

# Extending the Classroom

A Resource Guide for Supervisors of  
College Students in Community-Based Settings



**IUPUI**

Indiana University-Purdue University Indianapolis

Center for Service and Learning

815 W. Michigan St.

University College, UC 3118

Indianapolis, IN 46202-5164

317 278-2662

Fax: 317 278-7683

<http://csl.iupui.edu>

# Contents

---

Introduction .....	2
IUPUI Students Serve in Many Ways.....	3
Your Role as a Supervisor of College Students.....	4
Orientation.....	5
Training.....	6
Supervision.....	7
Evaluation.....	8
Recognition to Promote Retention.....	9
The Value of Perks.....	9
Common Problems and Student Complaints.....	10
Legal Issues.....	11
Appendices	
Sample Service Learning Contract.....	A
Sample Student Service Log Sheet.....	B
Sample Position Description.....	C
Sample Student Employee Evaluation Form.....	D
Sample Informed Consent Form.....	E
IU Guidelines for Managing Risk in Community Service and Service-Learning Programs.....	F
IUPUI Federal Work-Study Program Guide.....	G

## Introduction

This manual is directed to supervisors of college students in community-based agencies. Many agencies in the Indianapolis area, from grassroots neighborhood organizations to larger non-profit service agencies, choose to host IUPUI students. These IUPUI students come from diverse backgrounds and find themselves working in the community through a variety of programs. Students may be volunteers, students placed through service-learning courses, or Federal Work-Study students. Regardless of the way they come to the agencies, the relationship that develops can provide support and enthusiasm to agencies, as well as educationally meaningful experiences for students.

The IUPUI Center for Service and Learning facilitate a wide range of student placements, resulting in tens of thousands of hours of service to Indianapolis community partners. With this experience, the Center for Service and Learning is aware of the benefits and difficulties associated with students placements.

By providing you with this manual, we hope to make your work with college student workers and volunteers run more smoothly. Included are recommendations for orienting, managing, training, and recruiting students. Several examples of forms (e.g., a position description, service log, student evaluation form, service learning contract) offer models for providing structure for the students placed at your organization. There are also resources to help you understand the variety of student placements available through IUPUI, as well as guidelines for sponsoring those placements efficiently and in compliance with federal regulations.

This manual is designed to help you incorporate IUPUI students as a resource into your organization. IUPUI students are a vibrant and diverse resource for the Indianapolis community. Over 35% of IUPUI undergraduate students are age 25 or older. These students bring maturity and previous professional experience to community organizations. The remaining 65% are traditional students. While these younger students bring youthful energy to organizations, they also benefit from structured placements. IUPUI is also culturally diverse, with minority students representing 15% of the IUPUI undergraduate community. Our students are also geographically diverse, with only 32% of first-time freshman coming from Marion County and 31% from the surrounding counties.

In addition to providing support to your current work with IUPUI students, we hope that this manual can provide you with opportunities to expand your connection to our campus community. The chart on page 3 outlines the variety of student placements available to community organizations. If you have further questions about one of our programs, please get in touch with the "key campus contact" associated with the program. The Center for Service and Learning works consistently to increase the quality and depth of IUPUI's connection to the Indianapolis community. Thank you for being a vital part of that connection!

## IUPUI Students Serve in Many Ways

---

IUPUI provides a variety of programs that involve college students in the Indianapolis community. Many programs are coordinated by the Center for Service and Learning. Additionally, a number of programs and service learning classes are offered through individual departments and schools. The chart below highlights the diverse ways that college students can work in the community and some of the details associated with each kind of community placement.

<i>Types of student placements</i>	<i>Is on-campus training provided?</i>	<i>Are students screened on campus?</i>	<i>Hourly rate of pay</i>	<i>Average number of hours per week</i>	<i>Is the service experience related to a class?</i>	<i>Key campus contact</i>
<b>America Reads or America Counts Federal Work-Study Programs</b>	Yes, Monthly training sessions	Yes	\$8.50 per hour	10 – 15	No	Community Work-Study Coordinator 274-5566
<b>Community Works Federal Work-Study Program</b>	Partial – orientation to working with community	Yes	Varies, average \$7.50 to \$9.00 per hour	10 – 15	No	Community Work-Study Coordinator 274-5566
<b>General Federal Work-Study Program</b>	No	No	Varies, average \$6.50 to \$9.00 per hour	10 – 20	No	Career Center 274-3083
<b>Volunteer Placements</b>	No	No	No	1 – 2	No	Community Service Coordinator 274-5198
<b>Service Learning Student Placements</b>	Depends on Class	No	No	2 – 3	Yes	Course Instructors
<b>Internship or Practicum</b>	Depends on Class	Maybe	Varies – paid and non-paid	20	Maybe	Faculty Advisors or Career Center 274-3083
<b>Freshman Service Scholar Program</b>	No	Yes	\$2000 annual scholarship	3	Yes	Center for Service and Learning 278-2662
<b>Community Service Scholar Program</b>	No	Yes	\$3000 annual scholarship	4	Yes	Center for Service and Learning 278-2662

## **Your Role as a Supervisor of College Students**

---

From recruitment to recognition, all volunteers and employees require guidance and attention. This is particularly true for college students. Because they are college students, IUPUI volunteers and employees present both opportunities and challenges for supervisors.

College is a place of intellectual and emotional transition for students. During these years, many students discover the value of service. Service activities provide students with experiences that build upon academic learning and offer opportunities for personal development. In this context, community organizations become extended classrooms. The service experience becomes a text for important life-long learning, and supervisors become educators who facilitate intellectual growth and the development of maturity. We value your role as a supervisor of undergraduate volunteers and employees as fundamental to accomplishing these goals.

As much talent as students bring to their service work, they will also be learning the expectations of the world of work: professionalism, punctuality, accountability, and responsibility. They will be refining their social skills: getting along with others, listening carefully, fostering teamwork, and solving problems constructively. At the same time, many IUPUI students are adults returning to school who bring rich and varied work experiences to the community. Some students have volunteer experience and may acclimate more quickly to the demands of the service experience.

Student volunteers and workers will have many questions as they try to learn about your organization. Students experiencing new things may want to ask you and others on your staff about the work you are doing, the clients you serve, or why the organization exists. These questions may lead to larger ones about underlying social problems, educational policy, the workings of government, public funding, and the origins of your own commitment to the work you do. You may not have all the answers. What is important is your willingness to aid and encourage thoughtful reflection by the interest you show.

Some college students at your agency may be Federal Work-Study students. Their needs for supervision will be the same as any other student or employee. Federal guidelines require that agencies provide direct supervision; it is illegal for Federal Work-Study students to supervise other Federal Work-Study students. Work-Study students receive an hourly rate for their work in community agencies. Through the IUPUI America Reads and America Counts Programs, many IUPUI Work-Study students provide one-on-one tutoring to youth. With these tutoring programs and the Community Works program, the Center for Service and Learning's Community Work-Study Program can support your work supervising student workers. Please refer to Appendix G for general guidelines regarding Federal Work-Study at IUPUI.

Other college students at your agency may be fulfilling classroom requirements by assisting your agency in its work. This kind of placement is based on the principle of service learning, in which students gain educationally meaningful knowledge and develop skills while meeting community needs. With service learning placements, you should work directly with the faculty member sponsoring the placement to determine the student's responsibilities and your expectations.

The IUPUI academic calendar determines the typical work cycle for students working in the community. The fall semester generally runs from late August through the first week of December, while the spring semester begins mid-January and ends the first week of May. Students often expect to spend Thanksgiving and Spring Break away from campus. Please be aware of this expectation when setting up students' schedules.

## Orientation

---

Whether in connection with an interview or at some other time, students need some sort of orientation before they begin their work or volunteer activity. Plan to block out time on the first day to familiarize your student volunteers with your organization. A welcoming orientation provides a firm foundation for a successful experience. Most importantly, it puts the student at ease in a new environment.

Remember that a new volunteer or employee is in many ways like a foreigner in a new land. As you talk with students, help them feel comfortable, welcome, and a part of your team. Describe the ways in which your organization benefits its clients, other organizations, and the greater community. Students get a better sense of their role within your organization and the significance of their work if they get a glimpse of the "big picture". While you know the student, others in the agency may not. Encourage fellow employees to take the initiative to welcome student workers. The greater the sense of team participation, the greater the likelihood of success. Some ideas for orientation:

- Provide a tour of the facility.
- Introduce students to staff members and other volunteers.
- Provide literature about your organization.
- Describe the history of the organization.
- Encourage questions.
- Orient students to the location of vending machines, break areas, restrooms, copy and fax machines.
- Provide students with nametags.
- Give information about parking, personal safety, and the neighborhood surrounding your agency.

Orientation is the time to introduce students to their work and the responsibilities you expect them to manage. This is also the time to stress the importance of reliability. Students should know that you will be relying on them, and they should understand that they are responsible for giving you notice if they will be unavailable. The knowledge that you depend on them will increase their level of commitment.

Be sure to cover the following:

- Email address to ease communication
- Weekly schedule
- Specific work duties
- Office policies
- Workplace safety considerations
- A phone number to call in case of absence or tardiness
- Emergency procedures
- Policies regarding confidentiality of information
- Timecard policies for Work-Study students
- Logsheets for student volunteers (Appendix B)

After you have reached an understanding about hours, responsibilities, policies, and procedures, record your agreement in a written document, such as the Service Learning Contract (Appendix A) or a Position Description (Appendix C). Putting this understanding in writing underscores its importance and provides a point of reference should misunderstandings arise. Such an agreement need not be complicated or overly detailed. It may even take the form of a simple letter acknowledging what has been discussed and agreed upon.

## Training

---

Many volunteer and work activities require little formal instruction, and the amount of training required can be addressed in one orientation period. However, some service work requires special or formal preparation before volunteers can begin. State this requirement when recruiting or interviewing students. Some college students choose service work for the training and/or certification they will receive.

If you have concerns regarding whether a student needs training, a Service Learning Contract (Appendix A) or Position Description (Appendix C) will allow you to review their work and provide them with an opportunity to let you know if there is a task for which they will require training.

College students need to know where and when training will take place and who will pay the cost, if any. You will need to train and prepare all students for any work they may be expected to do in the interest of the safety and welfare of your clients, the students, and your staff. Please refer to the section on Legal Issues (page 11) and the IU Guidelines for Managing Risk for Managing Risk in Community Service and Service Learning Programs (Appendix F, under "Orientation and Preparation") for IUPUI's policy on training.

College students who work as part of the IUPUI America Reads and IUPUI America Counts Programs receive training on campus throughout the academic year. Students are required to attend these training sessions. Site supervisors will be informed of the dates of these trainings and topics covered.

Please refer any questions you may have about special training needs and working with disabled students to Pamela King, Director, Office of Adaptive Services at IUPUI, 274-3241.

## Supervision

---

Supervising undergraduates can be a tricky balancing act. Minimal or no supervision can make student volunteers and employees feel abandoned or unwanted, while too much supervision can make them feel stifled and mistrusted. Both of these can lead to low levels of enthusiasm. At the same time, you have a professional obligation to make sure that work is being done and done well, and your commitment as an educational partner with IUPUI asks that you be involved with each student's learning and growth.

Supervision is necessary in the overall framework of a positive and successful student volunteer or employment program. Only you can determine the appropriate level of supervision necessary to the job. We recommend that you make students aware of the supervision level at the beginning of their work. Beyond this, we suggest that you consider the following:

- Treat students with the respect and professionalism you give your staff members. Many students at IUPUI are returning adults and come with a variety of work experiences and the maturity from having worked. Others are recent high school graduates, and their service experience, whether voluntary or employment-based, may be one of their first jobs.
- Set clear expectations for students, such as those outlined in the Service Learning Contract (Appendix A) or the Position Description (Appendix C).
- College students need to know the impact of their contributions. Any specific feedback about their work with a client or on a task is most helpful. By articulating their successes, you are providing important information that will influence their perception of the experience and increase the likelihood that they will provide good service to your organization. Make your praise specific.
- Help students chart their work by using a Log Sheet of their service work (Appendix B). This log will help students track their work. It also provides opportunities for reflection, a record of new skills they have learned, and brainstorming for future projects.
- Include students in meetings, decision-making, or brainstorming sessions whenever appropriate. Again, the more they are included, the stronger their commitment will be to your organization.
- Provide on-going training and skill enhancement, when possible and appropriate. As you see students succeed at one task, consider a more difficult task to pass their way. Challenges promote growth, especially once college students are confident in their capabilities and comfortable in their surroundings.

## Evaluation

---

Whether the students are volunteers or employees, your organization provides them with the opportunity to develop their abilities. A valuable tool for personal and professional growth is feedback that you and your staff can provide. Evaluation tools, from formal documents like the “Sample Student Employee Evaluation” (Appendix D) to more informal discussion sessions, can provide a framework for students to chart the growth of their skills. Areas for evaluation include the following topics:

- Professionalism – collegial behavior, appropriate language, and dress
- Leadership
- Time management on the job
- Dependability – punctuality, attendance
- Attitude toward work and others
- Job-specific skills
- Performance
- Communication

Evaluation is a tool for growth. When evaluating students, it is valuable to measure their performance in terms like “exceeds expectations” and “needs improvement”. Avoiding terms like “poor” or “substandard” will help students recognize that they have room to grow, rather than suggesting to them that they are incompetent or unsuccessful.

If the student has a Service Learning Contract (Appendix A) or Position Description (Appendix C), you may use that document to discuss their performance. Service Logs (Appendix B) also help structure evaluation sessions because they provide a record of accomplished tasks and student development.

It is valuable to provide students with the opportunity to evaluate their own performance. In discussions with students or through more formal evaluation processes, allowing students to judge their own performance helps them to develop personal goals and encourages personal reflection.

Above all, evaluation should provide students with an opportunity for growth. By providing encouragement along with constructive criticism, you can empower students to improve and develop through their service opportunity.

## **Recognition to Promote Retention**

---

The best way to encourage the commitment of college student volunteers and workers is to provide them with interesting and rewarding activities and a supportive environment. Beyond this, show your appreciation for students by recognizing them and their work as beneficial. Such recognition can be as simple as thanking your volunteers regularly, or more formal, public recognition. Consider the following:

- Leave a note or card of appreciation.
- Introduce the college student to someone new in the organization and praise them aloud.
- Invite them to a board meeting.
- Publicize their involvement in your publications. Consider a volunteer or student worker bulletin board with pictures of each college student and a brief biography including the student's major.
- Plan a breakfast or a reception with pins, plaques, certificates, or other tokens of appreciation.
- Create a "volunteer of the month" award.
- Favorably mention a volunteer in literature or organizational publications
- Plan to attend the Center for Service and Learning's annual spring reception with your student worker or volunteer.
- Write letters of reference. College students often need letters of reference when applying for jobs, scholarships, or professional schools. The time you take to write a thoughtful letter to a dean, department chair, current or potential employer, or simply for their permanent academic file can be of great and lasting value to college students.

## **The Value of Perks**

---

As much as anyone on your staff, college students appreciate added benefits. Such "perks" need not be extravagant. They function as they do for employees by making students feel like valued members of the working team who will invest themselves in the work they commit to do. This strengthens your volunteer program. It can help you attract future students and retain current students. Consider the following suggestions:

- Reimbursed travel expenses to the service site
- Meals or snacks; college students love free food
- After-hours use of office equipment (e.g., copier, fax, computer)
- Travel to conferences or seminars with others from the organization
- Increasingly challenging tasks and career advancement skills
- Free training/certificate of accomplishment
- Complimentary tickets to community events
- Future employment opportunities

You can discuss perks during an interview or orientation, or you can also mention them in your recruiting materials.

## Common Problems & Student Complaints

---

The following are some of the most common problems that students report after they have had a disappointing community service experience. We share these experiences with you to help your organization avoid some of the common problems that leave students frustrated, hinder their growth, and employment and volunteer programs.

- Not enough interaction with staff
- Not enough interaction with clients
- Misunderstanding about schedule
- Misunderstanding about roles and responsibilities
- Personality conflicts with other staff members
- Time not constructively used; not enough to do once students arrive
- Dull, uninteresting work; busy-work
- Ignored or disregarded for certain work duties on the basis of gender, race, perceived physical ability, etc.
- Unclear about work duties and their relevance to overall organization mission
- Suggestions and comments unwelcome or ignored
- Lack of staff support for questions/concerns
- Interpersonal problems with staff or other volunteers not reconciled
- Frustration with failure to accomplish desired goals
- Lack of training for duties expected
- Lack of adequate training/warning of dangerous or hazardous work situations
- Treated differently than general staff; feel like an outsider

When you encounter problems with your student volunteer or worker, it is best to address them immediately. Students respond well to feedback and correction that is positive and specific. When explaining a problem to students, it is often best to address problems by consistently emphasizing the value of their work. By discussing problems in this manner, you can help students feel empowered and show them how valuable their contributions are to your organization. It is also often helpful to explain behavioral requests as clarifications of existing policies and procedures.

If problems persist with your student worker or volunteer that can not be reconciled through a conversation with the student, please call the faculty or staff person responsible for the student's placement. The grid on page 3 can help direct you to the campus representative who can help you. Our goal is to build lasting partnerships with your agency, partnerships that foster student development and effectively meet community needs.

Some helpful IUPUI contacts are listed below.

- America Reads Coordinator – 278-3655
- Career Center and Student Employment Coordinator – 274-3083
- Center for Service and Learning – 278-2662
- Community Work-Study Coordinator – 274-5566
- Coordinator for Community Service – 274-5198
- Office of Adaptive Services – 274-3241
- IUPUI Campus Directory – 274-5555

## Legal Issues

---

### Disclosure & Disclaimer: IUPUI University Policy Regarding Student Volunteers

IUPUI, and any office or program thereof, is not responsible for pre-qualifying or training students for any service activity that may take place within or beyond the boundaries of the University, and makes no representation as to the abilities or qualifications of IUPUI students. Screening as to suitability for service work and training for that work is the sole responsibility of the organization with whom students volunteer or work. Since IUPUI does not exercise any supervision or control over student volunteers or students employed by community agencies, liability for their actions at the agency is not imputable to IUPUI, but rather is a matter between the agency and individual students. Only a few schools at IUPUI provide limited liability insurance to protect students from claims arising out of activities undertaken for course credit, practicum or degree requirements, such as nursing students or social work interns. *Note that students who undertake community service activities on their own or in connection with service learning courses are not covered under the University policy.*

Since IUPUI insurance does not cover students going to or from community sites or while volunteering in the community the best route to minimize risk is to:

- provide adequate information about student duties
- be honest in all communication
- be thorough in all preparation up front
- provide clear information about safety precautions
- give students clear directions to follow in case of emergencies

Some agencies have student volunteers sign an Informed Consent form, specifying the agency's insurance policy's coverage for volunteers. A sample Informed Consent form is in Appendix E. Informed consent forms should detail the potential risks associated with volunteer activity and provide as much information about those risks as possible for volunteers.

Additional information about minimizing risks associated with service learning and volunteer placements can be found in Appendix F.



# IUPUI Sample Service Learning Contract

---

## PART I. GENERAL INFORMATION:

A. Name \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_

Major \_\_\_\_\_ Minor \_\_\_\_\_

Telephone (home) \_\_\_\_\_ (cellular if available) \_\_\_\_\_

B. Community Service Learning Site \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_

Name of Supervisor \_\_\_\_\_ Position \_\_\_\_\_

Telephone \_\_\_\_\_ (other number) \_\_\_\_\_

C. Scheduled hours to work at community agency during 1<sup>st</sup>, then 2<sup>nd</sup> semester

Day \_\_\_\_\_ Hours \_\_\_\_\_

Day \_\_\_\_\_ Hours \_\_\_\_\_

Day \_\_\_\_\_ Hours \_\_\_\_\_

## PART II. SERVICE LEARNING DESCRIPTION:

A. Learning Objectives: Why did you select this community service site? What do you hope to learn through this service experience?

B. Service Activities: Describe, in as much detail as possible, your role and anticipated responsibilities. List duties, weekly responsibilities, and projects that you may be able to work on during your service experience this year. Describe how these activities will help you to meet your learning objectives.

C. Supervision, Orientation, Training: Describe, in as much detail as possible, the supervision to be provided for you at the community site and the type of orientation you will receive. Additionally, describe what you are to do to report a problem and to whom you are to consult with when a problem or challenge arises. Is there any special training that you will receive to effectively work in this context?

D. Monitoring/Recognition: Describe how you will receive ongoing feedback on the contributions you are making to the community organization. Who will be signing the monthly log sheets that are to be faxed to CSL? How might the community agency provide public recognition of your contributions?

We have met and agreed upon the above outlined details as they relate to my community service experience. We agree to communicate effectively about expectations, schedule changes, and challenges that arise related to this involvement.

---

Student Signature

---

Date

---

Community Supervisor Signature

---

Date

---

Instructor Signature

---

Date



# IUPUI Sample Student Service Log Sheet

Submitted by \_\_\_\_\_

Weekly Dates Number of hours	Brief description of tasks, activities, or projects that you were involved in or completed this week.	Bravos/Frustrations/Reflections...what went well this week, what is something that you learned, what adjustments need to be made, what are you enjoying about your involvement, ideas for next steps, issues pending.

Total number of service hours contributed this month \_\_\_\_\_ Estimated number of service hours completed to date \_\_\_\_\_

Community Agency Supervisor's Signature \_\_\_\_\_ Community Agency \_\_\_\_\_

## **Sample Position Description for Reading Coach**

---

### **BASIC FUNCTION AND RESPONSIBILITIES:**

Provide one-on-one literacy tutoring to preschool and elementary students using the Reading Coaches model. Plan 30 to 40 minute sessions twice weekly for each student. Flexible scheduling from 5-15 hours per week at a rate of at least \$8.50 per hour to start.

### **CHARACTERISTIC DUTIES AND RESPONSIBILITIES:**

1. Attend new-tutor orientation, training sessions and other scheduled meetings. Tutors will participate in approximately 16 hours of paid training each year.
2. Maintain frequent communication with IUPUI America Reads – Indiana Reading Corps Coordinators.
3. Maintain ongoing communication with site staff (teachers or after-school programmers) and parents regarding child's progress.
4. Be prepared and on time for all scheduled work sessions.
5. Maintain a file for each child receiving services, document successes, and keep all session plans in the files.
6. Respond to site and Center for Service and Learning staff requests in a timely fashion -- within three days.
7. Recognize and respond appropriately to the needs of diverse students. Make referrals to or consult with program staff immediately when there is a problem.
8. Maintain an active personal e-mail account which will be used for communications with Center for Service and Learning staff.
9. Behave in accordance with the Policies and Procedures outlined in the Reading Coach manual.

### **SUPERVISION RECEIVED:**

Supervision is received from the America Reads – Indiana Reading Corps Coordinators, Site Supervisors, and additional Center for Service and Learning and site staff, when necessary. Additional assistance is provided by the America Reads Team Leaders.

### **QUALIFICATIONS**

Reading Coaches must be able to relate to and communicate effectively with a wide variety of people. Reading Coaches must feel comfortable working with children from diverse populations. They must demonstrate patience, empathy, and a willingness to try new approaches to learning. Employment is limited to students enrolled at IUPUI who qualify for Federal Work-Study funds.

# Sample Student Employment Evaluation Form

STUDENT EMPLOYEE'S NAME \_\_\_\_\_

JOB DESCRIPTION \_\_\_\_\_

HIRE DATE \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_

*All characteristics may not apply to each student because of the great diversity in the opportunities for employment; therefore, if a category cannot be rated OBJECTIVELY, please mark the "NOT OBSERVED/NOT APPLICABLE" box.*

**PLEASE CHECK THE APPROPRIATE BOX**

**4-Superior 3-Above Average 2-Average 1-Below Average N-Not Observed/Not Applicable**

	4	3	2	1	N
<b><u>QUALITY OF WORK:</u></b> <i>Achieves satisfactory results for duties and tasks completed</i>					
<b><u>QUANTITY OF WORK:</u></b> <i>Works effectively and efficiently; tasks done in a timely manner; handles multiple tasks</i>					
<b><u>COMPREHENSION:</u></b> <i>Understands the assigned duties and tasks</i>					
<b><u>RELIABILITY:</u></b> <i>Job completion, ability to get things done, conscientiousness</i>					
<b><u>ATTITUDE TOWARD WORK:</u></b> <i>Enthusiastic and willing to perform duties and tasks</i>					
<b><u>DEPENDABILITY:</u></b> <i>Punctual and reliable in attendance; completes assigned duties and tasks</i>					
<b><u>PROFESSIONALISM:</u></b> <i>Interacts well with others in the office; conducts him/herself professionally</i>					
<b><u>INITIATIVE:</u></b> <i>Interest in assuming added responsibilities</i>					
<b><u>LEADERSHIP:</u></b> <i>Demonstrates leadership abilities</i>					
<b><u>ACADEMIC PROGRESS:</u></b> <i>Demonstrates time management skills; understands the importance of maintaining high academic achievement; Informs supervisor of any situations that need to be addressed regarding academic progress</i>					

**Additional Comments:**

**SUPERVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

# Sample Informed Consent Form

---

I hereby acknowledge that participation in \_\_\_\_\_ as a potentially hazardous activity, and that I should not participate in this event unless I am medically and physically able to do so.

I understand that certain risks are inherent in any service activity and I fully accept all risks associated with my voluntary participation in this event. These risks may include but are not limited to \_\_\_\_\_

\_\_\_\_\_ and those risks normally associated with travel to and from community sites, including catastrophic injury or death.

I understand that I am required to provide my own health and accident insurance. Neither the Trustees of Indiana University nor the staff of the IUPUI Center for Service and Learning is responsible for any medical or legal expenses that may result from any injury or illness sustained while participating in community service/service learning.

I hereby authorize the use and reproduction, without compensation to me, of all photographs taken during this event for the purpose of promoting service activities.

## ALL VOLUNTEERS MUST SIGN BELOW BEFORE PARTICIPATING IN EVENT:

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Participant's name (please print) \_\_\_\_\_

Campus/Home address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Are you an IUPUI Faculty, IUPUI Staff, IUPUI Student, or Guest (not affiliated with IUPUI)?

\_\_\_\_\_

### *Person to contact in case of emergency:*

Name \_\_\_\_\_

Relationship \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

# Indiana University's Guidelines for Managing Risk in Community Service and Service-Learning Programs

---

Working with members of the community, whether outside the classroom in student activities or connected to academic courses, can be an important part of a college student's education. While these partnerships involve some risk, whether they are in service-learning courses, in co-curricular activities, or independently arranged, many more benefits can be gained with careful planning, regular communication, and thoughtful reflection.

Indiana University's insurance does not cover students going to or from community sites or while volunteering in the community, and so the best route to minimize risk is to

- provide adequate information about the students' duties
- be honest in all communication
- be thorough in preparation up front

Fortunately, these steps help make a service-learning or volunteer program more effective as well.

## INFORMED CONSENT

Indiana University urges all faculty and staff involved in placing students in community sites to have students sign an informed consent statement indicating they are aware of any risks involved in performing their service project. The riskier the project, the more formal and in-depth the form needs to be. (See Appendix E.)

A good informed consent procedure [can decrease the possibility of] a claim alleging that the injured party would not have participated if aware of the dangers....informed consent procedures must provide clear, sufficient, information about the dangers. Parents of a boy who drowned on a school band trip sued despite having signed a consent form. They claimed that they would not have signed if they had known the hotel had a pool. Consent must be informed. Consent also should be obtained in writing and retained with documentation if the information is provided to the signer.

*From No Surprises, Controlling Risk in Volunteer Programs.*  
Charles Tremper & Gwynne Kostin Washington DC Nonprofit  
Risk Management Center, 1994: 45

## TRANSPORTATION

Transportation to the community service site is generally not covered by Indiana University's insurance unless students are in a university vehicle. Be clear at the onset that the university is not liable for risks involved in students getting to their service sites. It is a good idea to provide some service learning opportunities within walking distance from campus.

## **ORIENTATION AND PREPARATION**

The following guidelines are the bedrock of risk management in service-learning programs and should be incorporated into your discussions before students visit community sites.

- A. Every student knows what is expected of her. Students have a position description, operate within those bounds, and are confident that they will be treated with respect and dignity.
- B. Everyone knows how to and is able to perform duties properly and safely. Students have been trained and equipped appropriately so that they have the knowledge, skills, and tools to do their jobs.
- C. Everyone knows when and how to report problems or suggest changes. Students are expected to recognize potential hazards and encouraged to propose solutions.

From *Legal Issues for Service-Learning Programs*, by Anna Seidman and Charles Tremper: Nonprofit Risk Management Center, 1994: 21

## **AGENCIES' LIABILITY**

Check with the community organizations you partner with to see if they carry insurance to cover volunteers. If they do not, you need to make that clear in the informed consent form students sign before beginning their community service.

## **STEPS FOR INSTRUCTORS**

1. Prepare an informed consent form listing the specifics of each student's service. Include approximate number of hours volunteering, projects and duties performed, and projects or products to be produced.
2. Prepare a handout and discuss in class the risks involved in the service, as well as the benefits and the skills required of students.
3. Talk with the community organization about their insurance for volunteers, or contact the service coordinator on your campus for a list of organizations already approved.
4. Set up a line of communication for students to report any difficulties.
5. If desirable, create a contract between the student and the organization listing the community service, the learning objective, and the date of completed projects and time requirements.

If you have questions about managing risk in your community service or service-learning program, contact any of the following:

Larry Shaver  
Risk Management  
Indiana University  
Poplars 705  
812-855-9406  
1shaver@indiana.edu

Kip Drew  
University Counsel  
211 Bryan Hall  
IU Bloomington  
812-855-9739  
ksdrew@indiana.edu

JoAnn Campbell  
Director of Community  
Outreach and Partnerships  
in Service-Learning  
Franklin Hall 004  
Indiana University  
812-856-6011  
jocampbe@indiana.edu

## **IUPUI Federal Work-Study Program Guide**

---

**WHAT IS FEDERAL WORK-STUDY?** Work-Study is a federally funded program, which offers part-time employment to eligible undergraduate and graduate students to help meet the cost of education. It is part of a student's financial aid package and must be administered in accordance with federal regulations as outlined by the U.S. Department of Education. All work-study employers are non-profit public and private agencies.

**HOW DOES AN EMPLOYER BECOME INVOLVED?** Complete a Work-Study contract and submit the contract to the IUPUI Student Employment Office. After the contract is approved, we will contact you and post your jobs. Your jobs will be posted online in JagJobs. JagJobs is IUPUI's job posting system, available to IUPUI students and alumni.

**HOW IS A STUDENT HIRED?** After the contract is approved and the job is posted, students may contact you to express their interest in the position. Be sure to ask them if they are eligible for Work-Study. