



STUDENT HANDBOOK

**COSGC Operations Guide
2025-26**

Colorado Space Grant Operations Handbook

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SECTION 1: Guiding Principles

INTRODUCTION

Space Grant is happy to have y'all here. Welcome!!

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Colorado Space Grant Consortium (Space Grant/COSGC) is housed in the College of Engineering & Applied Sciences (CEAS) at University of Colorado Boulder. COSGC serves students from all Colleges and Departments within CU Boulder, but also our Affiliate Institutions across the state. We are funded through NASA. This Operational Handbook is mostly focused on work being done at CU Boulder, but the Community Guidelines apply to all COSGC interactions.

COSGC Vision

Providing an inclusive and interdisciplinary community of Colorado students with experiences in space-related science, engineering and technology to prepare them for our Nation's future space programs.

COSGC Mission

COSGC uses the excitement of our Nation's aeronautics and space program to inspire, educate, and develop America's future technological workforce by enabling an inclusive and interdisciplinary community of college and university students to participate in space-related, hands-on projects, research, and courses.

Our focus is centered on three main goals. Each goal supports the other, enhancing the overall student experience and better equipping each student for their next steps after college. These goals are:

1. Inclusive Student Engagement
2. Provide Hands-on programs
3. Develop & Facilitate Partnerships



SCOPE

The contents of this Operations Handbook apply to our policies, operations, and interactions within Space Grant facilities and other spaces used by the Space Grant program. These include Space Grant offices, off-site Space Grant activities, Zoom conversations, email, Slack and other digital exchanges, and social media. The guidelines apply equally to students, faculty, staff, mentors, and advisors.

CORE VALUES

Space Grant is committed to providing a welcoming and harassment-free environment to engage an inclusive community of learners in hands-on, NASA aligned projects. The Space Grant community is made up of a mixture of students, staff, faculty, alumni, and mentors/ advisors from academia, industry, and NASA – working on various projects and missions. We want our community to be a fun, productive, and safe space for all participants and visitors. In addition to core values of respect and honesty, there are several ways in which our program distinguishes itself. We work alongside other project teams. Project team members across the organization are peers and collaborators. We maintain open lines of communication and foster good working relationships with our colleagues. We are all committed to quality and positive experiences that build skills - both technical and otherwise. We believe in diversity and inclusion, not merely because it's a mechanism for happier, more productive and creative teams, but because we believe that we have an obligation to work against structural discrimination. This obligation manifests itself in recruitment and hiring policies and in our own organizational culture - in which these Operational & Community Guidelines play a critical role.

SECTION 2: COMMUNITY GUIDELINES

The Community Guidelines govern the environment of the Colorado Space Grant Consortium (Space Grant). We created it not because we anticipate bad behavior, but because we believe that articulating our values and obligations to one another reinforces an already exceptional level of respect among the team and because having guidelines provides us with clear avenues to correct our culture should it stray from the course. This isn't an exhaustive list of things you can or can't do. Instead, it is a guide to make it easier to enrich all of us and the communities in which we participate. We commit to enforce and evolve this code as our team grows and changes.

EXPECTED BEHAVIORS

Every participant in a Space Grant project/activity, including students, faculty, staff, mentors, and advisors, is expected to be considerate and contribute to a collaborative, positive, and healthy environment in which all can succeed.

Be supportive and patient, both proactively and responsively. Offer to help if you see someone struggling or otherwise in need of assistance (taking care not to be [patronizing](#) and be respectful - see below). If someone approaches you looking for help, be generous with your time; if you're under a deadline, direct them to someone else who may be of assistance. Go out of your way to include people in conversation or sharing humorous anecdotes or memes - recognizing that we want to build an environment free of cliques.

Be welcoming. We strive to be a community that welcomes and supports people of all backgrounds and identities. This includes, but is not limited to members of any race, ethnicity, culture, national origin, color, immigration status, social and economic class, educational level, sex, sexual orientation, gender identity and expression, age, size, family status, political belief, religion, and mental and physical ability.

Be respectful. Not all of us will agree all the time, but disagreement is no excuse for poor behavior. We might all experience some frustration now and then, but we cannot allow that frustration to turn into a personal attack. It is important to remember that a community where people feel uncomfortable or threatened is not a productive one. Members of the Space Grant community should be respectful when dealing with other Space Grant members, as well as people outside the Space Grant family.

