are studying psychology, you might analyze patterns in student behavior or engagement in your role. If you are studying environmental science, you could suggest sustainable practices in your department. Making these connections demonstrates critical thinking and initiative, skills that will stand out to employers and graduate programs.

#### Making Your Experiences Career Relevant - Action Guide

**Purpose:** Connect your current work to skills and experiences that are valuable for future opportunities.

#### **Reflection and Action Prompts:**

- Identify three skills you have strengthened in your role that could apply to a career in your field of interest. For each skill, write one specific example of how you practiced it.
- Think of a project or task you could propose to your supervisor that aligns with your career goals. Briefly outline what it would involve and what skills you would develop.
- List two ways your academic knowledge can be applied in your current job to improve outcomes or create new opportunities.
- Consider a scenario at work where you faced a challenge. How did you solve it, and what transferable skills did you demonstrate?

#### **Documenting Your Accomplishments**

Documenting your accomplishments is a skill that will benefit you far beyond your student employment. It requires you to recognize and articulate the value of the work you are doing, rather than assuming others will automatically see your contributions. Begin by keeping a running log of all projects, tasks, and responsibilities you complete.

Include specific details:

- What the task was
- The steps you took
- Challenges you overcame
- The outcomes.

For instance, rather than noting that you "organized files," you could record that you "developed a new filing system that reduced retrieval time by 25 percent and streamlined team access to critical documents." Concrete examples make your contributions tangible and measurable.

It is equally important to note skills developed, not just tasks completed. Did a project require collaboration, problem-solving, or conflict resolution? Did you take initiative or learn a new software tool? Writing down these skills ensures that when it comes time to create a resume, cover letter, or professional portfolio, you can clearly demonstrate what you bring to the table.

Documenting accomplishments also helps you track progress over time. Reviewing your records before performance reviews allows you to highlight key successes and reflect on challenges you have overcome. It provides a strong foundation for discussions with your supervisor about areas for growth and next steps. Additionally, maintaining this documentation is invaluable when preparing for future internships, job interviews, or graduate school applications. It allows you to confidently provide examples that show your experience, capabilities, and professional growth.

Consider supplementing your written documentation with other formats. For example, save emails of praise from colleagues, photos of events you helped organize, or presentations you created. These tangible artifacts provide evidence of your accomplishments and make it easier to communicate your impact to future employers. By consistently documenting and reflecting on your work, you transform everyday tasks into clear demonstrations of professional skill and achievement.

#### **Documenting Your Accomplishments - Action Guide**

**Purpose:** Maintain a record of achievements that can be leveraged for resumes, interviews, or performance reviews.

#### **Reflection and Action Prompts:**

- Write down five concrete accomplishments from the past semester. For each, include: the action you took, the outcome, and any measurable results if possible.
- Identify one skill that each accomplishment highlights. Are there patterns or strengths that appear repeatedly?
- Collect any evidence of your work that can support your accomplishments, such as emails, reports, photos, or presentations. Note how you would present this evidence to an employer.
- Set a recurring schedule to update your accomplishment log. Decide how often (e.g., monthly or after major projects) and commit to it.

#### **Department Specific Career Paths**

Understanding how your department connects to broader career pathways is a crucial step in maximizing your on-campus experience. Different departments provide different skill sets and professional opportunities, and knowing what is valued in each field helps you target your growth effectively. For example, working in a research lab provides analytical experience, data management skills, and an understanding of scientific methodologies—all valuable for graduate study or research-oriented careers. On the other hand, working in student services or academic advising emphasizes interpersonal skills, communication, program coordination, and leadership development. Each department offers a unique set of experiences that can translate directly to specific career pathways.

Take the time to learn about the professions related to your department's work. Talk with your supervisor and colleagues about their career trajectories. Ask questions such as: What skills were most valuable in your career journey? What challenges did you encounter, and how did you overcome them? How does the department's work connect to larger industry or professional networks? These conversations help you see the long-term potential of your current role and provide guidance on which experiences to prioritize.

Additionally, consider shadowing other roles within your department to gain a fuller perspective on potential career options. Even short-term exposure to different functions can clarify your interests and help you identify areas where you might want to build additional skills. By understanding department-specific pathways, you can make intentional decisions about projects, responsibilities, and skill development that align with your career goals, rather than completing tasks passively.

Finally, leverage your department's connections. Departments often have relationships with professional organizations, alumni, or external partners. By actively engaging with these networks, you gain insight into real-world career opportunities and can begin building relationships that may support internships, research opportunities, or full-time positions after graduation. Understanding the pathway from your campus role to a professional career empowers you to approach your work with purpose and foresight.

#### Department Specific Career Paths - Action Guide

**Purpose:** Understand how your role connects to professional opportunities and identify next steps within your field.

#### **Reflection and Action Prompts:**

- Research one career path related to your department and list three skills that are most valued in that role. Compare them to the skills you are developing now.
- Identify a colleague, supervisor, or alumni who has experience in a role you are interested in. Draft one question you could ask them to learn about their career path.
- Make a short map of potential career pathways stemming from your current department. Include at least three possible positions or roles and note which experiences would prepare you for each.
- List two opportunities you can pursue this semester to gain more exposure to the broader professional context of your department.

#### **Creating Your Career Narrative**

A compelling career narrative is a coherent story that connects your experiences, skills, and aspirations in a way that resonates with future employers or graduate programs. Crafting this narrative starts with reflection. Consider the skills you have developed, the challenges you have overcome, and the moments when you have made meaningful contributions. Identify themes that run through your experiences. For example, you might highlight your ability to take initiative, solve problems, or communicate effectively under pressure.

Your narrative should go beyond a list of tasks or achievements. Employers want to understand how your experiences shaped your professional identity and how you approach work. Think about your motivations, key learning moments, and decisions that guided your path. Did you take on a leadership role unexpectedly? Did you help improve a process that benefitted your team? These experiences tell a story of growth, adaptability, and impact.

Another important element is alignment. Connect your narrative to your career goals. Show how your current work experience is preparing you for future opportunities. For example, if your goal is a career in nonprofit management, describe how coordinating campus events developed your organizational, financial, and leadership skills. By articulating this connection clearly, you demonstrate both intentionality and self-awareness.

Finally, practice telling your narrative verbally and in writing. Whether in interviews, networking events, or cover letters, being able to communicate your story in a compelling way sets you apart. A strong career narrative conveys not only what you have done but also who you are as a professional and what you are capable of achieving in the future.

#### **Creating Your Career Narrative - Action Guide**

Purpose: Understand how your role connects to professional opportunities and identify next steps within your field.

#### **Reflection and Action Prompts:**

- Research one career path related to your department and list three skills that are most valued in that role. Compare them to the skills you are developing now.
- Identify a colleague, supervisor, or alumni who has experience in a role you are interested in. Draft one question you could ask them to learn about their career path.
- Make a short map of potential career pathways stemming from your current department. Include at least three possible positions or roles and note which experiences would prepare you for each.
- List two opportunities you can pursue this semester to gain more exposure to the broader professional context of your department.

