

**Syracuse University**

Mary Ann Shaw Center for  
Public and Community Service

# LEADERSHIP INTERN MANUAL

*25<sup>th</sup> Anniversary Edition*

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Updated and Edited by:

Pamela Heintz

Kathryn Bradford

Jake Nelson '19

Justine Legg '20

Sierra Eastman '21

309 Women's Building, 820 Comstock Avenue, Syracuse, NY 13244

Telephone (315) 443-3051 - Fax (315) 443-3365

[shawcenter@syr.edu](mailto:shawcenter@syr.edu)

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## Table of Contents

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### Section 1: Shaw Center Overview

Introduction	5
Mission	6
History	7
What We Do	8
Organizational Structure	9
Program Overview	11

### Section 2: Job Responsibilities & Expectations

Leadership Intern Program	17
Job Responsibilities	19
Expectations	21
Disciplinary Action	24
Student Rights and Responsibilities	25
Code of Student Conduct	26

### Section 3: Tasks & Procedures

Daily Office Tasks	29
Acknowledgement Form	33



# Section 1 - General Overview

## INTRODUCTION

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The Leadership Intern Policies and Procedures Manual was developed to help new and returning Mary Ann Shaw Center for Public and Community Service (Shaw Center) Interns to become better acquainted with, and fully knowledgeable about, the Shaw Center and the expectations of employment.

The manual is divided into three sections. Section One is a general overview of the Shaw Center, its mission and history, as well as the organizational structure and program overviews. Section Two explains the Leadership Intern Program including job description and responsibilities, while Section Three provides an introduction to tasks and procedures. The content of the manual is subject to change at the discretion of the Shaw Center administration as we work to improve and enhance procedures.

This manual is not intended to replace in-office training, but rather to enhance the individual and group training for student employees. It is expected that student employees will read the manual and become familiar with its content, as it is a critical foundation to being a Leadership Intern.

The manual contains a signature page indicating acceptance of the policies and procedures conditional for employment as a Shaw Center Leadership Intern. Please return the signed acceptance page by the due date and it will be kept with your personnel records.

We look forward to working with you!

# MISSION

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## Vision

The Shaw Center aspires to be an international leader for higher education community engagement and to instill civic and global competencies as an essential core component of the Syracuse University teaching, learning and research experience.

## Mission

The Shaw Center supports Syracuse University's mission to engage students and faculty by providing institutional leadership for experiential learning through community engagement in order to enhance academic learning objectives, research and the student experience.

**This mission comprises five core activities:**

1. Enhance the **student experience** by supporting coordination of integrated learning outcomes through leadership opportunities, community engagement, center initiatives, literacy programs, and consultation.
2. Enhance **student learning** through the high impact practice of academic engagement in which students apply knowledge, skills and values in diverse community settings that address global issues and complex societal problems.
3. Foster reciprocal and generative **community partnerships** for intercultural and ethical learning that collaboratively address community identified needs and meet institutionally defined goals.
4. Promote a **culture of innovation and discovery** through real-world engagement that addresses unscripted, complex community issues and stakeholder expectations.
5. Support interdisciplinary collaboration with community partners for **faculty research** and **creative activity** that address emerging opportunities and societal needs.

## HISTORY - OVERVIEW

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Based on the belief that service and civic responsibility play an essential role in helping young people become active citizens in a free democratic society, Syracuse University launched a campus-wide effort in the early 1990s to provide a permanent home for public and community service opportunities. The stated purpose of this new center was to strengthen Syracuse University's ability to incorporate service into the formal learning experience of students.

In 1994, Mary Ann Shaw, associate of the Chancellor, took the lead in establishing the Center for Public and Community Service (CPCS). The Center was built on lessons learned from earlier national service movements that did not survive. **Learning through service is not automatic. It requires reflection, facilitation, discipline, and practice to have sustained impact for places and people.** The Center continues to serve, twenty-five years later, as a campus-wide experiential learning laboratory, developing new opportunities for faculty and students to connect with local, regional, and global community stakeholders.

In 2004, the Syracuse University Board of Trustees proclaimed that CPCS be renamed the Mary Ann Shaw Center for Public and Community Service in recognition of Mary Ann's personal and constant support of the Center and her unwavering commitment to the ideals of a life lived in service. In so doing, the Center stands as a lasting symbol of Syracuse University's commitment to public and community service as an integral part of a dynamic educational experience.

Syracuse University is nationally recognized for its leadership and commitment to community engagement as evidenced by the following:

- Selection to the inaugural group of Carnegie Community Engaged campuses in 2006
- Continued presence on the President's Higher Education Honor Roll for Community Service with Distinction since 2006
- Founding member of New York Campus Compact (NYCC), now Campus Compact of New York and Pennsylvania, the region's affiliate for the national community engagement coalition led by higher education chancellors and presidents

The Mary Ann Shaw Center for Public and Community Service (Shaw Center) continues its legacy as a living-learning classroom. Together, we develop new experiential learning opportunities connecting faculty, students, and community through reciprocal collaborations that support traditional academic work and essential life skills. Critical thinking - how well students explain an issue, provide evidence, examine the larger context, and demonstrate team work - impacts the quality of their conclusions and is a sampling of the skills students learn through Shaw Center opportunities and programs.

Critical to the development of students' academic, personal, and professional success, the Shaw Center leverages university-wide areas of expertise, builds on efforts to identify core competencies beyond degree requirements, and supports areas of intellectual experience which expand cultural awareness and integrity. Students from all across campus coming together through the Shaw Center with faculty and community drives our strategic plan - a living document that will respond to new opportunities and needs as they arise.