Be aware of [implicit bias](#). Take the time to explore our own biases, stereotypes, and prejudices. We do our own research and ask questions if we are unsure or need clarification. Seek to acknowledge and respect the experiences and boundaries of others.

Be considerate in your actions and words. We are a community of learners who conduct ourselves conscientiously. Be kind to others. Your work will inform others and you will learn from others. Consider how your words, written or spoken, may impact those around you. Do not insult

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or put down others. Harassment and other exclusionary behavior are not acceptable. This includes, but is not limited to:

- Discriminatory jokes and language.
- Violent threats or language directed against another person.
- Posting sexually explicit or violent material.
- Posting (or threatening to post) other people's personally identifying information.
- Personal insults, especially those using racist or sexist terms.
- Unwelcome sexual attention.
- Advocating for, or encouraging, any of the above behavior.
- Repeated harassment of others. In general, if someone asks you to stop, then stop.

Be a champion for Scientific and Research Integrity.

COSGC is committed to ensuring research integrity and do not tolerate research misconduct, such as fabrication, falsification or plagiarism. When you are conducting an experiment or writing code, documentation is crucial. Experiments should be reproducible, so your work should be organized and well documented. Comment your code so steps are understandable to an outsider. It is highly encouraged that you use some form of version control in your code. Each COSGC project should have a GitHub.

UNACCEPTABLE BEHAVIORS

We are committed to providing a welcoming and safe environment for people of all races, gender identities, gender expressions, sexual orientations, physical abilities, physical appearances, socioeconomic backgrounds, life experiences, nationalities, ages, religions, and beliefs. Discrimination and harassment are expressly prohibited. Harassment may include, but is not limited to, intimidation; stalking; unwanted recording or photography; inappropriate physical contact; use of sexual or discriminatory imagery, comments, or jokes; intentional or repeated misgendering; sexist, racist, ableist, or otherwise discriminatory or derogatory language; and unwelcome sexual attention.

In order to provide such an environment, we commit to being considerate in our language use. Any behavior or language which is unwelcoming—whether or not it rises to the level of harassment—is also strongly discouraged.

Much exclusionary behavior takes the form of [microaggressions](#)—subtle put-downs which may be unconsciously delivered. Regardless of intent, microaggressions can have a significant negative impact on victims and have no place in our community.

The same goes for [tone policing](#), or responding negatively to the emotion behind a person's message while ignoring its content (telling someone who is discussing an issue that makes them upset to “calm down” instead of responding to their concerns is an example of tone policing).

There are a host of behaviors and language common on technical teams which are worth noting as specifically unwelcome: Avoid “*well, actually*”—pedantic corrections that are often insulting

and unproductive; make an effort not to interrupt your colleagues while they are speaking; never respond with surprise when someone asks for help; and take care neither to patronize your colleagues nor assume complete knowledge of a topic. This last point is especially important when talking about technical topics: many women and people of color in STEM have many tales of being either [mansplained](#) about a field in which they are experts, or excluded from learning opportunities because a colleague wouldn't make an effort to answer questions—don't be that person. Remember that your colleagues may have expertise you are unaware of, and listen at least as much (if not more) as you speak.

REPORTING A PROBLEM

These guidelines are ambitious, and we're not always going to succeed in meeting them. When something goes wrong — whether it's a microaggression or an instance of harassment — there are a number of things you can do to address the situation with your team members or with staff. We know that we all do our best work if we're happy and comfortable in our surroundings, so we take concerns about this stuff seriously. Depending on your comfort level and the severity of the situation, here are some things you can do to address it:

1. **Address it directly.** If you're comfortable bringing up the incident with the person who instigated it, pull them aside to discuss how it affected you. Be sure to approach these conversations in a forgiving spirit: an angry or tense conversation will not do either of you any good. If you're unsure how to go about that, try discussing with your primary mentor or with another staff person — they might have some advice about how to make this conversation happen. If you're too frustrated to have a direct conversation, there are a number of alternate routes you can take.
2. **Talk to a project manager.** Your peers may have experience on which to draw that could be of use to you. If you have someone you're comfortable approaching, reach out and discuss the situation with them. They may be able to advise on how they would handle it or direct you to someone who can. The flip side of this, of course, is that you should also be available when your colleagues reach out to you.
3. **Talk to your primary mentor.** Your mentor probably knows quite a lot about the dynamics of your team, which makes them a good person to look to for advice. They may also be able to talk directly to the colleague in question if you feel uncomfortable or unsafe doing so yourself. Finally, your mentor will be able to help you figure out how to ensure that any conflict with a colleague doesn't interfere with your work.
4. **Submit an Anonymous Incident Report.** If you feel unable to address the situation personally, submit an [Incident Report](#).