#### **Building Industry Knowledge & Connections**

Building industry knowledge and professional connections is a critical aspect of career preparation. While your on-campus role provides experience, engaging with the broader professional context allows you to understand industry standards, expectations, and opportunities. Start by observing how your department operates within the larger professional landscape. Attend meetings, participate in workshops, and ask questions about how decisions are made and how work contributes to broader goals.

Networking is equally important. Develop relationships with your supervisor, colleagues, and other campus staff. Ask for advice about careers, internships, and professional development. Seek opportunities to connect with alumni or professionals in your field, and do not hesitate to reach out with thoughtful questions or requests for informational interviews. These relationships provide guidance, mentorship, and potential pathways to future opportunities.

Staying informed about your industry also demonstrates initiative and professionalism. Read articles, attend webinars, and explore trends or emerging challenges in your field. Understanding the broader context allows you to contribute ideas, ask informed questions, and develop skills that are relevant beyond your campus role.

Finally, recognize that connections are reciprocal. Offer to assist colleagues, share insights, and engage in meaningful collaboration. Building genuine, professional relationships creates a network of support that can be invaluable as you move from your campus role to internships, graduate programs, and professional positions. By actively cultivating both knowledge and connections, you transform your student employment into a launching point for long-term career success.

#### **Building Industry Knowledge & Connections**

**Purpose:** Develop awareness of your field, expand your network, and leverage connections for career opportunities.

#### **Reflection and Action Prompts:**

- Identify two professional associations, publications, or events relevant to your field. Consider how you might engage with them to learn more.
- List three people in your department or broader network you could connect with for advice or mentorship. Draft one thoughtful question to ask each person.
- Reflect on one trend or issue in your field that interests you. How does your current work give you insight into this trend?
- Identify one action you can take this semester to strengthen your network or knowledge. Examples include attending a webinar, scheduling a meeting with a mentor, or contributing to a collaborative project.

## Policies & Procedures

#### **Equal Opportunity Policies**

Colorado College is committed to equal opportunity and diversity in the workplace. We want to make sure that everyone feels our willingness to hear about issues and do everything possible to make this a welcoming, inclusive, and supportive place to work.

#### **Anti-Discrimination**

Colorado College is an equal opportunity employer committed to increasing the diversity of the college community and to not discriminating in its employment practices or educational programs and activities on any basis protected by law, e.g., race, color, national or ethnic origin, sex, age, religion, gender identity or expression, marital status, veteran status, disability, or sexual orientation. The college values a diverse workforce and engages in recruitment strategies designed to increase the diversity of its applicant pool. At Colorado College, it is everyone's responsibility to promote a work environment in which differences and diverse perspectives are respected, faculty and staff (including student employees) are treated equitably, and individual contributions are valued and rewarded. Faculty, staff, and student employees who feel that they have been discriminated against may choose to pursue the matter through informal or formal procedures, or both. The college will respond promptly to all complaints, and will respect, insofar as possible, the right to confidentiality of all members of the college community. Retaliation against faculty, staff, or student employees who bring complaints of discrimination in good faith is prohibited and is also considered a form of discrimination that is actionable under the policy. Inquiries regarding the Anti-Discrimination Policy may be directed to the college's Title IX Coordinator. Sexual discrimination and harassment is a unique form of discrimination based on sex, sexual orientation, and gender identity or expression. Please refer to the college's Gender-Based Discrimination, Sexual Harassment, and Sexual Violence Policy for more information.

#### **Protection from Retaliation**

Supervisors or college leadership may not retaliate against a victim, reporter, or witness of harassment because of his or her report or participation in an investigation into a report of harassment. Any suspicion of retaliation should be reported immediately to the Director of Employee Relations & Support.

#### Harassment

Colorado College is committed to an environment free of inappropriate and disrespectful conduct and communication of a harassing nature. As such, the college will not tolerate any form of unlawful harassment (e.g., sexual, racial, ethnic, etc.) at work. It also will not tolerate retaliation for opposing harassing behavior, for reporting instances of harassment, or for providing statements or evidence related to alleged harassment. Harassment may be verbal (epithets, derogatory statements, slurs, innuendo), physical (unwelcome touching, assault, gestures, physical interference with one's work), or visual (posters, drawings, faxes, email, messaging or texting). It may involve unwelcome sexual advances or unwelcome Page | 5 invitations to participate in offensive conduct. Harassment may originate from staff, faculty, supervisors, students, the general public, or vendors. In whatever form and whatever source, it will not be tolerated by the college.

#### **RAVE**

Please register for the CC emergency notification system, RAVE. To receive emergency notifications, please register with Rave to start receiving campus notifications by text, phone call and/or email. Individuals must sign up to manage how they receive notifications, all CC faculty, staff, and students should automatically receive notifications to their CC email addresses.

#### **Respectful Interactions**

All of us should understand that standards of respect, consideration, and tolerance must shape our interactions with one another, regardless of whether the violation of such standards is considered unlawful under these Equal Opportunity guidelines. Certain types of behavior may be inappropriate even though they may not be direct violations of the Anti-Discrimination and Harassment policies.

#### **Mandatory Reporters**

Most CC employees are considered "mandatory reporters" under Colorado College Policy who must report prohibited conduct of which they become aware to the Title IX Coordinator or a Deputy Title IX Coordinator. It does not matter how the information is learned - shared by the victim, the perpetrator, a third party or overheard, in person, via email, or some other medium. Student Employees are considered mandatory reporters and should immediately report any qualified information learned while on the job. Students should consider themselves mandatory reporters for any information shared with them while on-the-job or officially representing the department in any work-related capacity.

#### **Reporting Harassment**

In some situations, a person may not realize their behavior is inappropriate or unwelcome. If you consider any person's behavior to be inconsistent with college expectations, you are encouraged (but not required) to tell that person that his or her behavior is considered inappropriate and request that the conduct stop. Persons told should comply immediately and graciously with such requests. All supervisors are responsible for the implementation of the College's policies, for ensuring that all employees they supervise have knowledge of and understand the sexual harassment policies, and for taking and/or assisting in prompt and appropriate action, when necessary, to ensure compliance with the policies. The college must learn of harassment before action can be taken. If you suspect that harassment has occurred, or you believe that you are a victim of harassment, you should immediately report the circumstances to the Title IX Coordinator and the CC Financial Aid & Student Employment Office. You should not presume that the college is already aware of the situation, nor should you presume that it is someone else's duty to report. If you believe your immediate supervisor is discriminating against or harassing you, you should report the situation directly to the Title IX Coordinator and the CC Financial Aid & Student Employment Office.

