

**Syracuse University**

Mary Ann Shaw Center for  
Public and Community Service

# LEADERSHIP INTERN MANUAL

Revised August 2022

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## Land Acknowledgement

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Shaw Center acknowledges with respect the Onondaga Nation, firekeepers of the Haudenosaunee, the Indigenous people on whose ancestral lands Syracuse University now stands.

Learn more about the  
Onondaga Nation and Haudenosaunee Confederacy:  
<https://www.onondaganation.org/>  
<https://www.haudenosauneeconfederacy.com/>

*“Land acknowledgement is a traditional custom dating back centuries for many Native communities and nations. For non-Indigenous communities, land acknowledgement is a powerful way of showing respect and honoring the Indigenous Peoples of the land on which we work and live. Acknowledgement is a simple way of resisting the erasure of Indigenous histories and working towards honoring and inviting the truth.”* <https://www.duwamishtribe.org/>

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## **Section 1**

### **Shaw Center Overview**

# INTRODUCTION

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Welcome to the Shaw Center, we look forward to working with you!

The Leadership Intern Policies and Procedures Manual was developed to ensure new and returning Mary Ann Shaw Center for Public and Community Service (Shaw Center) Leadership Interns become better acquainted with, and fully knowledgeable about, the Shaw Center and the expectations of employment. Development of the manual is an iterative process which relies on continual feedback from students.

The manual is divided into four 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 position of Leadership Intern including job description, responsibilities, and expectations followed by Section Three which introduces tasks and procedures. Section Four includes additional resources and appendices. The content of the manual is reviewed every semester and is subject to change as we work to improve and enhance procedures.

As a student employee, **you are required to read this manual and know its content**, as it is a critical foundation to being a Leadership Intern. Leadership Intern Orientation, and other trainings, are intended to enhance the material presented in this manual.

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

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**Thank you to all Leadership Interns past and present who helped to develop the Shaw Center Leadership Intern Program and Manual! Special thanks to the following interns for their in-depth efforts creating our 25<sup>th</sup> anniversary edition in August 2019:**

Jake Nelson '19  
Sierra Eastman '20  
Justine Legg '20

## LEADERSHIP INTERN PROGRAM

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Established in 1994, the Shaw Center Leadership Intern Program attracts and retains highly engaged students at SU. Leadership Interns exhibit strong academic records, high levels of motivation, outstanding organizational skills, persistence, ability to work with others, and leadership potential. As members of the Shaw Center, they influence the achievements of the center and Syracuse University through their contributions and job performance.

The program is a skills-based experiential learning opportunity, primarily for undergraduate students, to help them develop leadership abilities and professional expertise. Working under the supervision of the Shaw Center professional staff, and in concert with faculty, staff, students, and community partners, Leadership Interns develop, implement, and evaluate Center programs and initiatives. They participate in challenging assignments designed around real-world problem solving which requires a high level of critical thinking. This paid internship 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, Syracuse University schools and colleges, Federal Work Study (FWS), and other institutional support. This generosity results in enhanced student experiences and student learning for Syracuse University students, while fostering reciprocal and generative community partnerships.

In a typical academic year, 40-45 Leadership Interns work in the office and provide support for the Shaw Center. The Leadership Intern Program prepares our students for continued active civic engagement upon graduation while also expanding cultural awareness and sensitivity. Graduating Leadership Interns complete senior exit interviews as one way to assess their overall experience, describe the impact to their personal and professional lives, and share their stories.

## HISTORICAL and FOUNDATIONAL OVERVIEW

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Based on the belief that service and civic responsibility play an essential role in preparing young people for active and knowledgeable participation in democracy, 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 students' formal learning experiences.

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. The Center continues to serve, twenty-eight years later, as a campus-wide experiential learning (learning through doing) laboratory developing new opportunities for students, faculty, and staff 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 Shaw 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.

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 students, faculty, staff, and community through reciprocal collaborations that support traditional academic work and essential life skills. **Learning through service is not automatic; it requires reflection, facilitation, discipline, and practice to have sustained impact for places and people.** Through these efforts, interns develop critical thinking and other skills, by defining an issue, providing evidence, examining the larger context, and demonstrating teamwork, all of which impacts the quality of their conclusions.

Critical to the development of students' academic, personal, and professional success, the Shaw Center leverages areas of expertise from throughout the University, builds on core competencies beyond degree requirements, and supports areas of intellectual experience which expand cultural awareness and ethical practice.

Students from across campus come together through the Shaw Center with faculty, staff, and community, which drives our strategic plan - a "living document" that is continually updated in response to new opportunities and needs as they arise.

# VISION, MISSION, GOALS

Updated July 2021

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## Vision

The Shaw Center aspires to be a national leader in engaged learning by instilling core competencies as an essential component of the Syracuse University experience.

## Mission

The Shaw Center engages students, faculty, staff, and community in the high impact practice of experiential learning through community engagement to enhance the academic experience, foster reciprocal campus-community partnerships, and ensure institutional efficiencies and effectiveness.

## Goals\*

Goal 1: The Shaw Center will enhance student learning & experience through high impact practices.

Goal 2: The Shaw Center will foster reciprocal and generative community-campus partnerships/collaboration

Goal 3: The Shaw Center will ensure institutional operational efficiencies & effectiveness.

\*Goals and Outcomes available in the Appendix.



