Student Supervisor Handbook

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Mission Statement

**Augustana College promotes the development of the whole student by providing meaningful work experiences on-campus aimed at enhancing college and career goals through experiential learning opportunities.**

Purpose
The purpose of the Augustana College Student Supervisor Handbook is to provide supervisors with a tool to help them in working with student employees. Included in the handbook are recommendations for supervising and evaluation templates.

To find out if your department can have a student employee; talk with your Department Chair or Supervisor about budget constraints and tasks that need to be accomplished.

Career Development OfficeSupervisors should be aware that the Career Development Office in CORE works hard to prepare students for employment opportunities.

The Career Development Office is located on the first floor of Olin Center. It provides multiple resources and services to students from their first year through graduation, and even after. Services of the office include: information on employment and internship opportunities, career coaching, resume and cover letter building, mock interviews, graduate school preparation, alumni connections and resources, advising, entrepreneurship, vocational reflection, volunteer opportunities, and professional development training.

Supervisors and students with questions should contact the Student Employment Coordinator.

Hiring Guidelines

The hiring process is vital to developing a strong student staff for your office while maintaining fair and equitable employment practices that follow federal hiring guidelines. Posting open positions to Handshake so they are available to all students and finding a balance between hiring returning students and incoming first year students help to maintain equitable hiring.

## Handshake

**https://app.joinhandshake.com/login
ALL** open positions should be posted to Handshake when they become available. Posting all positions to Handshake is an important step to ensuring fair and equitable hiring practices. A template and guide for creating a job description are included at the end of the document. A Handshake User Guide is available upon request. Please contact Andy Shearouse at andrewshearouse@augustana.edu to receive a guide.

Once the job has been posted on Handshake, students can view it by searching On-Campus Jobs. When the position is filled, the announcement will be archived until it is needed again, at which time the supervisor can contact the Student Employment Coordinator with updates to the job and it will be reposted.

## **Hiring First Year Students**

It is important to ensure that incoming first year students also have the opportunity to work on campus. Yet in many cases, offices may need experience that first year students do not provide. Supervisors are encouraged to regularly analyze their student employment positions to determine whether they need to hire returning students who already have taken a number of classes and built experiences, or if their positions can be filled just as well by incoming students.

One way to begin thinking about this is to look at the skills and qualifications needed for the position. If positions solely require soft skills, or if they require software or other skills that will be taught on the job as part of the onboarding process, the position can likely be filled with a first year student. Positions that require knowledge that would be gained in college classes, or positions that require supervising other student workers, may be better filled by a sophomore, junior, or senior.

Many returning students look for job opportunities during spring term, as they begin planning for the next year. This means that you may want to consider hiring students for positions that require certain hard skills or knowledge in spring, while reserving a few positions for incoming first year students that would be filled early in the fall.

Work Hours

HoursStudents can work up to 10 hours total per week based on the student's availability and the needs of the employing office. This number applies to total hours worked across campus, even if a student has multiple jobs, so supervisors need to be aware if a student has more than one job on campus. Supervisors should in most cases be able to see other job codes on Time Clock Plus that appear under a student’s name. However, supervisors need to maintain communication with their students about other jobs they may hold and how often they work.

## Breaks

Illinois law requires an unpaid 30 minute break for any shift over 6 hours.

**Travel Policy**

When a student employee’s travel takes place all in the same day, all travel hours are considered work hours, regardless of normal work hours. For example, an employee leaves at 6:30am to travel to a seminar in another town, attends the seminar from 8:30 – 4:30pm, observes the hour lunch break at the seminar, and travels back home arriving at 6:30pm. The employee would deduct one hour for a lunch break, and be paid for 11 hours.

## Time Clock Plus

Students should log in and out using Time Clock Plus to record their hours. The supervisor will be responsible for monitoring the student’s clocking in and out and reminding students of this requirement. Supervisors must approve their students work hours by confirming the hours listed are those worked, reconciling any missed punches, and approving the hours by 12:00 noon on Monday of the following work week.

Supervisors with more than a handful of student workers are strongly encouraged to review and approve hours multiple times each week. This will help to reduce the chances of inadvertently approving incorrect hours, leading to wasted student employment budget money.

Developing a Work ScheduleSupervisors are recommended to work with their students to plan a work schedule that is compatible with the student’s class and activity schedule, and the work office hours. Supervisors are encouraged to approve time off requests as long as they are given 24 hours in advance. As schedules change with the academic term changes in a student’s work schedule will be negotiated.

## Training for Student Employees

It is recommended that supervisors spend time during the first few weeks of a job training the students for the work in their department. This may include training on machinery or equipment, databases or spreadsheets, filing or working a calendar. The training should be inclusive of all possible responsibilities a student may be asked to complete.