#### Confidentiality

Depending on job duties, students may have access to sensitive, personal, or confidential information. Examples of this type of information include: • Information regarding other students and their families; • Information regarding the College and its operations; • Information about legal or financial matters; or • Information arising from an allegation of harassment, discrimination, or misconduct. Page | 6 The information may be in written or verbal form. Regardless of the form and regardless of the source, all employees must protect the confidentiality of this information. At no time should confidential college information be downloaded or removed from the college without supervisory approval. Supervisors may ask students to sign department-specific confidentiality agreements to ensure compliance and student understanding. Please reach out to the office of Student Employment (studentemployment@coloradocollege.edu) for guidance and examples of appropriate use and agreements. Expectations and agreements of confidentiality shall not undermine or override students' responsibility to report information required as a Mandatory Reporter for the college.

#### Title IX

Title IX of the Education Amendments of 1972 prohibits gender discrimination against any participant in an educational program or activity that receives federal funds. In general, no person, on the basis of gender, may be excluded, denied benefits, or be otherwise discriminated against in any academic, extracurricular, research, occupational training, or any other program or training at Colorado College. Concerns related to gender discrimination may be brought to the attention of the Title IX Coordinator at Colorado College.

#### **Religious Accommodation**

The Colorado College community is enriched by individuals of many faiths that have various religious observances, practices, and beliefs. In affirming this diversity, it is CC's policy and practice to provide religious accommodation for staff, including student employees, unless the accommodation would create an undue hardship to the department or to the college. To request religious accommodation, the student employee may make the request to their immediate supervisor and contact the Director of Employee Relations & Support.

#### **Disability Accommodation**

In accordance with the provisions of the Rehabilitation Act of 1973, and other applicable laws and regulations, Colorado College will not discriminate against any student employee or applicant based on disability. The Colorado College Office of Human Resources is responsible for determining reasonable accommodations for employees with disabilities (physical or mental). It is the student employee's responsibility to initiate their accommodation request. Accommodation decisions are based on medical documentation of the disability, the functional limitations it presents, input from the employee regarding their specific needs, and feedback from the employee's supervisor about the ability to accommodate without causing undue hardship to the department. The goal of these accommodations is to ensure an equitable work experience for all employees with disabilities. Please note that the process for employment-related accommodations is separate from the accommodations provided through the Accessibility Resources Office for academic needs. For more information about how to request an accommodation, please visit the Human Resources website here. If you have any questions, you may contact the Director of Employee Relations and Support.

#### **Workers' Compensation**

If a student employee is injured on the job: Report any job-related injury or illness human resources immediately, but no later than two days from the date of injury or onset of illness. This includes accidents that do not require medical treatment. Complete an accident report. HR will refer the student employee to a designated medical provider. In an emergency, the student employee will be transported to the nearest medical facility. If an injury or illness occurs or if medical treatment is required outside of regular office hours (Monday - Friday, 8:30 am to 5:00 pm) go to Memorial Urgent Care, Penrose Urgent Care, Penrose Emergency Room, or Memorial Emergency Room. Call Campus Safety to coordinate transportation if needed. Inform the treating facility it is a work-related injury, and ask them to send all reports and bills to the following address:

Colorado College Human Resources 14 E Cache la Poudre Street Colorado Springs, CO 80903 (719) 389-6104, Fax (719) 389-6926

Please do not have the student employee provide their personal medical insurance information at time of service. Employees should notify their supervisor and Human Resources of the injury or illness immediately the next business day. If injury or illness occurs outside of the Colorado Springs area (i.e., BACA, CC Cabin, while working in the field, etc.), employees should go to the nearest medical facility fortreatment. Contact Human Resources as soon as possible. If a student employee chooses to go to a medical facility or physician other than a designated provider, the student employee will be responsible for all medical services incurred. If the employee returns to work after treatment and/or time off and continue to have problems as a result of their illness or injury, they should notify their supervisor and Human Resources immediately so further medical evaluation and treatment may be provided.

#### **Important Definitions**

#### Work-study

Colorado College awards federal and state work-study awards. These need-based awards are based upon a student's financial aid eligibility and need and funded by outside government entities. Workstudy funding subsidizes the college's entire student employment budget, not individual department's student employment budget lines.

#### **Student Employment**

Student Employment encapsulates the job opportunities provided to CC students on and off-campus that are funded through federal, state, and institutional monies. All students participating in the CC Student Employment program are considered student employees, but not all student employees are considered work-study (eligible) students.

#### **International Students**

Students who are studying at Colorado College on a student visa, for example a F1 or J1 visa.

#### **Full-Time Enrollment**

Currently defined as a student being enrolled in at least 3 blocks during both fall and spring semester through Colorado College. Allows eligibility for student employment.

#### **Half-Time Enrollment**

Currently defined as a student enrolled in at least 1.5 units during any given term (fall, spring, summer) through Colorado College. Allows eligibility for student employment.

#### **Less-Than Half Time Enrollment**

Currently defined as a student enrolled in less than 1.5 units during a term (fall, spring, summer) at Colorado College. Not eligible for student employment.

#### Off-Campus Community Service Work-Study Program

Students who are awarded Federal or Colorado work-study awards may work with one of many off-campus partners. For the purpose of the Community Service work-study Program, community service is defined as services designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs. Those interested in working off-campus with a community partner should reach out to the office of Collaborative for Community Engagement to determine Page | 8 available opportunities. For more information, visit coloradocollege.edu/offices/cce or email cce@coloradocollege.edu.

#### **Terms & Conditions of Employment**

Student employees must adhere to all college policies and rules. Failure to do so may affect your eligibility for continued employment. A full list of Colorado College policies can be found at

https://www.coloradocollege.edu/basics/welcome/leadership/policies/a-z-list.html.

#### Student Employment & Work-Study Eligibility

Only current Colorado College students enrolled at least half-time per academic semester (Fall or Spring) are eligible for student employment. FICA tax is not withheld from student employee paychecks if they are enrolled at the College at least half time. Enrolled students who fall below half-time enrollment (1.5 units per semester) are not eligible to work in any capacity. To ensure all students are equally compensated and treated, student employment is routinely monitored to ensure that students maintain a minimum block enrollment. If a student employee's enrollment drops below less than half time, the employee and their supervisors will be notified by the Student Employment office that their student employment positions will be terminated effective immediately. For student employee positions that require access to or the handling of sensitive personal information or jobs that require interactions with minors, a background check may be required. If a background check is required, all student employees in that position must also complete a background check. Results or refusal of a background check could affect employment eligibility.