## WHAT WE DO

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### **Leadership**

The Shaw Center Leadership Intern Program is a community-based experiential learning opportunity for undergraduate students, to help them develop leadership skills and become job-ready for the post-graduation work force. They participate in challenging assignments designed around real-world problem solving which require a high level of critical thinking. Working in partnership with our professional staff, Shaw Center Leadership Interns have the opportunity to develop, implement, and evaluate the Center's programs and initiatives.

### **Literacy**

Shaw Center Literacy Initiatives, launched in 1997 with the Syracuse University Literacy Corps, provide Syracuse University students opportunities to academically engage in a rich, community-based experiential learning model. Syracuse University students interpret content learned in courses and share their knowledge using tutoring strategies developed in Shaw Center trainings. Syracuse University tutors who are engaged in Shaw Center Literacy Initiatives commit to working with the same youth in the same classroom settings for an entire school year. This consistency lends itself to the college students' development of deep and meaningful relationships. With the relationships serving as a foundation for their work, students are guided into critical thinking through targeted reflection prompts while developing essential professional skills.

### **Community Engagement**

Through its Community Engagement Program, Shaw Center provides guidance and support for Syracuse University faculty as they develop their community-based service learning (SL) curriculum. While developing projects, courses, and student placements, Shaw Center staff work with our community partners to facilitate engagement to meet their needs. Additionally, the Shaw Center organizes and hosts an annual Community Partners' Meeting to provide faculty, staff, students, and community members the opportunity to share information, suggest programmatic changes, and plan future collaborations.

### **Consultation**

Shaw Center is at the nexus of academic and community life as we tap into a wellspring of experiential knowledge. Drawing upon archives of students' and instructors' notations and myriad assessments, we are an evolving "laboratory" of what works and what does not work in learning. Accordingly, we welcome inquiries from faculty as well as community organizations who seek expert guidance on courses, programs, risk/liability, or training.



## ORGANIZATIONAL STRUCTURE

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### **Associate Provost for Academic Affairs**

The Mary Ann Shaw Center for Public and Community Service reports to the Associate Provost for Academic Affairs (Chris Johnson). The Associate Provost partners with the Vice Chancellor and Provost, and other Academic Affairs leaders, to support key academic initiatives and advance the University's vision and mission as outlined in the Academic Strategic Plan.

### **Associate Vice President for Engagement and Director**

At the helm of the Shaw Center is founding director, Pamela Kirwin Heintz, who is responsible for overall management and development of the Center and its programs. She works closely with highly motivated staff to train and orient new students, coordinate service-learning placements, supervise placements, oversee service projects, and help provide safe transportation for students traveling to service sites throughout the area.

### **Professional Staff**

The Associate Director (Colleen Cicotta), Associate Director for Community Engagement (Sarah Redmore), Program Coordinator (Carla Ramírez), Administrative Coordinator (Kathryn Bradford), and Transportation Coordinator (Laurel Morton) comprise the Center's full-time professional team. Their specific tasks and responsibilities maintain a collaborative, learning-organization model and environment where initiative, creativity, and individual growth are encouraged for all.

### **Leadership Interns**

Reporting to the professional staff team, Leadership Interns support day-to-day operations, participate in collaborative work to enhance the student experience and facilitate diverse community partnerships. Each individual Leadership Intern is associated with a specific initiative/program, assigned specific tasks, and plays a critical role in securing funding. As stakeholders of the Shaw Center, they are able to influence the achievements of our organization and Syracuse University through their contributions and job performance.

### **Syracuse University Literacy Corps Tutors**

SULC Tutors, although considered volunteers in the organizations where they are placed, are paid employees of Syracuse University who report to the Shaw Center Program Coordinator. In addition to assisting the community with various learning initiatives, tutors develop life and workplace skills through their site placements and SULC trainings.

### **Syracuse University Literacy Corps Council**

Corps Council is a paid group of tutors who assist in the leadership and administration of the Syracuse University Literacy Corps. Members of Corps Council assist with fundraising and the recruitment, training, and implementation of new tutors.

### **Initiative Volunteers**

Syracuse University student volunteers in the Shaw Center initiatives serve as co-learners and educators for the Syracuse City School District (SCSD), enhancing their own learning through academic

engagement. Volunteers apply knowledge, skills, and values in diverse community settings which address global issues and complex societal problems. Supervised by Leadership Interns, volunteers work with SCSD students to reinforce learning objectives and build skills which help students achieve their goals in school and beyond.

## PROGRAM OVERVIEW

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### **FOUNDATIONAL PROGRAMS**

#### **Syracuse University Literacy Corps (SULC)**

The Syracuse University Literacy Corps (SULC) is the foundational Shaw Center program and the primary basis of the Literacy Initiatives. SULC, an America Reads program, is a reciprocal learning experience which provides SU students the opportunity to academically engage with the Syracuse community through multiple schools and nonprofit organizations.

The program was piloted in the summer of 1997 with 15 college students tutoring children in the Syracuse City School District (SCSD) Inclusive Summer School Program. Based on the program's success, the Syracuse University Literacy Corps continued into the academic year sending student tutors into 10 area elementary schools to aid the literacy programs. Approximately 200 tutors at 30 different sites are working for SULC during the academic year providing close to 20,000 hours of tutoring to over 3,000 young learners each year. Corps Council, the leadership group within the Syracuse University Literacy Corps, is comprised of 12-15 peer-selected SULC tutors who design, facilitate, and evaluate tutor trainings, recruitment efforts, and fundraising activities.

#### **Community Engagement Program**

The Shaw Center facilitates community-based service learning components of courses by carefully placing students in organizations to meet the specific learning outcomes determined by the faculty and the needs of the community. The Shaw Center helps students and placement sites meet scheduling and transportation needs while standing ready to help negotiate challenges that arise for students, faculty, site supervisors, and staff.

Students make connections between course content and real-world situations and settings. They are challenged to explore their perceptions of people and communities and to understand the complexities of social issues. In an average academic year, service learning students commit an estimated 20,000 hours toward community-based projects.

### **INITIATIVES**

#### **Balancing the Books (BTB)**

Balancing the Books is a reciprocal learning initiative where Syracuse University students practice lessons learned in Whitman classes while serving as financial literacy and life-skills tutors for students in the Syracuse City School District. Established in 1998, BTB is a collaborative effort between Whitman School of Management (WSM), the Shaw Center, Huntington K-8 School, and Henninger High School in the Syracuse City School District (SCSD). The program is coordinated by undergraduate WSM students who serve as Whitman Leadership Interns. These interns work with WSM student volunteers each year to implement the program.

### **College of Engineering & Computer Science-SRC Engineering Ambassadors (EA)**

The College of Engineering and Computer Science-SRC Engineering Ambassadors program is a collaborative effort between SRC, a leading technology firm in the engineering and science field, the Syracuse University College of Engineering and Computer Science, the Syracuse City School District, and the Shaw Center. The program pairs engineering students with 6-8<sup>th</sup> grade children at Syracuse STEM at Blodgett, H.W. Smith K-8 School, Ed Smith K-8 School, Grant Middle School, and Hillside Work-Scholarship Connection for hands-on engineering activities. Since its inception in spring of 2006, the program's aim is to engage Syracuse University students in meaningful learning opportunities while supporting middle school students' efforts to improve their science and math skills and persistence to graduation.

### **Nutrition Programs**

The Shaw Center, in partnership with Falk College, hosts three nutrition in-and-after school programs in the surrounding community, led by Shaw Center Leadership Interns since 2009 and facilitated by Falk students. Those programs are Books & Cooks, Cooking on the Hillside, and Food Busters, currently at Dr. Weeks Elementary, Hillside Work Scholarship, and Henninger High School, respectively.

## **AWARDS**

### **Chancellor's Award for Public Engagement & Scholarship (CAPES)**

In collaboration with the Chancellor's Office, numerous students, staff and community partners, the Shaw Center helped launch the Chancellor's Award for Public Engagement & Scholarship in 1993. Each spring, CAPES recognizes two individual students—one undergraduate and one graduate—who have significantly engaged in their community as part of a dynamic learning experience. Syracuse University embraces this commitment to promote positive change that simultaneously advances knowledge and meets real-world needs, magnifying impact and interconnectedness. The Shaw Center continues to partner with the Office of the Chancellor in the selection and recognition process for this prestigious award. The selection committee also includes students who continue to help guide the process.

### **Robert B. Menschel Public Service Award**

The Shaw Center administers the Robert B. Menschel Public Service Award, which was established by Richard L. and Ronay A. Menschel on the occasion of Robert's 70<sup>th</sup> birthday to honor his dedication to the not-for-profit world. The fund supplements the income students earn, making their internships more competitive with work in the for-profit sector.

Eighty-four Syracuse University students have received Robert B. Menschel Public Service Awards since the first award was given in 2001. The students have worked at a wide range of nonprofits and publics locally, regionally, nationally, and globally. In the academic year 2018-2019, \$61,000 was awarded to 27 students for internships at nonprofit organizations such as Building Company Theatre, Center for Community Alternatives, Gift from a Child, Gulf of Maine Institute, Housing Families Inc., and Human Rights Foundation.

## **CONSULTATION**

### **Individual Volunteer/Group Referrals**

Shaw Center continues to facilitate referrals for individual students, student organizations, faculty, and staff members who look to volunteer in the community. The Center serves as a resource for information on the many community organizations in need of volunteers, providing agency descriptions and contact information aligned with the volunteer's interests.

### **Syracuse University Volunteer Organization (SUVO)**

Shaw Center is home and advisor to the Syracuse University Volunteer Organization (SUVO). SUVO is a Registered Student Organization (RSO), established in 1994. Shaw Center Leadership Interns act as officers of SUVO. Members are encouraged to develop, organize, and implement service activities that encourage participation by Syracuse University students.

### **VISTA**

In partnership with the Syracuse Northeast Community Center (SNCC), the Shaw Center hosts an AmeriCorps VISTA position to build capacity for nutrition-related engagement.

### **Public Relations Intern (PR)**

In the spring of 2011, the Shaw Center added a Public Relations (PR) intern to the staff to assist with events, publications, website, and more. This person supports both internal and external communication efforts for all initiatives.

## **OPERATIONS**

### **Transportation**

The Shaw Center has partnered with campus units to ensure student safety in community-based experiential learning since 1993. Working collaboratively with the Department of Public Safety (DPS), Parking and Transit Services, Risk Management and Regulatory Compliance Services, the Office of Environmental Health and Safety Services (all within the Division of Campus Safety and Emergency Services), and the School of Education, the Shaw Center implements best practices in student safety and security in its transportation system. On average, over 70% of students transported are completing academic placements, including practicums, service-learning projects, internships, or Shaw Center Literacy Initiatives placements. The remaining 30% are involved in co-curricular/volunteer activities.