TAKING CARE OF EACH OTHER

Sometimes, you'll be a witness to something that seems like it isn't aligned with our values. Err on the side of caring for your colleagues in situations like these. Even if an incident seems minor,

reach out to the person impacted by it to check in. In certain situations, it may even be helpful to speak directly to the person who has violated the Community Guidelines, a project manager, or a mentor to voice your concerns. If you want to speak to a person impacted by an incident or to the person who has violated the Community Guidelines, but you're unsure of how to navigate these interactions, try reaching out to a staff member — these conversations are tricky, and your mentor and/or staff members can help you figure out how best to approach them.

COMMITTING TO IMPROVEMENT

We understand that none of us are perfect: it's expected that all of us, regardless of our backgrounds, will from time to time fail to live up to our very high standards. What matters isn't having a perfect track record, but owning up to your mistakes and making a clear and persistent effort to improve. If you are approached as having (consciously or otherwise) acted in a way that might make your colleagues feel unwelcome, refrain from being defensive; remember that if someone calls you out, it likely took a great deal of courage for them to do so. The best way to respect that courage is to acknowledge your mistake, apologize, and move on — with a renewed commitment to do better. That said, repeated or severe violations of this Community Guidelines can and will be addressed by the staff, and can lead to disciplinary actions, including termination.

CONTRIBUTING

Members of the Space Grant community are invited to contribute to this Community Guidelines by emailing barbra.sobhani@colorado.edu or by submitting an Incident Report to share feedback. If you have a question or suggestion for evolving the policies, file an issue outlining your suggestion, providing as much context as you can. If you've spotted a typo, discriminatory language, or any other change which could be more expediently handled email annie.strange@colorado.edu. You may speak privately about a proposed change to your primary mentor. All changes and suggestions will be discussed and implemented by COSGC staff.

AGREEMENT

You will be sent a copy of these Community Guidelines and are asked to digitally sign to indicate your agreement. Lab access is granted following this step.

SECTION 3: Onboarding at COSGC

ORIENTATION

All COSGC students are expected to complete an orientation, led by staff. We host orientation sessions at the beginning of each semester. If you join a project mid-semester, it is important to get an orientation scheduled as soon as possible so we can set up lab access and payroll (if paid position). You will also have a project specific orientation with the student Project Manager and/or Team Lead.

DAY to DAY Operations

- DO NOT PROP OPEN DOORS! Only a Staff member may prop a door open.
- Put area back the way you found it.
- You are ok to move chairs into the space if you need more seats. Please return them.
- Food and drink ok (not in electronics labs). Clean up after yourself!
- Community fridge and snack corner. Folks will donate food to the Community snack corner, it is available to all. If you bring a personal food item for the fridge, please label it clearly.
- If you are the last one to leave at night, please turn off lights.
- If you're feeling sick, please stay home and take care of yourself. Notify your PM and team if you have scheduled meetings and/or work hours.
- You aren't expected to work late or on weekends. Each project will set up team meetings and work hours. You are allowed to work in the COSGC space outside of work hours, use your BuffOne swipe access.
- Show up for your commitments, be on time and work the hours you need to work to get things done.
- Communicate regularly with your team.
- Dress code is casual, but not too casual, and you can dress up if you want!

Building/Lab Access

If you want Buff One card swipe access, complete orientation, submit the access request form (QR Code) - you need the last 7 digits of your Buff One Card Number (DLC 270)

Contact Information, Reporting and Pay

If you have a paid position, you will be required to complete online trainings for CU in addition to the Space Grant orientation. These will be listed in your appointment letter.

Appointment letters will be sent at the beginning of employment through DocuSign. This serves as your employment agreement for hourly rate and average number of hours per week.

Steps:

Sign Appointment letter.