#### Off-Campus Work-Study Eligibility

To qualify for a federal or state work-study award a student must:

- Be a U.S. citizen, permanent resident, or be an otherwise eligible non-citizen (as determined by FAFSA);
- Complete and file a FAFSA (if a student's FAFSA is selected for Verification, additional documents must be submitted), be enrolled in at least a half-time status, and demonstrate financial need

#### Volunteering

The Fair Labor Standards Act of 1938, as amended in 1985, made it clear that people are allowed to volunteer their services to public agencies and their community with but one exception - public sector employers may not allow their employees to volunteer, without compensation, additional time to do the same work for which they are employed. Student employees should not volunteer for any service that is similar to the work they do as employees. This includes volunteering in a role before their status as an employee is active. CC Students are not permitted to volunteer in any capacity that is also a paid position. For example, one student cannot volunteer as a sports camp counselor while another student is paid for the same work. Volunteer and paid positions must have clearly defined and separate job descriptions and outcomes.

#### Academic Credit & Student Employment/Work-Study

- According to the federal government, a student may be employed and also receive academic credit for work performed but only if that arrangement does not contradict the government prohibition against payment for receiving instruction. Examples of that work include, but are not limited to, work performed when the student is:
  - Enrolled in an internship;
  - Enrolled in a practicum;
  - Employed in a research, teaching, or other assistantship.
- However, a student employed and receiving academic credit for that job may NOT be:
  - Paid less than he or she would be if no academic credit were received;
  - Paid unless the employer would normally pay the person for the same position;
  - Paid for receiving instruction in a classroom, laboratory, or other academic setting.
- \*NOTE that while credit may be earned simultaneously to paid work, students may NOT be paid hourly during, for receiving or studying for any academic instruction.
   This is a vital distinction when considering paid training hours vs pre-requisite courses. Students may not be paid for credit bearing instruction time.

#### **Remote Work Policy-Students**

Students are NOT permitted to work remotely outside Colorado. Colorado College does not have approved tax agreements in all 50 states necessary to accommodate students working remotely out-of-state. Furthermore, employees are only covered under workman's compensation inside the state of Colorado. Students may not work remotely from their home, vacation residence, or any on-location site outside of Colorado at any time. Non-compliance will result in termination of the student's job and possible revocation of student hiring privileges for the supervisor and/or department involved. Students can complete work remotely, as approved by a supervisor, while physically on-campus or in Colorado.

#### **Summer Employment Eligibility**

Current Colorado College students who wish to work during summer do not have
to be enrolled in any blocks over the summer. But they must have been enrolled at
least half-time in the spring semester before OR be registered at least half-time
the following fall semester. During the summer employment term, FICA tax will be
withheld for students enrolled less than half time. Graduated students may not
continue their student jobs after the end of their last enrolled term.

#### Temporary, Occasional, Other Employee - Student Policy

 CC students are NOT eligible to become any type of employee through Human Resources (this includes but is not limited to Temporary, Occasional, or Permanent) until they have officially graduated OR withdrawn from the college withOUT intent to return. This includes exclusion from "Temporary" jobs during the summer.

#### "Walking Senior" Eligibility

• If a senior student will be "walking" at graduation but is enrolled in a future term, they may continue to work on-campus if enrolled at part-time status (1.5 units per TERM). Example: "walking" in spring but enrolled in two summer courses OR two fall courses to officially graduate. If the student will complete their final course in the summer, they must be enrolled in more than one summer course to work. If they plan to complete their final course in the fall, they may work in the summer without being enrolled, but must meet the 1.5 unit enrollment requirement in the fall. \*\* If a student is on the Registrar's graduation list, please notify the Student Employment Office that they will continue to work under this "walking senior" policy. If we are not notified in a timely manner, they may be automatically terminated from student employment when graduated terminations are executed.

#### **Graduated Students**

Students who have graduated from Colorado College may no longer continue working as student employees; all student jobs will be terminated for all graduates based on the official list from the Registrar's office. Graduates' last day of student employment eligibility is the LAST day of their final enrolled term. For spring graduates, this means they cannot work after the last day of block 8.

#### **Graduate MAT Students**

CAN participate in student employment if they are enrolled at least half-time. They
receive the same pay as undergraduates and must adhere to all the same
processes and regulations.

#### **Expectations & Responsibilities**

• Search, apply and acquire a job. • Complete required I-9 & W-4 forms and submit forms to the Student Employment office. • Complete and submit timesheets to supervisor(s) by assigned deadlines. • Adhere to all student employment and Colorado College policies.

#### **Student Employment Professional Standards**

Student employees are required to conduct themselves in the following manner:

- PUNCTUALITY Student employees must be on time and must communicate with their supervisor if circumstances arise that will cause them to be late.
- ABSENCE Student employees are responsible for contacting their supervisor in case of absence. All attempts should be made to give as much advance notice as possible.
- PROCESSES Student employees should discuss office policies and procedures with their supervisor and refrain from inviting friends into the office during work hours.
- WORK ASSIGNMENTS The priority of the student employee is to gain experience
  that fosters a positive work ethic. If student employees do not have something to do,
  they should ask their supervisor for additional work or find something that needs to
  be done.
- HOMEWORK- During work hours, student employees must perform their work assignments. Homework, reading and other personal work are not permitted during work hours. For further clarification or permissions student employees should speak with their direct supervisor(s).
- RESPECT Proper respect must be shown to college employees, other student employees, and students. It is expected that all employees will be courteous and helpful to others.
- CONFIDENTIALITY Work-related information is confidential and should not be discussed with others. Any information a student may come in contact with during employment is strictly confidential. Information should not be discussed outside work under any circumstances. Any violation of confidentiality will be subject to discipline up to and including termination of employment.
- EMERGENCY SITUATIONS IN THE WORK AREA If a work emergency arises, the student employee should first notify their supervisor. If the supervisor is not available, the student employee should call Campus Safety at 719-389-6911.
- CELL PHONES Student employees are expected to refrain from cell phone usage while working.
- DRESS CODE Student employees must report to work in appropriate attire. This
  should not be confused with casual recreational attire. Student employees should
  check with their supervisors regarding specific departmental dress code
  expectations.
- COMPUTER/INTERNET USAGE Some student employment positions require the use of computers and the internet. Student employees should not use the workplace computers for personal reasons without permission from their supervisor.

 POLITICAL ACTIVITY - As a tax-exempt organization, the college may not endorse or oppose any candidate for public office or engage in more than minimal activity to influence legislation. Accordingly, the college expects all staff to scrupulously avoid anything that might appear to violate these restrictions on political activity. When representing the college as an employee, individuals should refrain from dressing, representing, or conducting oneself in any way that is not politically neutral. The college is also prohibited from using campus mail for the distribution of political campaign materials.