### **New Program Ideas**

Shaw Center welcomes new program ideas brought by students, faculty, staff, and community. Following are some steps to think about prior to meeting with Shaw Center staff regarding a new program idea.

1. Define your goal. Why do you want to do this? Who else is already doing this or something like it? Why or how is my (this) idea different?

2. How would you do this? What would the idea/program look like? Think about and identify the tasks necessary to reach your goal.
3. What kinds of resources do you need to complete the tasks? Professional staff, transportation, supplies, meeting place (rental costs), food, etc.
4. How much time will each task take? For how long? Does it fit into your schedule? Then multiply your estimate by four. In our experience, all of us underestimate the time it takes to do things by a factor of at least 4!
5. When will what you are planning take place? Before, after, during class time? Weekdays, weekends, one time a week, every week, every day - you get the idea. How will it work when you are not here - away for breaks - abroad?
6. How will all the pieces be sustained when you graduate? Where will it be housed? How will resources continue to flow? How does each task need to be sustained?
7. Now make an appointment to see the appropriate Shaw Center professional staff to present your information and discuss possibilities. Together we will decide how best to proceed.

## **Section 2**

### **Job Responsibilities & Expectations**





## LEADERSHIP INTERN PROGRAM

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Established in 1994, the Shaw Center Leadership Intern Program attracts and retains some of the best students at SU. Leadership Interns exhibit strong academic records, high levels of motivation, outstanding organizational skills, persistence, ability to work with orders, and leadership potential.

The program is a skills-based and experiential learning opportunity for undergraduate students, to help them develop leadership abilities and professional expertise. They participate in challenging assignments designed around real-world problem solving which requires a high level of critical thinking. Working under the direct supervision of the Shaw Center professional staff, and in concert with faculty, staff, students, and community partners, Leadership Interns have the opportunity to develop, implement, and evaluate Center programs and initiatives. This is an invaluable learning experience for students to lead and apply knowledge, while helping to coordinate and administer several thousand hours of community engagement a year.

Each Leadership Intern position requires \$5,000 to \$10,000 support per year, depending upon variables such as student salaries, materials, and transportation costs specific to each project. Funding comes from external donors such as alumni, individuals, and corporations, as well as grants, SU schools and colleges, and other institutional support. This generosity results in enhanced student experience and student learning for Syracuse University students, while fostering reciprocal and generative community partnerships.

In a typical academic year, 35-40 Leadership Interns work in the office and provide support for the Shaw Center. The Leadership Intern Program prepares our students for continued active civic participation upon graduation while also expanding cultural awareness and sensitivity. Graduating Leadership Interns complete senior exit interviews as a way to assess their overall experience, describe the impact to their personal and professional lives, and share their stories.

## LEADERSHIP INTERN JOB DESCRIPTION

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A Shaw Center Leadership Intern is a working member of the Mary Ann Shaw Center, building skills, and gaining supervised practical experience which can be applied to future endeavors, whether professional, academic, or personal. A Leadership Intern supports day-to-day operations, participates in collaborative work to enhance the student experience, and facilitates diverse community partnerships. Each position is associated with a specific initiative/program with work conducted both in-and-out of the office. Flexibility and openness to learning is essential to the position.



## Job Responsibilities

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The Shaw Center is a service-oriented office. When on duty and representing the Shaw Center, Leadership Interns must demonstrate the utmost respect for others.

Leadership Interns are critical to the success of the Shaw Center, as they are stakeholders able to influence the performance of our organization, and Syracuse University, through execution, implementation, and participation.

Leadership Interns perform the following daily office responsibilities as part of the administrative learning experience:

### **Meet and greet visitors**

Leadership Interns answer any and all questions regarding Shaw Center programs in an appropriate and knowledgeable manner whether in person or over the phone. The Shaw Center staff and interns provide visitors with undivided attention.

### **Communicate information to students requesting transportation**

Leadership Interns inform stakeholders how the Shaw Center transportation system operates and instruct tutors, service-learning students, and other Syracuse University students in proper transportation procedures.

### **Participate in Intern Meetings & Initiative Meetings**

Leadership Interns attend and participate in scheduled Intern meetings, which often occur on a monthly basis. Leadership Interns attend and participate in scheduled Initiative meetings, whether conducted on a weekly or monthly basis.

Permission for absence must be requested and approved by professional staff in advance. The only acceptable reasons for missing a scheduled meeting are illness or unavailability due to class schedule or academic requirement.

### **Distribute placement referral information to students/faculty/staff looking for volunteer opportunities**

Leadership Interns learn about the different types of community-based organizations in the Syracuse area in order to complete Volunteer Interest Forms accurately and efficiently. Refer to Section Three, General Office Tasks, for details on accepting and completing forms, as well as printing out referrals.

### **Provide information and placement assistance for students participating in service-learning**

Leadership Interns learn and know how our Community Engagement Program and academic placements work. They are able to provide service-learning students with placement assistance, collect paperwork, and answer questions.

**Conduct presentations and information tabling**

Leadership Interns are prepared to give presentations on any and all Shaw Center programs to a variety of audiences, whether to Center professional staff, Syracuse University stakeholders, community members, or funders. Our website and presentations in the G drive help interns familiarize themselves with programs outside of their immediate initiatives.

**Complete administrative tasks**

Leadership Interns assist in replying to emails, answering telephones, managing bulk mailings, making copies, preparing binders, filing, and other duties as assigned. All correspondence and written material must be reviewed by professional staff prior to dissemination.