Update [Space Grant Contact Matrix](#)

Scroll down to your project and add phone number and nickname and school email

Fill out [Time Sheets](#)

Due every Sunday at midnight (11:59 pm MST) for the week prior (additional information on the Timesheets page)

Fill out [MICS – My Individual Contribution](#)

1. Weekly accounting of your SMART goals and work. SMART Goals are goals that you set for yourself that are: Specific, Measurable, Achievable, Realistic, Timely
2. Due every Sunday at midnight (11:59 pm MST)
3. Reviewed by the PM, Advisors/mentors and PI

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4. What to Include:

“My work this week” - A couple sentences on the work you accomplished for the week.

“Link to documents or files”

“My SMART Goals for Next Week” - When filling out this column you don't need to address each part of the goal, just make sure that the goals you're setting meet each of these criteria. [Additional information on SMART goals](#)

“Comments” - Space for any additional information you want to add. Barb will also use this space to provide feedback every week.

Paid positions

COSGC advertises and hires student hourly positions to work on projects and student admin roles as budget allows. All positions start at the campus minimum wage. There will be a yearly evaluation process which will determine pay increase schedules. Lead roles do not automatically get a pay increase; they have an increased number of hours in their appointment to accommodate the additional work. There can also be stipend positions available that are not at an hourly rate but are based on project outcomes and average weekly hour expectations.

COSGC Student Onboarding Checklist

When you start a new position (hourly/stipend) with COSGC Make sure you complete the following:

- o New student employee orientation
- o Register in NASA Gateway
- o Review Student Operations Handbook
- o Review Community Guidelines
- o Sign community guidelines document
- o Request door access (requires BuffOne card)
- o Complete I-9 process
- o Access timesheets and MICS for weekly reporting
- o Complete required CU online training modules

If you are starting a volunteer position:

- o New student orientation
- o Register in NASA Gateway
- o Review Student Operations Handbook
- o Review Community Guidelines
- o Sign community guidelines document
- o Request door access (requires BuffOne card)

Taking Photos & Videos

If you do not wish to be photographed or videoed, please let staff know. Otherwise, occasionally staff will post photos of student work and accomplishments on COSGC social media.

If you are taking any photos or video, make sure folks are okay with it. When in doubt, ask! Any media being used by NASA requires the individual to sign a NASA Media Release Form.

Funding

Our NASA COSGC funding includes resources to fund student projects and work. COSGC posts any paid student opportunities at the beginning of each semester. Most positions are classified as Student Hourly, but a few stipend opportunities are available. Students apply and interview for paid positions. If a student is interested in pursuing additional funding, work with the project manager and staff advisor. Selling items and services to raise money for COSGC is not allowable. COSGC can accept gift funds from industry or private donors.

Funding through CU College of Engineering:

EEF Mini-grants <https://www.colorado.edu/program/eef/funding-opportunities>

UROP Student Grants

<https://www.colorado.edu/urop/grants>

Authorship

Student posters and talks:

Because posters aren't fully peer-reviewed, standards for authorship are generally less stringent and less contested. We have provided some guidance here to help you navigate this topic.

At **undergraduate** conferences (and those that provide prizes for best undergraduate poster) the emphasis is on YOU: how well you have done what you set out to do and how well you can communicate the aims, the approach, and the results of your work. Your sponsor's name should appear last in the list of authors. If you want to acknowledge help that you received from your lab mates, you can do so in an acknowledgements paragraph at the bottom of the poster.

At **professional** conferences, the emphasis is on the science, and so there is less concern over who is or is not co-author – as long as they all contributed to the work. However, there are guidelines by professional societies that help co-authors decide about the order in which they should list themselves. If the poster will be judged for a prize, you may consider reducing your coauthor list to just yourself and your sponsor unless you and someone else were equally responsible for the research design, data collection, interpretation, and assembly of the poster. If a graduate student was involved in the project and appears as a co-author, you may want to make sure that in your oral presentation of your poster to the judge, you identify clearly your personal contribution to the project.

Authors are typically listed in order of prominence, with the person who completed most of the research appearing first in the author list and referred to as "first author". The "second author" would be the person who appears second in the author list and so on. The corresponding author is also often indicated on the poster and may appear as the last name in the author list. The corresponding author is the senior scientist who designed the research, supervised the work and obtained the funding to conduct the research. The name of the college, university or institution where the research was conducted is also provided with the authors' names.

It is highly encouraged that you seek out opportunities to present your research. If you are going to give a presentation or poster, be prepared to give a practice presentation at least a week ahead of time. Templates for posters will be available, and you can use those as much or as little as you would like. Some general rules for posters should be followed. Minimize text, make figures and text large and easy to read from a distance, label your axes, make sure colors are easily distinguished.