## FOUR PILLARS

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### **Consultation**

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

### **Engagement**

Through its Engagement Program, the Shaw Center provides guidance and support for volunteer placement referrals and high impact practices for SU faculty and staff. These practices include service learning and community-based research, among others. While developing projects, courses, and student placements, the Shaw Center collaborates with our community partners to facilitate placements that meet their needs. To support this process, Shaw Center provides in-house transportation for students between campus and community.

### **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 ethical practice and real-world problem solving which requires a high level of critical thinking.

### **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 meaningful relationships, which is foundational for their work. Tutors are guided through targeted reflections that increase critical thinking and development of professional skills.

## PROGRAM OVERVIEW

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### LITERACY INITIATIVES

#### **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.

### Additional 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 middle and high school students in the Syracuse City School District (SCSD). Established in 1998, BTB is a collaborative effort between Whitman School of Management (WSM), the Shaw Center, and the SCSD. The program is coordinated by undergraduate WSM students who serve as Shaw Center Leadership Interns for the Balancing the Books initiative. These interns work with WSM student volunteers each year to implement the program.

#### **Engineering Ambassadors (EA) / STEM Explorers**

The Engineering Ambassadors initiative is a collaborative effort with the Syracuse City School District, Hillside Work-Scholarship Connection, and Shaw Center. The program pairs engineering and other STEM students with 6-8<sup>th</sup> grade community youth for hands-on science, technology, engineering, and math (STEM) 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-schoolers' efforts to improve their science and math skills with persistence to graduation. To encourage all STEM majors to participate, and reduce confusion with other programs on campus, EA will be transitioning to a more inclusive name, such as STEM Explorers.

#### **Nutrition Initiative**

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 student volunteers, these programs are working with elementary students in *Books & Cooks*, and with high school

students in both *Cooking on the Hillside* and *Food Busters*. *Food Busters* was recognized for their efforts with an Orange Circle Award in 2020.

### **Syracuse University Information Technology Experience (SUITE)**

In collaboration with SU's School of Information Studies (iSchool), SUITE is a literacy initiative piloted Spring 2022 in collaboration with Hillside Work-Scholarship Connection. SUITE is being developed to engage students in the Syracuse community through lessons surrounding digital literacy and its application in daily life. SUITE aims to bridge the digital divide in access and application of information technology systems within the community.

## **COMMUNITY ENGAGEMENT PROGRAM**

The Shaw Center provides volunteer placement referrals for students, faculty, and staff, and supports the community-based service learning components of various courses by carefully placing students in organizations to meet the specific learning outcomes determined by the faculty and the needs of the community. Additionally, the Shaw Center provides training for those students to best prepare them for engaging with the community. The Shaw Center stands ready to help negotiate challenges that arise for students, faculty, site supervisors, and staff. Through service learning, 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 10,000 hours toward community-based projects.

## **SCHOLARSHIP PROGRAMS AND 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 during the years that the prestigious award is given. 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.

Since the award was first given in 2001, one hundred twelve (112) Syracuse University students have received Robert B. Menschel Public Service Awards for a total of \$176,000. The students have worked at a wide range of nonprofits and publics locally, regionally, nationally, and globally, such as Planned Parenthood, Roswell Park Comprehensive Cancer Center, The Painted Turtle, and Inkululeko.

### **Shared Scholarship Programs**

The Shaw Center is collaborating with other departments who facilitate scholarships. Leveraging its expertise in Leadership Development and Community Engagement, Shaw Center is excited to support student scholars and help enhance their student experience through involvement with the Leadership Intern Program, trainings, focused volunteer experiences, and other opportunities. Additional information will be provided as collaborations proceed.

## **CONSULTATION**

### **Faculty, Staff, and Community**

Shaw Center provides guidance and support for faculty and staff, as well as community, as they develop programs, conduct research, incorporate service learning, and more. Examples include providing recommendations for best practices, demonstrating and explaining ethical risk management, and submitting letters of support for research and grant applications, etc. Shaw Center offers training and training models, assessment tools, and other resources as part of its consultation pillar.

### **Partnership in Inclusive Education**

A collaboration with Center for Teaching and Learning Excellence, Partnership for Inclusive Education (PIE) pairs teaching faculty with undergraduate student consultants for a semester-long exchange of perspectives on teaching and learning in a particular course. At the culmination of the semester, these students submit a reflection based on the experience.

### **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 and leverage it as an umbrella for all initiative volunteers. SUVO officers may also develop, organize, and implement activities. Members are encouraged to utilize SUVO and its 'Cuse Activities network to promote service opportunities that encourage Syracuse University student participation.

### **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 many community organizations in need of volunteers, providing agency descriptions and contact information aligned with the volunteer's interests.

### **AmeriCorps Volunteers in Service to America (VISTA)**

VISTA is national service program designed to provide resources to increase capacity to lift communities out of poverty. Historically, the Shaw Center has sponsored VISTA members who then work with faculty, staff, students, and community members to address community-defined needs, taking action to improve the collaborations between the campus and the wider community. In addition to hosting VISTAs in the past, the Shaw Center remains an informed partner for sharing opportunities with students. Additional information about this program is available at: <https://www.americorps.gov/serve/fit-finder/amicorps-vista>.

## **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 Transportation Services, Office of Institutional Risk Management, and the Office of Environmental Health and Safety Services (EHSS), the Shaw Center implements best practices in student safety and security in its transportation system. Requests are processed and schedules created by Leadership Interns, who manage four routes throughout the city of Syracuse and nearby suburbs. Shaw Center Transportation supports students across all colleges who are completing academic placements, including practicums, service learning projects, internships, and Shaw Center Literacy Initiatives. SU students volunteering in the community, whether individually or as a group, also utilize Shaw Center Shuttles.