**Prepare program updates and final reports**

Leadership Interns responsible for coordinating Shaw Center initiatives also provide regular updates to professional staff and prepare final reports. Final reports, funding requests, and program updates are compiled using standard templates, approved formats, etc.

# EXPECTATIONS

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## **Successful Shaw Center Leadership Interns demonstrate:**

- Ability to understand and work successfully with students, faculty, and staff from a wide variety of backgrounds
- Ability to work collaboratively with colleagues
- Adaptability to unexpected events
- Appropriate level of professionalism and demeanor
- Dependability and punctuality in keeping to scheduled work hours
- Ethics, integrity, and commitment to diversity and inclusion
- Openness to constructive feedback
- Participation and engagement in Shaw Center projects, meetings, and training

## **Confidentiality**

Interns are expected to hold in complete confidence any personal information about staff, students, and faculty who engage in work with the Shaw Center. This includes, but is not limited to, internal documents, assessments, evaluations, reflections, financial information, contact information, SUID numbers, personnel matters, etc.

## **Shared Workspace**

It is important and expected that interns keep workspace neat and clean. At the end of each shift: work should be filed in the designated area; writing utensils and other items stored away; food, crumbs, cups, soda cans, or any other personal items cleaned up; etc. Food waste and recycling should be disposed of in the kitchen. The use of sanitizing wipes on keyboards, phones, and other instruments is encouraged.

## **Attitude and Demeanor**

Leadership Interns are representing both the Shaw Center and the University at all times and must be courteous, patient, and helpful in all interactions. Staff members must give visitors their undivided attention and demonstrate the utmost respect for others. It is expected that interns convey an attitude of professionalism, enthusiasm, and sincere interest in their work.

## **Appearance**

Leadership Interns are expected to dress in business casual or “student professional” attire. Personal cleanliness and neat appearance are part of the professional image of the Shaw Center.

- Examples of “student professional” attire include tops which are without rips, mesh, or offensive language and slacks or jeans without holes.
- Athletic or “athleisure” clothing is considered neither business casual nor “student professional.” This includes, but is not limited to, hats, leggings, sweatpants, jogger pants, yoga pants, spandex and gym shorts.

- Interns presenting or tabling on and off campus are required to wear a Shaw Center or Syracuse University Literacy Corps t-shirt or sweatshirt. Interns attending meetings should dress professionally or business casual, if t-shirt/sweatshirt is not appropriate.

By accepting this position, interns agree to comply with this policy. Please address Shaw Center professional staff with specific questions. Shaw Center professional staff reserve the right to discuss student professional appearance with individuals.

### **Attendance Policies**

The Shaw Center believes in, and encourages, academics as a priority, although this should not directly affect work responsibilities. Leadership intern schedules are organized around class schedules, internships, and session times. Space and computer availability is also carefully factored in and Leadership Interns are expected to work the times they are scheduled. Interns should only be in the office during assigned shifts. It is recommended that interns who have completed their assignments, and finished other available tasks, sign out for the day.

Leadership Interns are required to attend and participate in scheduled initiative meetings, whether conducted on a weekly or monthly basis. Permission for absence must be requested and approved by professional staff in advance. The only acceptable reasons for missing a scheduled meeting are illness or unavailability due to a change in class schedule or academic requirement.

Interns who are unable to work their assigned shift, or attend a scheduled meeting, must contact the Shaw Center as soon as possible. If the office is closed, a message must be left on the voicemail or via email to shawcenter@syr.edu. An intern who cannot report to work due to an emergency or illness, must notify the office as soon they are able. Requests for a day off, or one-time change in shift, should be submitted at least 48 hours in advance.

When communicating schedule changes and absence requests via e-mail, interns should contact their respective supervising professional staff member and copy the Shaw Center email account. For example, Nutrition interns should e-mail Sarah at sgredmor@syr.edu and copy shawcenter@syr.edu. Texting should not be used for communicating absences.

### **Compensation**

The University pay period for student staff is from Thursday through Wednesday. **Time worked must be entered on a paper timesheet and signed by 8:00 AM every Thursday morning in order to be processed.** Time sheets are to be filled out legibly, in blue or black ink, and signed by the employee. If a time sheet is not completed and signed before this deadline, it will be processed in the following week. Payroll checks are received at the Shaw Center every Wednesday unless direct deposit has been selected by the employee.

### **Computer Policy**

All computers and equipment in the office are property of the Shaw Center. Interns are not allowed to change, add, delete, or in any way tamper with the settings, software, or hardware that belong to the Shaw Center computers. Computers are to be used for Shaw Center work only and all Shaw Center

work is to be stored on our shared drive in the appropriate folder. Interns who need to do personal work for academic reasons must request and receive permission from professional staff. If permission is granted, all work must be saved on a personal storage device. No personal work is allowed on the public “G” or “C” drives. In addition, interns are not allowed to download music, videos, or files to Shaw Center computers or use the computers for any social media.

### **Telephone Policy**

Telephones should be answered when ringing and with a cheerful, friendly voice. The Shaw Center phones are for business use only. When it is necessary to use the telephone for personal calls, the calls should be kept to a minimum. If an incoming call is personal, staff are expected to take care of their personal business in an expedient manner.

### **Personal Cell Phones**

Personal cell phones are not to be used in the Shaw Center for personal or business related calls. When on duty, interns must put their cell phones on vibrate. If an intern is expecting an important phone call, it is expected that the intern will seek permission from professional staff to leave the office to answer the call and return promptly to work. Interns are not allowed to use their mobile devices for text messages or social media communication during their shift. Texting, group chats, etc. should not be the primary method of work-related communications between interns.