#### **Seniors & Work Hours**

- If a senior student will be "walking" at graduation but is enrolled in a future term, they may continue to work on-campus if enrolled at part-time status (1.5 units per TERM). Example: "walking" in spring but enrolled in two summer courses OR two fall courses to officially graduate.
- If the student will complete their final course in the summer, they must be enrolled in more than one summer course to work.
- If they plan to complete their final course in the fall, they may work in the summer without being enrolled, but must meet the 1.5 unit enrollment requirement in the fall.
- If a student is on the Registrar's graduation list, please notify the Student Employment Office that they will continue to work under this "walking senior" policy. If we are not notified in a timely manner, they may be automatically terminated from student employment when graduated terminations are executed.

#### **Recording Time Worked**

#### Pay Periods & Payday Calendar

 Paychecks dispersed on the 15th of each month cover the period of worked from the 22nd of the previous month through the 6th of the current month. Paychecks dispersed on the last business day of the month cover the period of work from the 7th through the 21st of the current month. Paper paychecks (those issued because a student is not enrolled in direct deposit) are delivered to a student's mailbox at the campus mail center. The calendar indicating due dates and payments can be found on the supervisor and student toolkits, via the CC student employment website.

#### **Student Timesheets**

• Any student who completes training or work hours PRIOR to opening their timesheet for any new job, may be suspended from student employment for the remainder of the term (fall, spring, or summer) depending on the severity of the situation. Once a job is created for students in banner by the CC Financial Aid & Student Employment Office, a timesheet for that position will appear in the student's Self-Service Banner. Different jobs have different timesheets. Student employees must report all hours worked using the electronic time sheet in Self Service Banner. Hours worked are recorded in 15-minute increments. If you are paid hourly, you must submit a completed time sheet for your supervisor to review and approve by each deadline. Timesheets must be submitted to the supervisor by the deadline given on the payroll calendar, but students are highly encouraged to submit timesheets on the last day of each pay period to allow supervisors enough time to review and approve hours. Failure to submit/approve timesheets on time will cause a delay in students' pay and may put the student at risk of job loss.

#### **Late Timesheets**

• Students may notice a time when their timesheet(s) are no longer available. This happens between the approval deadline and payday for the Payroll Office to process payroll. Timesheets will re-open after payday, but it is crucial to submit hours on time. If you miss the deadline, you must wait until after payday when the timesheet reopens to make changes. Once approved. The late timesheet will be paid out on the next available scheduled pay day. It is not acceptable to add hours worked from a previous pay period to another time sheet. This will be considered falsification of a timesheet and is a crime of fraud in the state of Colorado. Any student who falsifies a timesheet will be suspended from student employment and may be reported to the authorities for further investigation.

#### **Work Hours & Compensation**

#### **Student Work Hour Limits**

- Colorado College does not expect nor encourage students to work beyond 5-15 hours per week in ALL JOBS COMBINED.
- Students are permitted to work beyond the suggested 15 hours. However, they may not average over 32 hours per week in any given year.
- During federally recognized breaks (such as fall break, winter break, spring break, and summer) all students are permitted to work up to 40 hours per week in ALL JOBS COMBINED, as assigned by their supervisor(s).
- Block breaks do NOT qualify as federally recognized breaks. At any time, students expecting to work over 40 hours per week (in one job or via a combination of jobs) must have those hours pre-approved by their supervisor(s).
- Failure to obtain prior approval from ALL supervisors involved may result in suspension of student employment and/or termination by their supervisor.
- CC definition of week: Sunday at midnight through Saturday at 11:59 pm.

#### **International Student Work Hour Limits**

- Due to immigration regulations, working hours for international students must not exceed 20 hours per week while class is in session (Sunday- Saturday).
- Please note, this 20-hour limitation includes all hours worked from both hourly, stipend, and grant-awarded positions combined (i.e., serving as a Resident Assistant), whether they must report that time on a timesheet or not.
- International students who work over 20 hours per week during the academic year violate their immigration status.
- During breaks (such as spring break, winter break, and summer) international students are permitted additional hours up to 40 hours per week.
- This will not violate the terms of their visa. International students can also work up to 40 hours per week during Half-Block, whether they are enrolled in Half-Block course or not enrolled.

#### **Break Periods**

 Hourly employees are entitled to and are authorized, permitted, and expected to take 10-minute, paid rest periods as set forth below. Break periods may not be accumulated and cannot be used to arrive at work late or leave work early. Students must discuss with their supervisor the appropriate times and conditions of break periods. If you are not able to take your break(s), notify your supervisor so they may help you arrange time for breaks.

Work Hours	Rest Periods Required	
2 or Fewer	0	
Over 2, and up to 6	1	
Over 6, and up to 10	2	
Over 10, and up to 14	3	
Over 14, and up to 18	4	
Over 18, and up to 22	5	
Over 22	6	

#### **Meal Periods**

• Employees shall be entitled to an uninterrupted and duty-free meal period of at least a 30-minute duration when the shift exceeds five consecutive hours of work. Such meal periods, to the extent practical, shall be at least one hour after the start, and one hour before the end, of the shift. Employees must be completely relieved of all duties and permitted to pursue personal activities for a period to qualify as non-work, uncompensated time. When the nature of the business activity or other circumstances make an uninterrupted meal period impractical, the employee shall be permitted to consume an on-duty meal while performing duties. Employees shall be permitted to fully consume a meal of choice on the job and be fully compensated for the on-duty meal period without any loss of time or compensation.

#### **Class Time Policy**

• It is prohibited for a student to work while they are expected to be in class. Exceptions are permitted if an individual class is cancelled or if the instructor has excused the student from attending for the day. Any such exemptions must be documented.

#### **Student Pay-Rates**

- Per Colorado law, all employees performing "substantially similar" work must receive
  the same compensation. Employers may, however, pay different wages to
  employees performing substantially similar work if the disparity is justified by one of
  several factors as defined by the law. CC policy is that student employees must be
  compensated hourly in pay steps 1 or 2. Exceptions for higher pay rates are rare and
  must be approved by the office of Financial Aid & Student Employment.
- All CC students in the same JOB TITLE shall receive the same rate of pay. 2024 Pay Steps (effective Jan 22, 2025 Pay Step I- \$14.81/hr. Pay Step II- \$15.22/hr. Pay Step Descriptions: Step I Entry-level position with minimal qualifications required. Example: office assistant Step II High degree of responsibility with minimal supervision; high level of skill or training required; knowledge of special skill or academic area required. Example: tutor, lifeguard, research assistant

#### **Overtime Pay**

- If a student works over 12 hours in any given day OR 40 hours per week (ALL jobs combined), the department(s) will be responsible for overtime pay at 1.5 times their hourly rate. If those hours are Page | 15 accumulated by working more than one CC job, the overtime pay will be paid by the job/department being worked when the overtime occurred. In other words, hours worked in the latter part of the day or latter part of the week will be subject to overtime.
- Payroll definition of "Day": Any consecutive period of 24 hours
- Payroll definition of "Week": Sunday at midnight to Saturday at 11:59pm
- Example 1: If a student works 4 hours in department A from 8am-12pm and 9 hours in department B from 12:30-9:30pm in a 24-hour period, department B must pay the employee one hour of overtime pay. Example 2: Student works job A from 2:00-8:00pm on Sun, Mon, Tues, Wed, and Thursday. The same student works job B on Friday from 1:00-6:00pm and on Saturday from 3:00-9:00pm. Job/Department B must pay the employee one hour of overtime pay, even though they only worked 11 hours in that department. This is because the overtime hours were worked in that job.