Due to the secure nature of their work some offices may require additional layers of privacy training and may not employ students with an honor code violation. Such additional training may include Federal Education Rights and Privacy Act (FERPA) training, Health Insurance Portability and Accountability Act (HIPAA), or any other additional privacy training required by their office.

Confidentiality
Student employees who work in positions where they interact with sensitive information are required to read and sign the Code of Conduct form attached to the back of the handbook. The form should be kept by the department during the student’s employment.

## GPA

In some departments students are required to maintain a specific Cumulative Grade Point Average to remain employed in that department. If this is the case the department should make the student aware of that requirement. If the student’s GPA changes while they are employed with the department and they no longer meet the department’s standard it is up to the department to take action at that time with regards to a warning or termination.

## Dress

Dress appropriately for the job. Unacceptable dress generally includes: sweat pants, yoga pants, athletic shorts, jeans with holes, short skirts, short shorts, low cut tops, spaghetti straps. If there is a uniform for your job, adhere to the requirements of the dress code. Information regarding dress will be provided to the student employee before their first shift.

### Business-Casual Attire

**Men:**

Black or khaki pants, but no “carpenter” pants or denim

Jackets or sweaters

Polo-type shirt

Keep jewelry to a minimum

Everything should be pressed, clean, and tailored to fit

**Women:**

Dress or khaki pants, or skirts/dresses to knee

Jackets or sweaters

Keep accessories to a minimum

Everything should be pressed, clean, and tailored to fit

### Business-Professional Attire

Men:

Two-piece suit in grey, navy, or black

Button-down shirt in solid neutral color

Necktie

Matching dress shoes and belt

Dress socks that match the pants

Women:

Two-piece suit in dark or neutral color

Tailored shirt with conservative neckline

Closed-toe shoes with low to moderate heel

Dress or skirt to the knee or below

Keep accessories to a minimum

# Student Employee Feedback

## Evaluations

Augustana values its student employees and a written evaluation is encouraged to take place for any student who has worked 90 days or more. Exit evaluations are recommended to be given upon the completion of the student’s work experience. A sample evaluation can be found at the back of
the handbook.

## Learning Outcomes

Each job on campus should have a job description that includes a section that relates to the Augustana Learning Outcomes developed in the 2020 Strategic Plan. Students should expect to cultivate those learning outcomes throughout their employment and supervisors will be expected to ensure they are met. There is a template at the end of the handbook you can reference as you create a job description.

# Summer/Breaks Employment

Work during the Summer or Academic breaks is dependent upon the individual department or office. Each office should know what they have available in their budget and will staff according to their needs. During these times a student may not work over 40 hours a week as they are eligible for over time. If a department or office requires help over the summer or during academic breaks, they should communicate that need to any students currently working for them and/or to the Student Employment Coordinator, to help them find students who may be staying over break. Please note incoming First Year or Senior students may not be hired in the summer before their first term or following their final term.

# Disciplinary Action

Part of the value of being a student employee on campus is continued preparation for working in the real world. Like any full-time employee, student workers are expected to show up for their shifts and responsibly complete their duties. In cases where they must miss shifts or cannot otherwise meet expectations, student workers are expected to work with their supervisor to find a solution. Unfortunately, this also means that, when a student fails to live up to these expectations, offices should have a plan for employee discipline and, if necessary, termination.

## Warning Notice

Disciplinary action is a constructive means of handling unacceptable behavior or performance deficiencies on the part of a student employee. If disciplinary action needs to be taken the supervisor should meet with the student employee about any aspects of work performance that fail to meet standards and provide an opportunity for improvement. Supervisors are encouraged to use progressive discipline to assist and encourage student employees to correct their conduct and to achieve satisfactory work performance.

The first step of a progressive disciple system is typically a verbal warning followed by a written warning.

## Verbal Warning

When the employee has been made aware of an issue and has not addressed it, the first step is to give a clear verbal warning. The supervisor should explicitly state that this is a verbal warning, explain why the warning has been given, point out to the student that the issue has been mentioned before and has not been addressed, and provide the student with some suggestions for how to address the issue.

## Written Warning

If the employee has not taken steps to address the issue after receiving a verbal warning, the supervisor would then issue a written warning. This should include a meeting between the supervisor and employee, and during that meeting the supervisor would clearly express to the employee that the written warning is the last step before termination. During this meeting, the supervisor should work with the employee to determine a performance improvement plan to give the student a clear path forward to avoid termination.