### **E-mail Policy**

All Shaw Center communication is conducted via e-mail, Blackboard, or Microsoft Teams. Interns are expected to read their e-mail at least once daily and respond in a timely manner. Shaw Center Outlook e-mail addresses (shawcenter@syr.edu, literacy@syr.edu, litinits@syr.edu, NSDVolunteer@syr.edu) must be used for incoming and outgoing Shaw Center business, all of which is to be approved by Shaw Center staff prior to distribution.

The Syracuse University e-mail policy states:

*Syracuse University has established e-mail as a primary vehicle for official communication with students, faculty and staff. Each registered student and active faculty and staff member is assigned an official Syracuse University e-mail address by Information Technology and Services (ITS) according to a naming convention regulated by ITS. All official University email communications will be sent to the assigned syr.edu address, including but not limited to communications from faculty to students registered in their classes and from administrative units to students.*

*The University expects that students will receive and read e-mail in a timely manner. Failure to receive and read University communications delivered to official e-mail address in a timely manner does not absolve recipients from knowing and complying with the content of such communications.*

*Students, faculty and staff may redirect their official syr.edu e-mail address to another address, such as @hotmail.com, @yahoo.com, or @aol.com at their own risk. The University is not responsible for the handling of e-mail by other service providers. Having e-mail redirected does not absolve recipients from knowing and complying with the content of the communication sent to their official University e-mail address.*

*Improper use of computing systems, including e-mail, as described in the Responsible Use of Information Technology Systems and Resources policy is prohibited and may result in disciplinary action.*

## **Disciplinary Action**

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In accordance with the Student Employment Office's Disciplinary Action Policy, failure on the part of a Shaw Center student employee to meet job expectations or follow appropriate procedures as outlined in this manual will result in the following disciplinary action:

- A verbal warning by the primary supervisor or director for the first offense
- A written warning and an assignment of "probationary status" for a second offense
- Suspension and/or termination for any additional offenses
- Other disciplinary actions may be administered at the discretion of the Shaw Center staff as appropriate including storage of personal cell phone during shift.

**The following actions will result in the disciplinary actions stated above:**

- Doing non-Shaw Center work without the permission of the professional staff
- Failure to follow job instructions, either verbal or written
- Leaving a shift early without permission
- Spending time away from the Shaw Center during required work hours without permission from the administrative staff or supervisor
- Use of cell phone during shift, without administrative staff permission
- Failure to comply with dress code policy

**Additionally, in accordance with the University, the following will result in immediate suspension, review, and possible termination:**

- Consuming or being under the influence of alcohol or illegal drugs on University property or while working
- Falsifying hours worked
- Deliberate insubordination
- Theft of University or student property



# Student Rights and Responsibilities\* & Code of Student Conduct\*

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## STUDENT RIGHTS AND RESPONSIBILITIES

Syracuse University is an academic community, and all persons—students, faculty, administrators, and staff—share responsibility for its growth and continued welfare. As members of the University community, students can reasonably expect that all members of the University community will respect the following rights.

All members of the University community are further encouraged to endorse, support, and abide by the values expressed within these rights, which this community has deemed fundamental to its mission and integral to its growth.

### 1. SPEECH/EXPRESSION/PRESS

Students have the right to express themselves freely on any subject provided they do so in a manner that does not violate the Code of Student Conduct. Students in turn have the responsibility to respect the right of all members of the University to exercise these freedoms.

### 2. NON-DISCRIMINATION

Students have the right not to be discriminated against by any agent or organization of Syracuse University for reasons of age, creed, ethnic or national origin, gender, disability, marital status, race, religion, sexual orientation, or gender identity and gender expression. In their individual roles as members of student organizations, students have the responsibility not to discriminate against others.

### 3. ASSEMBLY/PROTEST

Students have the right to assemble in an orderly manner and engage in peaceful protest, demonstration, and picketing which does not disrupt the functions of the University, threaten the health or safety of any person, or violate the Code of Student Conduct.

### 4. RELIGION/ASSOCIATION

Students have the right to exercise their religious convictions and associate with religious, political, or other organizations of their choice in University facilities provided they do so in a manner that respects the rights of other members of the community and complies with the Code of Student Conduct. Students have the responsibility to respect the rights of other members of their University community to free exercise of their religious convictions and to free association with organizations of their choice.

### 5. PRIVACY/SEARCH/SEIZURE

Students have the right of privacy and to be free from unreasonable searches or unlawful arrest on University property and within their campus residences. Students have the responsibility to respect the privacy of other members of the University community in their person and in their place of residence.

### 6. ACADEMIC PURSUITS

Students have the right to accurate and plainly stated information relating to maintenance of acceptable academic standing, graduation requirements, and individual course objectives and requirements. Students can expect instruction from designated instructors at appointed class times and reasonable access to those instructors. Students have the responsibility to attend class and know their appropriate class requirements.

### 7. QUALITY ENVIRONMENT

Students have the right to expect a reasonably safe environment supportive of the University's mission and their own educational goals. Students have the responsibility to protect and maintain that environment and to protect themselves from all hazards to the extent that reasonable behavior and precaution can avoid risk.

### 8. GOVERNANCE/PARTICIPATION

Students have the right to establish representative governmental bodies and to participate in University governance in accordance with the rules and regulations of the University. Students who accept representative roles in the governance of the University have the obligation to participate responsibly.

### 9. FUNDAMENTAL FAIRNESS

Students have the right to fundamental fairness before formal disciplinary sanctions are imposed by the University for violations of the Code of Student Conduct—as provided in the published procedures of the University's Conduct System or other official University publications. Students have the right to written notice and the opportunity for a hearing before any change in status is incurred for disciplinary reasons unless a significant threat to persons or property exists.