Like many other labs for professional publications, COSGC follows an APA contributorship rather than an authorship model, meaning that authors are not only those who do the writing but also those who have made substantial scientific contributions to a study. Students who help over the course of the project may be added to the author list depending on their contribution, and their placement will be discussed with all parties involved in the paper. If a student takes on a project, but then hands it off, they will most likely lose first authorship.

For papers and articles:

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See APA Ethics Code Standard 8.12a and the seventh edition of the Publication Manual:

“Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work. Individuals should take authorship credit only for work they have performed or to which they have substantially contributed (APA Ethics Code Standard 8.12a, Publication Credit). Authorship encompasses, therefore, not only those who do the writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, or interpreting the results and findings. Those who contribute are listed in the byline. Lesser contributions, which do not constitute authorship, may be acknowledged in the author note (see Section 2.7; see also a taxonomy of authorship in the natural sciences called at [CRedit](#)). Lesser contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the analysis, collecting or entering the data, modifying or structuring a computer program, recruiting participants, and obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship.”

<https://www.apa.org/science/leadership/students/authorship-determination-scorecard.pdf>

<https://www.apa.org/science/leadership/students/authorship-paper>

Student Travel

We encourage students to gain professional experience through conference or workshop participation and presentations. Please talk to both your Project Manager and a staff member before registering for a conference or other event that requires travel. There are limited funds available for student travel, so funding is not guaranteed, students must request funding and be approved. COSGC prefers to support students who are travelling on behalf of COSGC projects if possible. If you are travelling on behalf of COSGC, you will have a required travel briefing to go over all of the rules and expectations.

Travel budget should be submitted for approval and can include registration fees, airfare, per diem, transportation (mileage reimbursement, rental cars, uber/lyft/taxi, parking)

If you have funding to travel:

- COSGC Funded travel must be arranged by staff through the Concur system.
- If you are traveling with an advisor or staff member, it is not necessary to have a CU Travel Card. If you are travelling on your own, you can work with the COSGC Program Coordinator/Manager to request a Travel Card.
- You must set up your profile in the Concur system. Once your profile is set up, you must list the Program Manager as your delegate, able to book travel.
- If you are granted a per diem stipend amount, reimbursement for meals would be covered up to that amount and food receipts are not needed.

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- All other receipts should be kept and turned in with your travel reimbursement paperwork.
- If possible, conference registration should take advantage of any early registration discounts and student rates.
- If student travel funds are available through the event, students are encouraged to apply. CU also has student travel funding opportunities. If awarded funds, these will be used first to cover expenses, before COSGC funds are utilized.
- Flights are often non-refundable, so if a cancellation is needed, staff must be notified as soon as possible.

College travel funds available for application:

PACE (awards up to \$500 for conference travel) <https://www.colorado.edu/pace/>

Deans Matching Fund <https://www.colorado.edu/engineering/content/deans-matching-travel-grant>

Professional societies (AIAA, GSA, AGU, etc) often have student travel grants available for conferences. Due dates are often very early.

100% reimbursement for travel is not guaranteed.

COSGC Offboarding

- If you are not continuing to the following semester, please notify the PM and staff. Usually the PM will send out a form for all team members to fill out for the next semester plans.
- Continuation in a role from semester to semester is not guaranteed. It depends on available funding and performance.
- If you are on a project team, please complete all offboarding documentation of your work (continuity documents, final reports, etc.)
- If you have been issued a Pcard or keys, those need to be returned to the Program Coordinator.
- Return any tools or hardware that you have checked out.
- Fill out end of semester survey.
- If graduating, please sign up for alumni emails and complete the graduating student survey.

Graduation

Space Grant Graduation Award Categories:

Distinction

Requirements:

- Leadership – Project manager, systems, team lead
- Significant Contributions
 - Consistent participation in project work, meetings, design reviews, documentation
- Multiple Projects **or** multiple years on a project

Award: Framed certificate, graduation stole, pin

Excellence

Requirements:

- One or more projects
- Two semesters (minimum)
- Significant Contributions
 - Consistent participation in project work, meetings, design reviews, documentation

Award: Framed certificate, graduation stole

Participation

Requirements:

- One Project
- Consistent Contributions
 - Consistent participation in meetings and project work
- Short timespan – one semester or less

Award: Certificate

Student graduation form:



SECTION 4: LAB RESOURCES & DATA MANAGEMENT

Safety Training

COSGC offers introductory trainings for soldering and ESD safety, 3d printing and CAD. All students are recommended to take these early in your project experience. Additional trainings are available in Altium and for the GLEE project.