#### Sick Leave Policy & Accrual

- Student employees will accrue 1 hour of paid sick leave for every 30 hours (.0333 hours for each hour) worked, up to 48 hours per year. The timesheet in which the student enters their sick leave hours will be charged to the associated department's budget. The amount of sick leave to be used is limited to both the students' current accrual and the hours they were previously scheduled to work. Students should not use more sick leave than their scheduled shift or previously agreed upon hours in each instance. Students cannot use more sick time than they have already accrued. The college reserves the right to request medical certification of absenteeism due to circumstances that necessitate missing 4 or more consecutive shifts. This request may be made to the student by their supervisor. Inability to provide medical certification upon request may be a means for involuntary termination. Students are NOT eligible for personal leave or other non-illness use of their sick time for any reason other than those listed below.
- Paid sick leave is available for student employees who are unable to work due to one of these reasons:
  - a mental or physical illness, injury, or health condition that prevents work, including diagnosis or preventive care;
  - domestic abuse, sexual assault, or harassment that requires an employee to seek medical attention, seek services from a victim services organization, obtain mental health or other counseling, seek relocation due to the abuse, sexual assault, or harassment, or seek legal advice, including preparation for a civil or criminal proceeding related to the abuse, assault, or harassment;
  - has a family member for whom the employee must provide care who experienced a condition described in category (a) or (b)
  - has a family member for whom the employee must provide care whose school or place of care has been closed due to inclement weather, loss of power, or other unexpected occurrence or event that results in the closure of the family member's school or place of care;
  - to grieve, attend funeral services or a memorial, or deal with financial and legal matters that arise after the death of a family member; or,
  - to evacuate the employee's place of residence due to inclement weather, loss of power, loss of heating, loss of water, or other unexpected occurrence or event that results in the need to evacuate the employee's residence; or,
  - in a public health emergency, a public official closed the employee's workplace, or the school or place of care of the employee's child and the employee must care for the child.

#### **Jury Duty**

• In accordance with the Code of Colorado Regulations, student employees are paid their usual hourly rate for any normally scheduled work that occurs during the first three days of jury duty. Normally scheduled work: a shift scheduled prior to the notice of jury duty or expected/agreed on regular (i.e., consistently repeated) weekly hours that cannot be rescheduled due to the student job. Student Employees will need to provide documentation from the court that they were present for jury duty. Hours paid for jury duty should be recorded on a separate line item on the date they occurred in the student's timesheet.

#### **Holiday Pay**

• Student employees are classified as non-benefit eligible part-time employees and DO NOT qualify for the 2.5x holiday pay.

#### **Hiring Process**

#### **Job Opportunities for Students**

• The College makes every effort to provide employment opportunities, but students are responsible for finding a job. Supervisors are responsible for posting all open student employment positions to Handshake. Students can then apply to these postings through their Handshake account. Students may be required to submit their resume and a cover letter through Handshake when applying for a job posting. Supervisors should then conduct a professional interview when selecting and hiring student employees. Supervisors must ensure that questions and procedures used are legally appropriate, equitable, and consistent for each candidate.

#### **Students Interviewing Peer Students**

 While student employees may participate in other student candidate selection as a means of learning or leadership, students may NOT unilaterally make hiring decisions on behalf of a supervisor. Moreover, any student participating as an interviewer for another student MUST have the responsible supervisor present for the interaction.

#### **Processing Requirements & Paperwork**

A student must have officially applied to an open position on Handshake in order to be hired or promoted. If a hiring request is made without an application or job positing, the request will be denied.

Once a supervisor has selected a student employee candidate for hire AND the student has accepted the job offer, they will need to ensure the student has completed their necessary hiring paperwork.

Both supervisors and students can check the status of paperwork completion using the "Student I-9" lookup tool in Banner SSB. A student's status will change to "OK to Hire" once the paperwork has been both received AND processed by the office of Student Employment. Supervisors must use the lookup tool in their "Employee" tab in Banner; Students must search under their "Student" tab.

Students only need to submit these employment documents ONE time as a CC student. Once a student has held a job on campus, the completion of their hiring paperwork for that job is valid for all other CC student-employment positions they may work in the future.

Students are unable to be officially hired and access a time sheet until all the forms listed below are submitted to the Student Employment office. Students must make an appointment to do so on the Student Employment CC webpage. It is illegal for CC to accept any of the following paperwork PRIOR to the student accepting a job offer for which they applied.

If a student attends training or work hours prior to having a timesheet displayed in Banner SSB or having the following documents processed, they may be suspended from student employment for the remainder of the current term (fall, spring, or summer) depending on the severity of the case.

#### Paperwork Required

 The following required paperwork can be found on the CC Student Employment webpage or in-person at the Office of Financial Aid & Student Employment. The following documents must be completed and turned into the Office of Financial Aid and Student Employment by IN-PERSON appointment only.

#### • Domestic Students:

- Employment Eligibility Verification (I-9)
  - Complete form and provide acceptable, original, and unexpired identification documents to the Office of Student Employment
    - \* Acceptable documentation examples are listed within the I-9 packet
       If the I-9 verification is NOT complete and the students begin working/ training, they must be "terminated" (suspended) per federal rules.
- Employee Withholding Allowance Certification (W4)
- Direct Deposit Form
  - Please note that the Office of Student Employment recommends all domestic student employees speak with a tax specialist and/or accountant when completing their W-4, as students are responsible for any resulting tax liability.
- At the end of a tax year, when a student receives their W-2 from Colorado College, it is the student's responsibility to file Federal and State taxes in compliance with U.S. tax law. Colorado College holds no responsibility for the students' tax liability.
- International Students:
  - Employment Verification (I-9)
    - Complete form and provide acceptable, original and unexpired identification documents to the Office of Student Employment
      - \* Acceptable documentation examples are listed within the I-9 packet
  - Direct Deposit Form
    - International students need to contact tax.compliance@coloradocollege.edu within 7 days of their first day of work to arrange an appointment for tax document completion. Pay stubs will be emailed, but NO payment of earned wages will be released until this is completed.
    - International students must visit the US Social Security Office within 30 days of their hire date provided on the supervisor's EPAF. Once the social security number is received, the student must bring the card to the office of Financial Aid & Student Employment. Failure to apply for and provide the card in a timely manner will result in all jobs being terminated

#### **EPAF Submission**

- After all the student's paperwork has been completed, submitted, AND processed, supervisors will need to complete an EPAF. Once the Student Employment team applies the EPAF, the student's timesheet will be created and visible on Banner.
   Failure by either the student or the supervisor to ensure a timesheet can be opened may result in the student being suspended from all student employment opportunities for the remainder of the term (Fall, Spring, or Summer).
- Hiring is complete when the student has a timesheet for the position. The I-9 MUST be complete before they can work or train.