### 10. CONFIDENTIALITY

Students have the right to access and control access to their educational records as provided in the federal Family Educational Rights and Privacy Act, also known as the Buckley Amendment. These include the rights to review and challenge the content of educational records, to control disclosure of personal and academic information to third parties, and to limit the routine disclosure of all or some information defined as "directory information" by the Act.\*

\* The above statement is also true for international students and scholars, except where specified by the legislation, rules, and regulations governing the particular visa status.

# CODE OF STUDENT CONDUCT

All Syracuse University students are expected to conduct themselves in a manner that supports and promotes the educational mission of the University. Integrity, respect for one another and others' property, and commitment to intellectual and personal growth in a diverse population are values deemed fundamental to our community.

The Code of Student Conduct applies to all students at Syracuse University. Violations can occur either on or off campus, and individuals or collective groups can be held accountable.

Syracuse University considers the following behavior, or attempts thereof, by any student or student organization, whether acting alone or with any other persons, to violate the Code of Student Conduct:

1. Physical harm or threat of physical harm to any person or persons, including, but not limited to, assault, sexual abuse, or other forms of physical abuse.
2. Harassment, whether physical, verbal or electronic, oral, written or video, which is beyond the bounds of protected free speech, directed at a specific individual(s), easily construed as "fighting words," and likely to cause an immediate breach of the peace.
3. Conduct, whether physical, verbal or electronic, oral, written or video, which threatens the mental health, physical health, or safety of any person or persons including, but not limited to, hazing, drug or alcohol abuse, and other forms of destructive behavior.
4. Academic dishonesty\*, including, but not limited to, plagiarism and cheating, and other forms of academic misconduct, for example; misuse of academic resources or facilities, or misuse of computer software, data, equipment, or networks.
5. Intentional disruption or obstruction of lawful activities of the university or its members, including their exercise of the right to assemble and to peaceful protest.
6. Theft of or damage to university, personal, public, or private property/services or illegal possession or use of the same.
7. Forgery, alteration, or fabrication of identification cards, records, grades, diplomas, university documents, possession of falsified identification cards, or misrepresentation of any kind to a university office, university official, or law enforcement.
8. Unauthorized entry, use, or occupation of university facilities that are locked, closed, or otherwise restricted as to use.
9. Disorderly conduct, including, but not limited to, public intoxication, lewd, indecent or obscene behavior, libel, slander, and illegal gambling.
10. Illegal use, possession, purchase, distribution, manufacture, or sale of alcohol, drugs, or controlled substances, or any other violation of the Syracuse University policy on alcohol, other drugs, and tobacco.
11. Failure to comply with the lawful directives of university officials who are performing the duties of their office, especially as they are related to the maintenance of safety or security.
12. Unauthorized possession or use of any weapon, including firearms, bb-guns, airsoft guns, air rifles, explosive devices, fireworks, or any other dangerous, illegal, or hazardous object or material, and improper use as a weapon of any otherwise permitted object or material.
13. Interference with or misuse of fire alarms, blue lights, elevators, or other safety and security equipment or programs.
14. Violation of any federal, state, or local law which has a negative impact on the well-being of Syracuse University or its individual members.
15. Violation of university policies, rules, or regulations that are published in the student handbook or any other official university publications or agreements.

Culpability is not diminished for acts in violation of this code that are committed in ignorance of the code or under the influence of alcohol, illegal drugs, or improper use of controlled substances.

\*Cases involving academic dishonesty are handled by the Center for Learning and Student Success.

\*Copied from the Syracuse University Student Handbook 2018-2019. Refer to the current version for updated language and further information.

## **Section 3**

### **Tasks & Procedures**



## Daily Office Tasks

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### Written documents or correspondence

***All written information must be reviewed and approved by Shaw Center staff before it is disseminated.*** Emails should be drafted, saved in the Drafts folder of the appropriate departmental email, and professional staff notified it is available for review. Non-email documents are to be submitted to professional staff marked as “draft”, labeled with the G: drive pathname, with a header containing title/subject matter and your name and date, a footer as needed, and any citations or sources as appropriate.

### Answering the Phone

When someone calls the office, the first impression they get of the Shaw Center is from the person answering the phone. Research often confirms that a client can be connected or lost based on the way the phone is answered. Learning how to do this well translates to a professional skill which will be utilized no matter what your future holds.

The phone should be answered in a cheerful, friendly voice at all times.

**“Good morning (or good afternoon), Shaw Center, this is [your name].**

**How may I help you?** Ask for, and write down in the provided message pad, the caller’s full name on one of the telephone message pads. Be sure to ask how to spell the name if you are unsure.

**Be comfortable and confident to say you are not able to provide an answer if a caller presses you for one, but that you will take a name and number for the appropriate person to respond to them.**

To transfer calls, do the following:

1. Press “transfer” button
2. Dial extension number:
  - 3-4874 Director, Pam Heintz
  - 3-4735 Associate Director, Colleen Cicotta
  - 3-1314 Administrative Coordinator, Kathryn Bradford
  - 3-4770 Associate Director for Community Engagement, Sarah Gillen Redmore
  - 3-4877 Program Coordinator, Carla Ramírez
  - 3-3051 Transportation Coordinator, Laurel Morton

When the staff person answers, inform him/her who is on the phone

3. Press “transfer” button and hang up

### **Taking messages**

It is important that messages left by incoming callers be returned by staff in a prompt and timely manner. To facilitate the handling of phone messages, message logs are kept near each phone in the office. If the party called is not available, and the caller wishes to leave a message, record all the following information:

1. Full name of caller (ask for spelling)
2. Date and time of call
3. Organization and phone number for a return call
4. Message (if any)
5. Check what action party called should do (returned your call, please call, etc.)
6. Sign the message
7. Separate the message from the log book and place it under the proper telephone handset

### **Telephone Forwarding**

After the workday ends, the main phone line (x3051) needs to be forwarded to voicemail. To do this, press the Call FWD button 2 times from the main telephone (x3051). To deactivate call forwarding in the mornings, press the Call FWD button one time from the main telephone (x3051).