## Termination

After providing verbal and written warnings, the employer may move forward to termination if the student does not improve on the issue at hand. While this can be a difficult decision for all parties involved, it is important for the student’s development as it prepares them for real-world consequences.

##

## Reasons for Termination

* **Voluntary Termination**: A student employee may resign from their position. A resignation should be submitted in writing to the supervisor no less than a week prior to their last day of work.
* **Administrative/Layoff**: A student employee may be laid off for reasons other than unsatisfactory performance or behavior within their job. A student’s dismissal may be the result of a lack of department funding.
* **Involuntary Termination**: Student employees may be terminated from their position if they:
	+ Do not possess the qualifications, skills, and ability to meet the requirements of their job.
	+ Do not adhere to office policies concerning work schedule, excessive absences, tardiness, unacceptable work performance or failure to adhere to dress requirements.

Supervisors have the right to terminate student employees for insubordination or any other justifiable cause. Upon termination, the supervisor is required to notify Payroll and the Student Employment Coordinator.

# Supervisor Training

It is recommended that all Augustana employees who supervise student employees attend at least one annual training offered by Career Development and HR. The dates will be announced annually and record of supervisors attending training will be kept.

Trainings will cover things like creating or carrying out an evaluation. Working with students and training them in their job. Dealing with conflict and resolving issues. Basic forms and procedures required by the school. Going over the creation of job descriptions and linking to the Learning Outcomes.

# Contacts

If you have questions regarding student employment please contact:

**Student Employment Coordinator**

Olin 122 (309)794-8614

**Payroll Assistant, Payroll Office**

Sorensen (309)794-7353

**Human Resources Generalist**

Sorensen (309)794-7141

**Assistant Director, Financial Assistance Office**

Seminary 129 (309)794-7680

# Student Employee Evaluation

Student Employee Name (please print) Date Name of Evaluator

**TIMELINESS**

1. Does the employee consistently show up for work on time?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

1. Does the employee often call in late or not show?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

**CUSTOMER SERVICE**

1. Does the employee provide good customer service by treating everyone equally, in a polite manner, and take the necessary steps to answer the customer’s questions?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

**INITIATIVE**

1. Does the employee take initiative by asking for additional projects when others are completed or complete projects without being asked?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

1. What level of quality does the employee’s work have?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

1. Does the student listen to the supervisor’s instructions and respond accordingly?

**1 2 3 4 5**

Needs improvement Adequate Performance Exceeds Expectations

**ADDITIONAL COMMENTS**

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**Introduction**

A faithful commitment to the mission of Augustana College requires ethical conduct and decision-making. This Code of Conduct sets out basic principles to guide us in achieving this. Student Employees who violate the standards in this Code will be subject to disciplinary consequences.

**Confidentiality:**

1. I shall treat **ALL** information accessible to me in the performance of my duties as protected and sensitive Information, regardless of its format (e.g., electronic, paper, oral).
2. I agree to not access Confidential Information unless I am authorized to do so, and I agree to maintain the confidentiality and privacy of protected and sensitive information during and after my period of student employment with the College.
3. I shall not, directly or indirectly, communicate orally, in writing, or by e-mail, social medial, or through any other means, any Confidential Information to any unauthorized person, including, without limitation, other students, work colleagues, family members, etc.
4. As a student worker, I may gain access to sensitive or confidential information and records that may be protected from disclosure by federal and state law. Examples include education records protected under the Family Education Rights and Privacy Act of 1974 (FERPA) and employee (faculty and staff) records that are protected from disclosure under the Federal and State law. I understand that unauthorized disclosure of such information can adversely impact the College, individual persons, or affiliated organizations.
5. I shall not permit myself or any other person to copy, reproduce, alter, delete or enter any information other than what is required in the regular performance of my job duties.
6. I shall not use my student worker access permissions to alter, delete, or enter fraudulent information into any academic, financial, or other educational records pertaining to me or my peers. I will keep secure and not share with any other person my login credentials assigned for my student employment use at Augustana.

I am aware that the release of protected or sensitive information, or any abuse of my position, may result in disciplinary action.

**Work Conduct and Communication:**

1. I understand that I am not allowed work on homework/school projects during work hours ***without*** supervisor approval.
2. I will use good judgment and common sense when using email and social media for work-related matters.
3. I understand that I must show up on time for my assigned shift. If I am unable to work I understand that I must notify my supervisor in advance.
4. I will dress in a manner that is appropriate for my job. If I have any questions regarding attire, I will contact my supervisor for clarification.

**Work Hours:**

1. As a **Student Worker** at Augustana I understand that I can work up to 10 hours total per week. The total number applies even if I have multiple campus jobs.
2. As an **International Student Worker** I understand that I can work up to 20 hours total per week.The total number applies even if I have multiple campus jobs.