#### **Processing Timeline**

- Students should conservatively expect htat it will take the Office of Student Employment up to three business days to process a complete I-9 hiring packet and up to three business days to process a submitted EPAF.
- Processing ocmpletion could occur quicker depending on time of year. Therefore stuent workers should not be expected to work earlier than a week after they've submitted their I-9 packet.
- Hire paperwork cannot be submitted to the Student Employment Office remotely.
- Fax or copies of identification documents are not acceptable.

#### **Contracts**

Colorado follows the legal doctrine of "employment-at-will" which provides that in
the absence of a contract to the contrary, neither an employer nor an employee is
required to give notice or advance notice of termination or resignation. Additionally,
because Colorado is an at-will state contracts are prohibited between employers and
students. No supervisor is permitted to administer a contract between them and
student employees.

#### **Finding Employment**

#### **Resignation/Termination**

- Students who elect to stop working at their current position for any reason are encouraged to give their supervisor at least one week's notice.
- Supervisors must complete an online EPAF to terminate inactive employees. If an EPAF is never received, the student and supervisor will continue to see the student's timesheet and receive reminder emails to submit hours.
- Once a termination EPAF has been processed by the Office of Student Employment the terminated employee will continue to be visible until the three-month payroll range has moved past the termination date. Hiring is complete when the student has a timesheet for the position. The I-9 MUST be complete before they can work or train.
- The Office of Student Employment holds no responsibility for finding other employment for students who leave a position.
- Colorado follows the legal doctrine of "employment-at-will" which provides that in the absence of a contract to the contrary, neither an employer nor an employee is required to give notice or advance notice of termination or resignation. Also, neither an employer nor employee must give a reason for the separation from employment.

#### Warnings & Termination

- Absence from work or unsatisfactory performance is a serious concern. Legitimate
  reasons for absences do occur, but students are responsible for communicating with
  their supervisor in advance. Supervisors must provide student employees with
  feedback regarding their performance and provide opportunities to address
  performance concerns. If continued performance or attendance issues arise after
  feedback has occurred, the supervisor may elect to terminate the student's position
  with or without warning.
- In serious circumstances where behavior at work results in legal, safety, or other
  college wide violations, the employee may be terminated without prior opportunity
  for correction. These situations should be communicated immediately with Student
  Employment by the supervisor and are handled on a case-by-case basis.
- There are forms available both for performance evaluation and notice of termination.
   Supervisors can find these tools on the supervisor toolkit page of the CC student employment webpage.
- Any student employee who feels unfairly treated may appeal to the Student Employment office.

### Student Employment Relations Issues & Mediation Process

#### Resignation/Termination

- As a student employee, your first point of contact for any student employment concerns is your direct supervisor. If you feel uncomfortable approaching your supervisor, or have issues related to your supervisor's conduct, please contact your supervisor's supervisor (known as a skip-level supervisor.)
- If appropriate, you should contact the Office for Civil Rights & Title IX. They are a resource for concerns involving discrimination, harassment, sexual misconduct, domestic violence, stalking, and related retaliation. You may report a concern with your name, or report a concern anonymously, and this option does not require speaking to a supervisor.
- If you are uncertain on how to approach your supervisor or skip-level supervisor, please contact the Student Employment Office for support.
- If you need support for a disability accommodation through The Hartford, please contact the Director of Employer Relations & Support. Please note that the process for employment-related accommodations is separate from the accommodations provided through the Accessibility Resources Office for academic needs.
- If you are having a dispute with another student, less directly related to the working environment, please contact the Assistant Dean of Students.
- You are always welcome to contact the Student Employment office for questions about what above resources you should contact for your specific situation.

Student Employment Questions? Direct your CC student employment questions to the Office of Student Employment by phone at (719) 389-6908 or by email at studentemployment@coloradocollege.edu.

## Appendix

#### **Mentorship Reflection Worksheet**

Use this worksheet after meeting with your supervisor to reflect on your mentorship conversations, professional growth, and evolving goals. Keep it as part of your Professional Portfolio to track your development over time.

growth, and evolving goals. Keep it as part of your Professional Portfolio to track your development over time.			
Meeting Details			
Date of Meeting			
Supervisor/Mentor			
Your Position/Role			
	Discussion Highlights	Skills & Strengths	
What were the main topics of themes of today's conversation? Use this worksheet after meeting with your supervisor to reflect on your mentorship conversations, professional growth, and evolving goals. Keep it as part of your Professional Portfolio to track your development over time.		What skills did you practice or strengthen recently? (Think about both technical and interpersonal skills — such as teamwork, leadership, attention to detail, or problem-solving.)	
Feedback & Takeaways			

# What feedback did your supervisor share? What stood out to you or challenged you?

#### Goals & Next Steps

Based on your conversation, what goals do you want to focus on next? (Consider short-term goals for your current position and long-term goals for your academic or professional growth.)

Goal 1

Goal 2

Goal 3

#### **Next Steps**

- Schedule your next mentorship meeting
- Identify resources or training to support your goals
- Apply feedback in your next shift or project

#### Resume/Portfolio Notes

Jot down accomplishments or examples you might want to include on your resume or discuss in future interviews.

#### Reflection

How has this mentorship experience helped you grow? What have you learned about yourself, your work habits, or your career interests?

#### **Goal Setting Worksheet**

This worksheet helps you identify, plan, and track goals related to your student employment experience. Use it to clarify what you want to achieve, create actionable steps, and reflect on your progress over time.

#### **Identify Your Goals**

Think about what you'd like to accomplish in your role this semester or year. These can be skill-based (e.g., improve communication), task-based (e.g., manage a project), or career-focused (e.g., explore a professional field).

Goal 1	
Goal 2	
Goal 3	

#### **Use the SMART Framework**

To make your goals more effective, try using the SMART model. Review each of your goals and check that they are:

- · Specific: What exactly do you want to achieve?
- · Measurable: How will you know when it's complete?
- · Achievable: Is it realistic within your time and resources?
- Relevant: How does this goal connect to your role or career path?
- · Time-bound: When do you want to achieve it by?

#### **Create Your Action Plan**

List the steps you need to take to reach each goal, and identify any resources or support you'll need.  Goal:
Action Steps:
1
2
3
Resources/Support Needed:
Target Date:

#### **Skills Inventory Checklist**

This worksheet helps you identify the transferable skills you are developing through your student employment experience. Use it to reflect on your current strengths and areas you'd like to grow. You can revisit this checklist each semester to track your progress. For each skill area, check the box that best represents your current confidence level.