Voicemail messages are sent to the [shawcenter@syr.edu](mailto:shawcenter@syr.edu) account and should be addressed promptly.

### **Computer Access**

To sign into the computer, you click on "other user" to sign in and use your individual assigned **scwork##** login along with your unique password that has been assigned and available in your intern folder. Before you leave your shift, close all programs, and sign out completely. Friday afternoon interns should restart computers at the end of their shift.

### **Email Access**

Each intern has a pseudo exchange account used to connect to our departmental email accounts. Departmental email is to be checked daily and addressed as appropriate. All written communications are to be reviewed by professional staff prior to being distributed. Email drafts, should be save in the Drafts folder, and professional staff notified that it is available for review.

To access departmental email account using Outlook Web Access:

1. Open Internet Explorer browser
2. Open to <https://exchange.syr.edu>
3. Login with the **scwork##** username and password assigned to you
4. Click on "Shaw Center Work Study" or silhouette in the upper right hand corner so it shows "open other mailbox"
5. Select mailbox type in the desired display name (Shaw Center, Literacy Initiatives or Syracuse University Literacy Corps) and click "open"

### **Making Copies**

When making less than 50 copies, the Shaw Center uses the copier located in the center of the suite. Use the posted code for the Shaw Center (also located in the printing information binders) to unlock the copier. Put the necessary paper stock in the copier prior to printing and empty the remaining stock when copying is completed. If you have additional questions about printing, please ask Kathryn or your professional staff supervisor.

The printing information binder includes additional copying options as well as pricing.

### **Sending a Fax**

To send a fax, follow these steps:

1. Complete a Fax cover sheet
2. Place the pages being faxed face up on the feeder of the fax machine
3. Push fax on the control panel and follow the prompts
  - Fax to department at Syracuse University: press “3” and the 4-digit fax extension
  - Fax outside Syracuse University (local): press “9” and dial the 10-digit fax number
  - Fax long distance: dial “8”, “1”, “10” digit fax number, wait for the “beep,” key in the long distance code located on the fax machine
4. The fax machine will automatically stop when the fax has gone through

### **Volunteer Interest Forms**

Every intern should familiarize themselves with the Volunteer Interest Form process, as it is a major part of our function as an office to pair students with volunteer positions in the community. Some of this pairing process occurs through our Volunteer Interest Form referrals. When students come in looking to volunteer:

- Ask why they would like to volunteer: if class => Sarah; if mandated => refer to Office of Students Rights & Responsibilities or Hendricks Chapel; all others, proceed with next steps.
- Ask if they are part of a group. If so, recommend that they take the form and volunteer brochure to their next group meeting to learn more about their group’s collective interests before submitting the request. Point out the box on the form where they indicate they are part of a group, that way their referral includes organizations that will accept volunteer groups. You can also give them Sarah’s card and recommend that they schedule a meeting with her to discuss planning a group volunteer activity.
- Have them fill out the form, which may be returned at a later date.
- Tell them to come back after we have processed the form, which is generally 2-3 business days. (We need more time at the beginning of the semester or after activities fair.) We do not e-mail students with information after the form has been processed.
- Initial and date the upper left hand corner and indicate in box provided, when student is to return.

- Place the form in the designated location
- When a student comes in to request their referral
  - Open the Database: *G: AAF/CPCS/CPCS Databases/CPCS Main Database*
  - Select Interest Forms / Browse Interest Forms
  - Put cursor in data field and use Ctrl+F for search window
  - When searching by SUID, include hyphen
  - Click print in upper right and staple printed copy to a volunteer brochure
  - Discuss with student the type of information that is being provided, next step is for them to communicate with agencies to determine placement, times, etc.
  - If they need to use Shaw Center transportation, explain the request process

### **Transportation requests**

All interns need to familiarize themselves with the transportation request process.

*The Shaw Center Transportation process is being updated August 2019 and information will be provided to interns separate from this manual.*

### **Initiative Tasks**

Each initiative will have additional tasks and responsibilities which will be communicated through other means.

*You are now ready to GO FORTH, continue changing the world, and HAVE FUN!*



## Shaw Center Leadership Intern Acknowledgement Form

I have received, read, and understand the Shaw Center Leadership Intern Manual, updated August 2019. My online Manual Quiz has been completed and I discussed any incorrect answers with professional staff.

I will fulfill my responsibilities as a working member of the Mary Ann Shaw Center, building skills, and gaining supervised practical experience. Although I may be assigned to a specific initiative/program, I will support day-to-day operations of the Shaw Center as a whole, participate in collaborative work to enhance the student experience, and facilitate diverse community partnerships.

I will follow all policies and procedures as outlined in this manual and maintain a willingness to learn.

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Name (print please)

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Signature

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Date

Return this page to Kathryn Bradford by 5:00 PM on Friday, August 30, 2019.