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

Public Relations Leadership Interns support both internal and external communication endeavors for all initiatives and the Shaw Center as a whole. These efforts include developing content and updating the website; coordinating social media presence; creating weekly department newsletter; and more. Additionally, these interns document Shaw Center Stories reflecting the accomplishments of, and impact from, Shaw Center's current students and its breadth of alumni.

## ORGANIZATIONAL STRUCTURE

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### **Associate Provost for Strategic Initiatives**

The Mary Ann Shaw Center for Public and Community Service reports to the Associate Provost for Strategic Initiatives (Marcelle Haddix), a role that connects Academic Affairs with the campus and surrounding community. In this position, Associate Provost Haddix serves as principal liaison and coordinator to multiple initiatives including diversity, equity, inclusion, and accessibility, First-Year Seminar, and the University's academic programs with community-based or experiential learning.

### **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 provides guidance to institutional leadership to promote, develop, implement, and evaluate Syracuse University's community engagement and public scholarship agenda which supports the University's mission, vision, and goals as outlined in the Academic Strategic Plan. She works closely with highly motivated staff to train and orient new students, coordinate and supervise service learning placements, oversee service projects, and provide safe transportation for SU students traveling to service sites throughout the area.

### **Professional Staff**

The Associate Director, Assistant Director, Community Engagement Coordinator, Program Coordinator, and Administrative Coordinator comprise the Center's professional team. Their specific tasks and responsibilities vary, with each being a primary resource for specific cohorts of interns. Although individual staff have different types of interactions with Leadership Interns, all are considered supervisors for the cohort. Overall, the professional team maintains a collaborative, experiential learning 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 or program, assigned specific tasks, and plays a critical role in securing funding.

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

SULC Tutors, considered volunteers in the organizations where they are placed, are paid employees of Syracuse University who report to the Shaw Center Program Coordinator and are recruited, trained, and supported by Leadership Interns. In addition to assisting the community with various learning initiatives, tutors develop lifelong professional and leadership skills through their site placements and SULC trainings.

### **Initiative Volunteers**

Syracuse University student volunteers in the Shaw Center initiatives serve as co-learners and educators, enhancing their own learning through academic engagement. 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. Volunteers apply knowledge, skills, and competencies in diverse community settings which address global issues and complex societal problems.

## **Section 2**

### **Job Responsibilities & Expectations**

## LEADERSHIP INTERN JOB DESCRIPTION

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Leadership Interns are critical to the success of the Mary Ann Shaw Center for Public and Community Service, as they influence the performance of our organization, and Syracuse University, through execution, implementation, and participation. They are working members of the 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 students' experience, and facilitates diverse community partnerships. Each position is associated with, but not limited to, a specific initiative or program with work conducted both in and out of the office. Flexibility, openness to learning, and communication are essential to the position.

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

- Ability to understand and work collaboratively with students, faculty, and staff from a wide variety of backgrounds
- Adaptability to unexpected events
- Appropriate professionalism and demeanor
- Dependability and punctuality in keeping to scheduled hours and deadlines
- Ethics, integrity, and commitment to **Diversity, Equity, Inclusion, and Accessibility (DEIA or IDEA)**
- Openness to constructive feedback and direction
- Participation and engagement in Shaw Center projects, meetings, and trainings

The Shaw Center is a service-oriented office with a foundation in being an ethical and equitable workplace. When on duty and representing the Shaw Center, Leadership Interns must contribute to and foster a respectful workplace which incorporates Shaw Center policies, programs, and events promoting an environment free from discrimination and harassment, demonstrating value for all individuals, regardless of distinguishing characteristics. (Adapted from <https://hr.syr.edu/our-workplace/respectful-workplace>)



## JOB RESPONSIBILITIES

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### **Meet and greet visitors**

Leadership Interns serve as the first impression of the Shaw Center. Interns provide visitors with undivided attention. Leadership Interns answer any and all questions regarding Shaw Center programs in an appropriate and knowledgeable manner whether in person or over the phone.

### **Complete administrative tasks**

Leadership Interns reply to emails, answer telephones, manage printing, maintain files and documents, conduct interviews, write reports, develop surveys, and other duties as assigned by professional staff and/or initiative Program Coordinator.

#### **Answer Telephone**

Every intern is responsible for answering office phones and practicing regularly to ensure confidence in doing so. Telephones are answered when ringing and with a welcoming voice. It is an individual's responsibility to gain experience and be comfortable with phone calls.

### **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.

### **Maintain Standards in Communications**

Leadership Interns utilize University guidelines for formatting and branding. Additionally, all communications are completed in an accessible format and contain inclusive language. All correspondence, written material, videos, and social media posts must be approved by professional staff prior to dissemination.

### **Participate in Meetings and Trainings**

As part of a paid internship, meetings and trainings are an important part of professional development. Leadership Interns attend and participate in scheduled Initiative meetings, whether conducted on a weekly or bi-weekly basis. Leadership Interns facilitate, attend, and participate in monthly intern meetings and various in-service trainings. Shaw Center Orientation is a mandatory training at the start of each semester.

### **Reflect on Experiences**

Reflection is a continual process, with formal written responses assigned twice a semester and as part of Final Reports. Additionally, all Leadership Interns participate in the Senior Exit Interview project every Spring semester, whether as interviewer or interviewee.

### **Understand and apply Risk Management protocols**

Leadership Interns ensure the safety and well-being of our students, as well as those we serve, through adherence with established protocols and procedures to limit risk and liability associated with civic engagement. This is learned and shared through orientations, trainings, manuals, and more.

**Assist with Volunteer Referrals**

Leadership Interns learn about the different types of community-based organizations in the Syracuse area and use that knowledge to accurately and efficiently assist students interested in volunteering. Refer to Section Three, General Office Tasks, for details on accepting and completing Volunteer Interest forms, as well as generating referral paperwork.

**Support Students in Engagement**

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

**Conduct Presentations, Information Tabling, and Recruitment**

Leadership Interns are prepared to give presentations on all Shaw Center programs to a variety of audiences, whether to Shaw Center professional staff, Syracuse University stakeholders, community members, or funders. When tabling and recruiting, Leadership Interns seek participants for all initiatives.

**Develop and Facilitate Programming**

Leadership Interns develop and lead trainings; make programmatic decisions with consideration for risk management and liability; research and implement best practices; communicate with all constituents including site supervisors, community partners, campus partners, students, faculty, and staff; and more. Most interns also develop age-appropriate lesson plans; facilitate lessons with students in the local community; recruit, train, and lead peer volunteers and tutors; etc.

**Prepare Program Updates and Final Reports**

Leadership Interns responsible for coordinating Shaw Center initiatives 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. in conjunction with professional staff and Office of Advancement.

## EXPECTATIONS & PROFESSIONALISM

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### **Accessibility, Standards, and Guidelines**

Leadership Interns review and utilize University guidelines for formatting, branding, accessibility, etc. This pertains, but is not limited to, email signature files, videos, presentations, social media posts, etc.

### **Appearance**

It is important for employees to dress appropriately for the work environment they are in. We are a public-facing office in which the visual image, and quality of interactions, impacts how our constituents feel about Shaw Center. Personal cleanliness, neat appearance, and “student professional” apparel is required as a Leadership Intern. Some examples of “Student Professional” are below.

**Acceptable for “Student Professional”:** Initiative, Shaw Center, or SU shirts/sweatshirts; business casual; jeans, slacks, or casual trousers without holes; bottoms longer than knee length.

**Unacceptable for “Student Professional”:** Athleisure, sweatpants, spandex, yoga pants, joggers; leggings, bottoms shorter than knee length; tank tops, crop tops; hats; rips, tears, or mesh; apparel with offensive images or language; drug or alcohol references; midriff showing or undergarments visible.

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

**By accepting this position, Leadership Interns agree to comply with these expectations. Shaw Center professional staff reserve the right to discuss student professional appearance with individuals.**

### **Attendance Policy**

The Shaw Center believes in academics as a priority, which should also be considered by a student when committing to any employment position. Leadership Interns are expected to work the times of their assigned schedule, which is organized around class schedules, internships, and session times. Space and computer availability are also carefully factored in, and Interns should coordinate with professional staff if they have need to be in the office outside of assigned shifts. Leadership Interns are also required to attend and participate in scheduled meetings, trainings, and reflections. Remote work must be approved by professional staff and will be determined on a case-by-case basis.

**Interns who are unable to work their assigned shift or attend a scheduled meeting must call or email Shaw Center as soon as possible. If the office is closed, a message must be left on the voicemail; emails should be submitted to ShawCenter@syr.edu. Sending a text message for absence or schedule change does not negate the policy of communicating via office phone call or email.**

When communicating schedule changes and absence requests via e-mail, interns should contact the Shaw Center email account and copy their respective initiative email. For example, SULC interns should e-mail ShawCenter@syr.edu and copy Literacy@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. **Interns are allowed a maximum of 15 absence hours a semester.**

### **Attitude and Demeanor**

Leadership Interns are representing both the Shaw Center and the University and must be courteous, patient, and helpful in all interactions. They 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.

### **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.

### **Compensation**

The University pay period for student staff is from Thursday through Wednesday. **Use of Time Clock Plus (TCP) is required** for signing in when starting work and signing out when done working.

Additionally, if six (6) hours of consecutive work will be reached, the student must take a 30-minute lunch and record in/out times. TCP will automatically round times to the University standard calculation and submit the total amount of time worked to the MySlice system.

**If a punch in or out is missed, professional staff should be notified via email or log sheet immediately for correction; a punch at a later time is considered falsifying payroll. Missing more than three punches in a month or falsifying payroll will result in disciplinary action.**

### **Personal Cell Phones**

Personal cell phone use must be extremely limited during shift and is not allowed when on site. Leadership Interns are expected to refrain from using their mobile devices for personal text messages or social media during their shift. While working, interns should put their cell phones on vibrate.

### **Team Communication**

Texting, group chats, etc. should **not** be the primary method of work-related communications between interns. If it is determined that Teams messaging and/or email is not sufficient, and an Initiative Team would prefer to use a group chat for work-related communication, a professional staff member must be copied or included in the working-group chat. This scenario should be discussed with a professional staff member prior to implementation.

### **Shared Workspace**

It is important and expected that Leadership Interns respect others who share the workspace by keeping the office and desk areas clean, maintaining organization, and keeping pathways clear. Proper sanitizing of desks, keyboards, phones, and other instruments is required. At the end of each shift: work should be filed in the designated area; writing utensils and other items stored away; food, crumbs, cups, bottles, or any other personal items cleaned up; etc. (Food waste and recycling should be disposed of in the large receptacles or in the kitchen.)