Communication Skills		
Clearly express ideas in writing and speech	□ Developing □ Proficient □ Confident	
Listen actively and ask thoughtful questions	□ Developing □ Proficient □ Confident	
Communicate professionally via email and in meetings	□ Developing □ Proficient □ Confident	
Adapt communication style to different audiences	□ Developing □ Proficient □ Confident	

Teamwork & Collaboration		
Work effectively with people of different backgrounds and perspectives	□ Developing □ Proficient □ Confident	
Contribute to team goals and support peers	□ Developing □ Proficient □ Confident	
Give and receive constructive feedback	□ Developing □ Proficient □ Confident	
Demonstrate reliability and accountability in group settings	□ Developing □ Proficient □ Confident	

Problem-Solving & Critical Thinking		
Identify challenges and propose solutions	□ Developing □ Proficient □ Confident	
Analyze information before making decisions	□ Developing □ Proficient □ Confident	
Think creatively to improve processes or outcomes	□ Developing □ Proficient □ Confident	
Learn from mistakes and adjust approaches	□ Developing □ Proficient □ Confident	

Professional & Work Ethic		
Arrive on time and meet deadlines	□ Developing □ Proficient □ Confident	
Follow through on commitments and responsibilities	□ Developing □ Proficient □ Confident	
Demonstrate integrity and respect in all interactions	□ Developing □ Proficient □ Confident	
Maintain a positive attitude and adaptability	□ Developing □ Proficient □ Confident	

Leadership & Initiative		
Take initiative without being asked	□ Developing □ Proficient □ Confident	
Encourage and motivate others	□ Developing □ Proficient □ Confident	
Manage tasks or projects independently	□ Developing □ Proficient □ Confident	
Model professionalism and accountability	□ Developing □ Proficient □ Confident	

Technology & Digital Literacy		
Use workplace technology effectively (e.g., email, spreadsheets, databases)	□ Developing □ Proficient □ Confident	
Learn new tools or systems quickly	□ Developing □ Proficient □ Confident	
Use digital tools to organize and communicate information	□ Developing □ Proficient □ Confident	
Practice safe and ethical technology use	□ Developing □ Proficient □ Confident	

Equity, Inclusion & Cultural Awareness		
Recognize and respect diverse perspectives	□ Developing □ Proficient □ Confident	
Demonstrate empathy and inclusivity	□ Developing □ Proficient □ Confident	
Reflect on personal biases and their impact	□ Developing □ Proficient □ Confident	
Contribute to creating a welcoming environment	□ Developing □ Proficient □ Confident	

• Which skills would you like to strengthen next semester?

• How can your supervisor or team help you continue developing these skills?

#### **Workplace Communication Styles**

Everyone communicates differently. Understanding your communication style can help you collaborate more effectively, prevent misunderstandings, and build stronger relationships in the workplace. Use this self-assessment to reflect on how you typically express yourself and how you can adapt your style to connect better with others. Read each statement and check the box that best describes you most of the time at work.

Use the totals at the end to see which communication style best matches you.

How I Usually Communication			
Statement	Rarely	Sometimes	Often
1. I like to take charge in group			
2. I try to make sure everyone feels			
3. I focus on facts, data, and logic when			
4. I'm expressive and use body			
5. I prefer clear, direct instructions			
6. I avoid confrontation			
7. I speak up quickly when I disagree.			
8. I value harmony and teamwork over			
9. I like to think things through			
10. I enjoy energizing and			

When I Face Conflict			
Statement	Rarely	Sometimes	Often
11. I try to resolve the issue right away			
12. I focus on maintaining			
13. I analyze the problem to find the			
14. I express how I feel openly and			
15. I prefer to step back and give			

#### **Scoring Guide**

- Mostly 1, 5, 7, 11 → Direct / Assertive Communicator
  - You're confident, clear, and results-oriented. You value efficiency and honesty.
- Watch out for: coming across as blunt; remember to listen and invite feedback.
  - Mostly 2, 6, 8, 12 → Supportive / Empathetic Communicator
- You're cooperative, kind, and relationship-focused. You help others feel comfortable.
  - Watch out for: avoiding difficult conversations; your voice matters too.
- Mostly 3, 9, 13, 15 → Analytical / Reflective Communicator
  - You're thoughtful, detail-oriented, and value accuracy. You prefer time to process before responding.
- Watch out for: seeming detached; share your thoughts so others know your perspective.
  - o Mostly 4, 10, 14 → Expressive / Enthusiastic Communicator
- You're energetic, creative, and connect through emotion and storytelling.
  - Watch out for: dominating conversations; make sure to give others space to contribute.

#### Reflection

- Which communication style best fits you?
- How does your style help you succeed in your student employment role?
- Which areas would you like to improve (e.g., listening, being more direct, handling conflict)?
- How can you adapt your communication to work more effectively with others who have different styles?

#### **Requesting References from Supervisors**

#### Reference Request Guide

When you need a reference for a job, internship, scholarship, or other opportunity, following professional and respectful practices ensures you maintain positive relationships with your supervisors.

- 1. Plan Ahead
  - Request references at least 2–3 weeks before the deadline whenever possible.
  - Avoid last-minute requests to give your supervisor time to provide a thoughtful recommendation.
- 2. Make a Clear Request
  - Approach your supervisor in person or via email, whichever is appropriate.
  - State clearly what you are requesting and the deadline:
  - "I am applying for [position/scholarship] and would greatly appreciate if you could provide a reference. The deadline is [date]."
- 3. Provide Necessary Information
  - o Include all relevant details:
  - Purpose of the reference
  - Submission instructions (email, online form, etc.)
  - Key points you'd like highlighted (skills, projects, accomplishments)
  - Your updated resume or a summary of your work
- 4. Be Respectful
  - Acknowledge that writing references takes time and effort:
  - "I understand this is a busy time and appreciate your support."
- 5. Follow Up and Say Thanks
  - If needed, send a polite reminder a few days before the deadline.
  - Always thank your supervisor afterward, whether or not the reference was submitted. A short note or email expressing your appreciation is recommended.

#### Reference Request Email Template

#### Reference Request for [Opportunity/Position Name]

Dear [Supervisor's Name],

I hope you're doing well. I am applying for [position, scholarship, internship, etc.] and would be grateful if you could provide a reference for me. The deadline for submission is [date].

To make it easier, here is some information about the opportunity:

- Purpose of the reference: [brief explanation]
- Submission instructions: [email, online form, or other method]
- Key points you may wish to highlight: [skills, projects, accomplishments]

I've also attached my updated resume for your reference. I completely understand that this may be a busy time and greatly appreciate any support you can provide. Thank you so much for considering my request. Please let me know if you need any additional information.

Best regards,
[Your Name]
[Your Contact Information]