**Acknowledgement**

As a condition of my employment as a student worker I acknowledge that I have read and understand this Code of Conduct and agree to adhere to the conditions and responsibilities outlined. I also understand and acknowledge other rules and policies will be applicable to my student employment in addition to those outlined in this document.

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Office Employing Student Signature of Supervisor date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Printed name Student Signature date

# Student Employee Code of Conduct Acknowledgement Agreement

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**Job Description Guideline**

The process of [writing a job description](http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/attracting-job-candidates/how-to-write-a-job-description.aspx) requires having a clear understanding of the position duties and responsibilities. In order to write an accurate description, it is important to sit down and do a job analysis prior to creating a job description. The job analysis should address the mental/physical tasks involved; how the job will be done (what equipment will be used); the reason the job exists (what need is it filling); what qualifications are needed to successfully perform the job.

The following areas should be included in every position description: **Job Title, Summary, Duties and Responsibilities, Competencies/Qualifications,** and **Learning Outcomes**.

**Job Title:**

The job title should accurately reflect the nature of the job. Titles should be short, concise, and somewhat self-explanatory. Job seekers often base interest on job titles alone, so the more obscure your title, the less likely they will be to explore the posting details.

**Overview:**

Provide an overview regarding the nature and overall purpose of the job. This section should include be 2-3 sentences long and describe the general nature of the job, as well as a few main responsibilities, functions, and duties. It should be informative enough so applicants will know if they are interested in and/or qualified for the job.

**Learning Outcomes – “Improving Your Skill Set”:**

Augustana Learning Outcomes help to tie the academic language of the college into the duties of the job. After the sample job description, there is a table outlining the learning outcomes and how they relate to skills that students may develop in their on-campus job. Employers are encouraged to include a minimum of **three** learning outcomes, along with the skills that the student will build as part of those outcomes.

**Duties and Responsibilities:**

Explain the day-to-day responsibilities of the job. Start by listing out the essential functions of the position. Essential job functions are responsibilities that are **5% or greater** of the employee’s workload. All the essential functions should add up to **100%** of the job position.

This section should be in bullet point format, with no more than 1-2 sentences for each point. Each point should start with an action verb and contain a purpose. Be sure to include main/major responsibilities and convey expectations. Make sure points are accurate, and completely yet concisely describe the duties and responsibilities.

**\*\*The last bullet in this section should read “Performs other duties as assigned.” \*\***

**Qualifications:**

List the minimum requirements of the job position. Be sure to write the qualifications for the position you need, not the person who may currently be in the position.

The use of bullet points will allow applicants to easily “check off” each requirement. Include level of education, background, any certificates, training or other required or preferred qualifications. Note the abilities candidates should have, equipment proficiency, and other job-related abilities.

**Perks:**

Many jobs on campus offer additional perks that students may not know. Be sure to include any perks that come with the job (free t-shirts, networking opportunities with alumni, comped lunches on visit days, opportunities to work full time in the summer, etc.)

**Sample Job Description – Dining Services Team Member**

**JOB TITLE:**

Dining Services Student Team Member (DSSTM)

**OVERVIEW:**

DSSTM’s report to either the Manager or Student Supervisor on duty. DSSTM’s are expected to assist kitchen staff with the serving and preparation of food along with clean-up.

**LEARNING OUTCOMES – “IMPROVING YOUR SKILL SET”**

* Collaborative Leadership
	+ Reliability/Trustworthy/Team Player/Give and Solicit Feedback
* Intercultural Competency
	+ Self-Awareness/Awareness of Cultural Differences/Adaptive communication
* Creative Thinking
	+ Artistic Creativity/Problem Solving/Planning & Organization

**DUTIES AND RESPONSIBILITES:**

* Assist kitchen staff in preparing hot and cold food items for dining center or catering events.
* Interacts with guests at food stations while preparing and serving foods according to the menu, providing information and soliciting feedback from guests and ensuring a high quality experience.
* Works with dining services staff to insure that production of food occurs in a timely, safe and efficient manner and meets a high standard of quality.
* Works to minimize waste of food and meets high levels of productivity.
* Follows safety and sanitation standards set by state, federal and Augustana Dining Service’s rules and regulations.
* Notifies supervisor of food and supplies needed and when equipment or facilities are in need of repair.
* Must be able to lift/move up to 50 pounds and stand for long periods of time.
* Other duties as assigned.

**QUALIFICATIONS:**

* Ability to work with limited supervision and in collaboration with other employees.
* Must demonstrate initiative to work quickly and efficiently in a high volume, fast paced, customer-oriented environment.
* Communicates positively and respectfully with a diverse population.
* Punctual and organized.

**PERKS:**

* Flexible scheduling.
* Free meals for any shift 2 hours or longer

After one year of service you’ll be eligible to work in the Brew, Westerlin C-Store, Snack Bar and Concessions.

# Learning Outcomes

|  |  |  |
| --- | --- | --- |
| **Augustana Student Learning Outcomes*****What am I learning?*** | **NACE** | **Key Skills & Competencies*****How can I demonstrate my learning?*** |
| **Disciplinary Knowledge***Demonstrate an extended knowledge of at least one specific discipline and its interdisciplinary connections to the liberal arts, reflected in the ability to address issues or challenges and contribute to the field.* |  | -Think like an expert or scholar in your field-Demonstrate depth of  knowledge of your major field of study-Identify, produce, and interpret evidence in your field-Demonstrate skills needed by professionals in your field-Understand and approach problems from a variety of perspectives |
| **Critical Thinking & Information Literacy***Critique and construct arguments. This requires the ability to raise vital questions, formulate well-defined problems, recognize underlying assumptions, gather evidence in an efficient, ethical and legal manner, suspend judgment while gathering evidence, evaluate the integrity and utility of potential evidence, critique and incorporate other plausible perspectives, and determine a reasonable conclusion based upon the available evidence.* | Critical Thinking/Problem Solving | -Challenge assumptions-Ask great questions-Find and evaluate evidence-Solve complex problems-Support your ideas with evidence-Demonstrate sound reasoning-Make decisions based on evidence |
| **Quantitative Literacy***Interpret, represent and summarize information in a variety of modes (symbolic, graphical, numerical and verbal) presented in mathematical and statistical models; use mathematical and statistical methods to solve problems, and recognize the limitations of these methods.* | Critical Thinking/Problem Solving & Digital Technology | -Work correctly with numbers-Ask good questions about numerical data-Use quantitative information to guide decisions and solve problems-Understand limitations of quantitative methods-Interpret and create graphs-Understand where statistics come from and what they mean |
| **Collaborative Leadership***Collaborate and innovate, build and sustain productive relationships, exercise good judgment based on the information at hand when making decisions, and act for the good of the community* | LeadershipTeamwork/Collaboration | -Build healthy relationships-Facilitate shared vision and common goals-Act for good of the team or community-Encourage and work effectively with others-Exhibit maturity and self-control-Act confidently and authentically-Bring a positive perspective |
| **Intercultural Competence***Demonstrate an awareness of similarity and difference across cultural groups, exhibit sensitivity to the implications of real and imaginary similarities and differences, employ diverse perspectives in understanding issues and interacting with others, and appreciate diverse cultural values.* | Global/Intercultural Fluency | -Seek to understand and learn from others-Embrace difference-Advocate for inclusivity-Intervene for what is right-Show self-awareness-Engage respectfully in difficult conversations-Show empathy and compassion-Engage in civil discourse |
| **Communication Competence***Read and listen carefully, and express ideas through written or spoken means in a manner most appropriate and effective to the audience and context.* | Oral/Written Communication | -Listen to understand-Read critically and reflectively-Write and speak clearly-Tailor message to audience-Adapt communication strategies-Summarize and explain ideas |
| **Creative Thinking***Synthesize existing ideas, images or expertise so they are expressed in original, imaginative ways in order to solve problems and reconcile disparate ideas, and to challenge and extend current understanding.* | Critical Thinking/Problem Solving | -Think outside the box-Imagine new possibilities-Propose original ideas-Take informed risks-Embrace opportunities outside of your comfort zone-Innovate and invent |
| **Ethical Citizenship***Examine and embrace strengths, gifts, passions and values. Behave responsibly toward self, others and our world; develop ethical convictions and act upon them; show concern for issues that transcend one’s own interests, and participate effectively in civic life.* | Career ManagementProfessionalism/Work Ethic | -Articulate own strengths and areas for growth-Understand and act on your values and convictions-Act responsibly and ethically-Show concern for others and our world-Contribute to causes bigger than oneself-Be dependable and trustworthy-Confront injustice and oppression-Take good care of yourself and others |
| **Intellectual Curiosity***Cultivate a life-long engagement in intellectual growth, take responsibility for learning, and exhibit intellectual honesty.* | Career ManagementProfessionalism/Work Ethic | -Be reflective-Be curious-Embrace a love of learning-Be motivated to grow and improve -Seek opportunities to learn-Take responsibility for your learning and development-Think and behave with integrity-Pursue your interests and passions |