### **Risk Management / Ethical Based Practice**

All members of the Shaw Center must adhere to risk management standards and University policies to support a safe, respectful, and ethical living, learning, and work environment. Examples of risk management practices include Leadership Interns, Initiative Volunteers, and SULC Tutors wearing identification on site (such as name tag and/or uniform); having emergency contact information readily available; eliminating use of cell phones on site; prohibiting pictures unless proper approval has been obtained, signed, and on file; keeping personal information secure and not sharing at site; participating in Minors on Campus Training; etc. Risk Management document pertaining to volunteer safety, found in the appendix, should be reviewed, followed, and included in all volunteer and tutor trainings. Additional information is available on the Office of Institutional Risk Management's website: <https://riskmanagement.syr.edu/>

### **Information Security Standard**

Leadership Interns are accountable to the University's Information Security policies and must understand the categories of data, including the methods for protecting each. Data categories are Public, Enterprise, and Confidential. While the majority of Shaw Center work includes public and enterprise data, it is critical to understand the level of security required for all information. See full document of information in Appendix.

### **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.

**All Shaw Center related work should be completed using University supported or approved technology. This includes, but is not limited to, Adobe Creative Suite, Blackboard, Campus Labs ('Cuse Activities), Canva, Handshake, Instagram, MeisterTask, Microsoft Office Suite (Outlook, Excel, Word, Access, PowerPoint, Publisher, etc.), Microsoft Teams, Qualtrics, WordPress, YouTube, Zoom, etc. (Information regarding access to these programs is included in the Administrative Tasks and Procedures section.)**

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 personal social media.

## **E-mail Policy**

Leadership Interns are expected to read their personal e-mail at least once daily and respond in a timely manner. Time sensitive updates such as office closing or expectations for your next shift will be sent via email. Shaw Center 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.**

**When contacting someone outside of the Shaw Center, all electronic communications pertaining to the Shaw Center, your initiative, or your position must be conducted through your initiative email.** The assigned scwork## email accounts can be used to communicate with other interns and/or professional staff about work-related business that is not urgent. These accounts should be checked every shift.

### **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.”*

<https://policies.syr.edu/policies/information-technology/e-mail-policy/>

## 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 Professional Staff (usually for a first offense).
- A discussion and written warning designating "probationary status" (usually for a second offense). The *Probation Agreement Form* is provided in the Appendix.
- Suspension and/or termination for any additional offenses.
- Other disciplinary actions may be administered at the discretion of the Shaw Center staff as appropriate.

**The following are some examples of actions which will result in the disciplinary actions stated above:**

- Failure to follow job instructions, either verbal or written.
- Lack of communication regarding absences and/or 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.
- Repeatedly missing time clock punches.
- Unprofessional attire, unprofessional behavior, or unprofessional conduct.
- Repeatedly doing non-Shaw Center work and/or excessive use of personal cell phone during shift.
- Failure to meet professional expectations either in office, at site, and/or when representing Shaw Center.
- Inappropriately accessing and/or distributing privileged information.

**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, tobacco, or other drugs on University property or while working.
- Falsifying hours worked.
- Deliberate insubordination.
- Theft of University or student property.

As students, Leadership Interns are also responsible for knowing their *Rights and Responsibilities*, as well as following the *Code of Student Conduct*.

<https://ese.syr.edu/studentconduct/conduct-handbook/statement-on-student-rights-and-responsibilities/>

<https://ese.syr.edu/studentconduct/conduct-handbook/code-of-student-conduct/>





## **Section 3**

### **Administrative Tasks & Procedures**

## Descriptions and Procedures for Office Tasks

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### Initiative-Specific Tasks

Each initiative will have additional tasks and responsibilities which will be communicated through meetings, email, MS Teams, or MeisterTask.

### Written documents or correspondence

*All written information must be reviewed and approved by Shaw Center professional staff before it is disseminated.* Emails should be drafted, saved in the Drafts folder of the appropriate departmental email, and professional staff notified that it is available for review; the Leadership Intern should follow-up to ensure email is sent. 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

The University telephone system and physical units are being upgraded in August 2022. Quick reference guides are located at each phone unit and procedural instructions will be practiced during first week of office shifts.

The phone should always be answered in a cheerful, friendly voice before the third ring.

*“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 and repeat the number to ensure it is documented accurately.

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

Transportation or Emergency calls outside of regular office hours may be referred to the afterhours cell phone: 315-200-2826. This line is monitored Monday- Friday 6:30am-8:30am and 5:00pm-9:00pm. On Saturdays it is covered one hour before the first pickup through one hour after the last pickup.

### 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. Ask what they expect from the action party (please call, follow-up with email, etc.)
6. Sign the message
7. Separate the message from the logbook and place it in the appropriate location

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

### **Computer Access**

To sign into the computer, click on “other user” in the lower left of the screen and use your individually assigned **scwork##** login along with your unique password. Before you leave your shift, close all programs, and sign out completely (not switch user nor lock screen). Friday afternoon interns should restart computers at the end of their shift.