Multiple safety trainings are also available through the ITLL. <https://itlp.colorado.edu/teaching-and-learning/skill-building-workshops/>

We recommend taking:

Manufacturing: Level 1 - Safety Orientation*

Electronics: Level 1 - Simple Circuits & Measurements Fundamentals

Electronics: Level 1 - Through Hole Soldering

Tools & Hardware

COSGC has a large variety of tools available for use. The tool cabinet is labeled by drawer. Please return the tool to the same drawer you retrieved it from.

The Assembly Lab has a variety of hardware and electronic components that are available for student project use.

The Electronic Labs are available for student use. If there is something you do not know how to use – ask! If a project is actively being assembled, make sure you ask before moving it.

The Electronics and Assembly Labs have storage space for project specific components. If you have a new project, work with staff to find a space for project components.

3D printer

Specifications:

[Bambu Lab P1P 3D Printer](#)

- For 1 Filament (filament diameter 1.75 mm) currently using PLA
- 0.4 mm nozzle
- Vibration and extrusion compensation

Terms of Use:

- 3D printer is reserved for Space Grant project use

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- Space grant students must receive approval from their team's Project Manager before printing a part
- Prototyping should use less filament and time than final parts
- Users must fill out the printer log located next to the printer
- The log will reserve a spot in the queue if the printer is in use
- The log will also show time reserved for maintenance
- Follow the instructions in the 3D Printer Users Guide, available on the 3D printer's computer
- To save the printing file, use the micro-SD card connected to the 3D printer's computer and return it to its place after printing
- Use only [PLA filament](#) 1.75 mm in diameter from Bambu Lab
- Contact Whit Whittall or Verónica Corral Flores with questions or to report a problem with the printer
- Contact [Pat Maguire](#) at the Idea Forge if you have questions about complex 3D printing

Slack

- a. Join the COSGC Slack for your project
- b. Join all Subteams for your project:
- c. Make sure you have notifications turned on!

Slack is the main way COSGC teams communicate, so make sure you are getting notifications and are checking it regularly.

GitHub

Each project has a GitHub for all coding resources, talk to your project manager to gain access.

Google calendars and Notion

GLEE is the only project currently using a google calendar and the Notion program for task tracking and scheduling.

Sharepoint

Each project has a space in Sharepoint. All documentation should be stored there. Do not delete or move files. Use good naming conventions for files.

Email

CU Student email is our official way to send information to you, please make sure you check it regularly.

Templates:

[Design Report](#)

[Test Procedure](#)

[Test Analysis](#)

Trade Studies

[Trade Studies Overview](#)

[How to Make a Trade Study Presentation](#)

Examples: [Flight Team - Avionics Spring 2022 Trade Studies](#)

Offboarding documentation

[Continuity Documents](#)

[Team Lead Documents](#)

Section 5: FURTHER READING / RESOURCES

NASA's Implicit Bias Training Video:

https://www.youtube.com/watch?v=Il_qDLlue0I&feature=youtu.be

[Project Implicit: These are free online assessments](#)

A Few key Characteristics of Implicit Biases

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own in-group, though research has shown that we can still hold implicit biases against our in-group.
- Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned.
- Implicit biases often predict how we'll behave more accurately than our conscious values.

Research Training:

CU Boulder encourages all faculty, staff, and trainees (i.e., undergraduates, graduate students, postdoctoral associates, research assistants, and Principal investigators) involved in research to obtain instruction in Responsible Conduct of Research (RCR) that is appropriate for their level of education, training, responsibility, and discipline. Anyone with a CU Boulder identikey can take RCR training via the CITI RCR courses.

<https://www.colorado.edu/researchinnovation/rcr/training>

NASA Student Internships at NASA Centers are available every semester, however they require a funding sponsor. For more information see: <https://www.nasa.gov/learning-resources/internship-programs/>

ACKNOWLEDGEMENTS

Verbiage for this document includes content from [DJANGO Code of Conduct](#), [Vox Code of Conduct](#), and [SRCCON Code of Conduct](#)