General login information for frequently used programs:

- Adobe Creative Suite** - Individual NetID from a Shaw Center computer.
- Campus Labs ('Cuse Activities)** - Use scwork## to manage Shaw Center Transportation.
- Canva** - Shaw Center has a Google login and password for access to a shared account.
- Facebook** - SULC has a page (work with Professional Staff for access and posting).
- Instagram** - Shaw Center has a login and password for account (work with PR or Professional Staff).
- LinkedIn** - Shaw Center has a login and password for account (work with PR or Professional Staff).
- Qualtrics** - Use scwork## to access; share all surveys with other scwork## accounts within your initiative and Administrative Coordinator (Kathryn Bradford).
- Word Press / Website** - PR scwork## accounts have access from university computers to make modifications.
- YouTube** - Shaw Center has a login and password for account, as well as a Channel.
- Zoom** - Use *SyracuseUniversity.Zoom.US* with individual NetID or Shaw Center login.

### **Email Access & Correspondence**

When drafting emails, always include a salutation to the recipient, an email closing including your first name, and approval from others if signing their names. Once a recurring email (i.e. weekly notification of session carpool) has been approved for the semester, it should be saved as a template and does not need weekly review by professional staff.

Each intern has a pseudo 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 and include the approved signature file. Email drafts should be saved in the Drafts folder and professional staff notified that it is available for review.

When contacting someone outside of Shaw Center, all electronic communications pertaining to Shaw Center, your initiative, or your position must be conducted through your initiative email. (You may use your scwork## to communicate with your team and/or professional staff, as needed.)

To access departmental email account using the Outlook Web Access method:

1. Open internet browser (Chrome preferred) and go to <http://sumail.syr.edu>.
2. Login with scwork## and password assigned to you.
3. This opens the scwork email assigned to you - be sure to check these emails and delete any that you do not need. Utilize the cabinet feature to file emails that need to be kept.
4. Click on the avatar/profile in the upper right-hand corner and click on "open other mailbox."

5. In pop-up screen, type the appropriate initiative email address (ShawCenter@syr.edu, Literacy@syr.edu, LitInits@syr.edu, NSDVol@syr.edu, etc.)

Outlook application can also be saved as an icon on your desktop and/or task bar. Please see Administrative Coordinator for assistance in setting up your email and access the department email.

### **Conduct Presentations, Information Tabling, and Recruitment**

Leadership Interns are prepared to give presentations on all Shaw Center programs to a variety of audiences, whether to Shaw Center professional staff, Syracuse University stakeholders, community members, or funders. Interns utilize the website and “CPCS Presentations & Tabling” folder in the Shared Drive to familiarize themselves with programs outside of their immediate initiatives. Leadership Interns should always be prepared to participate in presentations and information sessions, as some opportunities are not announced in advance. When tabling and recruiting, Leadership Interns seek participants for all initiatives.

### **Making Copies**

When making less than 50 copies, the Shaw Center uses the copier located in the supply room. Use the posted code for the Shaw Center (also located in the printing information binder) to unlock the copier. If using different paper stock, put it 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 another professional staff member. The printing information binder includes additional copying options as well as pricing.

### **Sending a Fax**

To send a fax, follow these steps (procedures may change based on available equipment):

1. Complete a Fax cover sheet, as needed.
2. Place the pages **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 and practice the Volunteer Interest Form process, our method for pairing students with volunteer positions in the community, beyond initiatives. 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:
  - o if class => Service Learning staff or Leadership Intern, if available
  - o if mandated => Director, if available
  - o if neither situation, or staff is not available, => 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. You can also give them Laurel's card and recommend that they schedule a meeting with her to discuss planning a group volunteer activity.

- Have them fill out the form (also available on our website and in 'Cuse Activities under SUVO), which may be returned at a later date, or submitted via email to [ShawCenter@syr.edu](mailto:ShawCenter@syr.edu).
- Request they 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 an information fair.) We do not e-mail students with information after the form has been processed, as we need to have a discussion with them about what is being provided.
- Complete the Date & Staff of the upper right-hand corner.
- 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 9-digit 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 Leadership Interns are required to familiarize themselves with, and practice, the transportation request process for both individual and group needs.*

Students needing transportation into the community must complete the Transportation Form via 'Cuse Activities, under Shaw Center organization. Basic instructions for requesting transportation include:

- Submit **by 5:00 PM** at least **2 (two) business days** in advance of the requested ride.
- Starting time at site should be scheduled at least 30 minutes after last class ends (or n/a).
- Ending time at site must be scheduled at least 1 hour before next class starts (or n/a).
- **Transportation schedules and times are posted on 'Cuse Activities the evening before transport.**
- Shaw Center **Emergency Contact Information**, found in 'Cuse Activities, should be saved and easily accessible.
- Click "Join" in Shaw Center organization of 'Cuse Activities in order to view schedules.
- Students requesting transportation for a group will need to submit a roster of all riders, including names and SUID numbers, and communicate all details of the transport with those riders.

Transportation schedules are posted Monday - Friday in 'Cuse Activities the afternoon before the day of travel (both Saturday and Monday schedules are posted on Friday.) Shuttles do not wait for riders, so

students must be at the shuttle stop (in front of Sims Hall, at the South end of College Place) or their pickup site location, at least (5) minutes before their listed departure time.

### **New Program Ideas**

Shaw Center welcomes new program ideas brought by students, faculty, staff, and community. The following prompts should be considered 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?

Once you have clarified your vision, schedule an appointment with the appropriate Shaw Center professional staff to present your information and discuss possibilities. Together we will decide how best to proceed.

**Section 4**  
**Appendices**

## GOALS AND OUTCOMES

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**Goal 1: The Shaw Center will enhance student learning & experience through high impact practices.**

1.1. Students at the Shaw Center will develop and employ effective communication skills as part of their career development.

1.2. Students at the Shaw Center will develop and demonstrate strong critical and creative thinking skills as part of their leadership development.

**Goal 2: The Shaw Center will foster reciprocal and generative community-campus partnerships/collaboration**

2.1. Students at the Shaw Center will demonstrate civic and global responsibility through community engagement and service learning.

2.2. Shaw Center will consult with community partners and faculty on best practices in community engaged scientific inquiry and research.

**Goal 3: The Shaw Center will ensure institutional operational efficiencies & effectiveness.**

3.1. Shaw Center staff will participate in professional development committed to diversity, inclusion, equity and accessibility.

3.2. Shaw Center will use appropriate technologies to transport students for community engagement.

3.3. Shaw Center will use information responsibly to engage partners in effective and ethical risk management best practices.



## SHARED COMPETENCIES

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<https://provost.syr.edu/sharedcompetencies/>

Syracuse University is a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society. Syracuse University prepares undergraduate students for professional and personal success through six institutional learning goals (Shared Competencies). The institutional learning goals reflect what all students should know, do, and value as graduates of our institution. The Shared Competencies help faculty and students communicate the overall value of a Syracuse University education and ensure consistency across the wide variety of academic programs (including Shaw Center!).

Competency	Framing Language
Ethics, Integrity, and Commitment to Diversity and Inclusion	Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one’s values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.
Critical and Creative Thinking	Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.
Scientific Inquiry and Research Skills	Application of scientific inquiry and problem solving in various contexts. Analysis of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
Civic and Global Responsibility	Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.
Communication Skills	Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.
Information Literacy and Technological Agility	Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

# INFORMATION SECURITY STANDARD #6, v 1.5

<https://answers.syr.edu/display/infosec011/SU+Information+Technology+Security+Standards+and+Procedures?preview=/54362577/54887640/ITSecurity-standard.pdf>

## Introduction

Syracuse University has developed this Information Security Standard to ensure that SU's technical resources are properly protected, that the integrity and privacy of confidential information is maintained, that information resources are available when they are needed and that users of these resources understand their responsibilities.

## Scope

This standard applies to individuals at Syracuse University who use University-owned information, and to the physical and computer environments that support their work.

## Assessing Risk

A risk assessment is an important part of any information security process and will help in assigning priorities for mitigating risk. ITS IT Security is in the process of performing a survey-based risk assessment for all SU units and departments, with a key element being the identification of practices and processes surrounding the kinds of information discussed below.

## Classification of Data

Risk is strongly tied to the sensitivity of the information, in terms of the potential for damage to individuals and to the University if information is mishandled. We therefore define the sensitivity based on factors including laws and regulations, disruption to business, privacy rights, potential damage to reputation, and potential lawsuits. Our classification scheme defines categories of University information ("University Data") as follows:

- a. **Confidential:** The most sensitive data to which the maximum reasonable protections must be applied. These data include all **Personally Identifiable Information (PII)**, data covered by regulations and law (Personal Health Information within HIPAA, **student records** under FERPA, etc.), and other data designated as such by the Data Custodians. Risks from exposure of such data are high and include legal action, fines, and loss of public trust. "Confidential" information can only be shared on a "need to know" basis with individuals who have been authorized by the appropriate Data Custodian or designate, either by their association with specific job functions or explicitly by name.
- b. **Enterprise or non-Public:** The majority of University Data. **Most financial data, e-mail, and internal systems** information falls into this classification.
- c. **Public:** Data that does not fit the above classifications. Public University Data typically would pass the test of "could this be displayed on the campus home page?"

Data of higher classification demands a higher degree of protection in all parts of the IT System in which it is stored and accessed. Similarly, Users with access to Confidential must follow more rigorous security procedures and standards, as defined in the remainder of this standard and in other IT Security documents.

**Compliance Responsibility**

Compliance with Syracuse University IT Policies and Procedures is generally the responsibility of the individual units and departments. However, campus Risk Management, Audit and Management Advisory Services, ITS IT Security, and outside auditors may all investigate reported security problems or perform periodic assessments to verify compliance.

**Exposure of Confidential or Enterprise Information**

In the event of a breach of these kinds of information, the campus Information Security Officer (ISO) or the CIO must be informed immediately.

**Questions**

Questions, suggestions, recommendations on SU’s Information Security Standard may be directed to the Director of Information Security, Christopher Croad (ccroad@syr.edu) or the Vice President of Information Technology and CIO, Samuel Scozzafava ([sjscozza@syr.edu](mailto:sjscozza@syr.edu)).

**Information Technology Security Standard for Syracuse University Data**

Security always requires a balancing between maximum protection and maximum access and convenience. In some cases, the attempt to protect every piece of information to the utmost level will make normal business operations impractical, if not impossible. Therefore, there are cases where limited collections of Confidential Data may be manipulated under the security requirements of Enterprise Data. The following table summarizes cases where this is acceptable and cases where it is not acceptable, but is not exhaustive. Unless noted, we assume that any Confidential Data requires the protections associated with it in the second table below. The normal IT Security Exception Processes may be used to request changes to these special cases.

Data type	Triggering Criteria for placing in this classification
Confidential	HIPAA information within the Covered Entities is always treated as Confidential. SSN’s, credit card numbers, and other data covered by the NY State Disclosure Laws must always be treated as confidential. Selected collections of student information, notably class lists and grade lists, may be treated as Enterprise Data. Similarly, employee lists that only include names, units, and SUID’s may be treated as Enterprise Data.
Enterprise	Any data defined above as Enterprise, including single instances.
Public	All other data.

**Requirements for data meeting above criteria:**

Data type	Location	Policy
<b>Confidential</b>	Server	Server must be located in the campus data center or other approved data center and must be installed and maintained as prescribed by the ITS Server Security Standard, including meeting all requirements for Confidential Data. Servers must run an ITS-approved operating system that is fully maintainable by the operator.
	Desktop	Desktop computers located in areas open to non-employees and storing Confidential Data must use full disk encryption approved by ITS Security. Desktop PC's must meet all requirements of the ITS Desktop Security Standard.
	Laptop or other mobile storage devices associated with laptops and PDA's (CD's, flash drives, disk, images, etc.)	Any physical transport of Confidential Data must be minimized and must use controls reviewed and approved by ITS Security, as covered in the ITS Desktop Security Standard. Encryption will be mandatory for all such media and devices. Confidential Data covered by New York State Disclosure laws may not be stored on mobile devices.
	Backup media associated with servers or created by IT staff to backup departmental systems (CD's, flash drives, backup images and tapes, etc.)	Encryption will be mandatory for all such media and devices.
	Network	All Confidential Data must be encrypted at levels approved by ITS Security.
	Applications	Commercial software must comply with all relevant state and federal laws that pertain to the type of Confidential Data being handled and any contracts must reflect these requirements. Any applications developed in-house that provide campus-wide or Internet access to Confidential Data must be coordinated with ITS Security and are subject to a security review.

<b>Enterprise</b>	Server	Server must be located in a facility with auditable access logs. Servers must be installed and maintained as prescribed by the ITS Server Security Standard for Enterprise Data.
	Desktop	Desktop computers must meet the ITS Desktop Security Standard.
	Laptop or other mobile storage devices associated with laptops and PDA's (CD's, flash drives, disk images, etc.)	Any physical transport of Enterprise Data must use controls reviewed and approved by ITS Security, as covered in the ITS Desktop Security Standard. Encryption will be mandatory for all such media and devices, except for backup media being handled as part of standard IT staff-provided backup procedures.
	Network	All Enterprise Data must be encrypted at levels approved by ITS Security when transiting insecure network links.
	Applications	Commercial software must comply with all relevant state and federal laws that pertain to the type of Enterprise Data being handled and any contracts must reflect these requirements.

<b>Public</b>	Server	Server must be located in a secured facility. Servers must be installed and maintained as prescribed by the ITS Server Security Standard.
	Desktop	Desktop computers must meet the ITS Desktop Security Standard.
	Laptop or other mobile storage devices	Laptops must meet ITS Desktop Security Standard
	Network	No special requirements.
	Applications	Applications that are used to present Public data must protect against unauthorized modification of the data.

# Safety/Risk Management (Do's/Don'ts)

As with anywhere you go, you must take steps to ensure your own safety when volunteering.

## Do's

- Carry with you or program into your cell phone, the following phone numbers:
  - Agency/Site Supervisor
  - Syracuse University Department of Public Safety/Shuttle U Home 315.443.2224 (24 hrs.)
  - Know your service site supervisor and who to contact should a problem arise
- Ensure you are not responsible for opening or closing the agency for the day
- Only give personal contact information (phone number, address, e-mail, etc.) to your supervisor; it is unnecessary to share this information with clients, other volunteers or staff members
- Walk with confidence – look like you know where you're going (even if you don't), and be aware of your surroundings
- If you are driving yourself, make sure you have directions and your car has been serviced
- Familiarize yourself with the neighborhood and environment of your service site

## Don'ts

- Do not offer your home as a shelter for clients
- Do not transport clients
- Avoid the responsibility of being in charge of money
- Do not give money to or accept money from staff or clients
- Do not leave your purse or personal belongings in an unsecured location
- Avoid one-on-one situations that isolate you from areas of supervised activity
- Restrict service activities to the service site (i.e., no campus visits, field trips, etc.).
- Do not report to the site under the influence of alcohol or drugs

If you have any doubts about safety, consult with your site supervisor, your professor/instructor, or Risk Management and Regulatory Compliance Services to assess the risk. Report any suspicions of abuse, neglect, or criminal activity to both your site supervisor and the Department of Public Safety.

<https://riskmanagement.syr.edu/>

## Leadership Intern Probation Agreement

Leadership Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Policy or procedure violation(s):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Details / Description of violation(s), including impact:

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Leadership Intern will avoid future policy and procedure violation(s) by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Shaw Center staff can support this Leadership Intern by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

By signing this agreement, I acknowledge that it is my responsibility to follow all policies and procedures, as outlined in the Leadership Intern Manual, for the duration of my tenure with the Shaw Center. Violation of any further policies or procedures will result in termination.

\_\_\_\_\_  
Shaw Center Leadership Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Shaw Center Professional Staff

\_\_\_\_\_  
Date

## Shaw Center Leadership Intern Acknowledgement Form

I have received, read, and understand the Shaw Center Leadership Intern Manual, updated July 2022. My online Leadership Intern Manual Reflection, via the following url, has been completed by **Friday, August 26, 2022.**

[https://syracuseuniversity.qualtrics.com/jfe/form/SV\\_54G29AkOpUhvhiK](https://syracuseuniversity.qualtrics.com/jfe/form/SV_54G29AkOpUhvhiK)

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

Bring a signed copy of this page to Leadership Intern Orientation on **Sunday, August 28, 2022.**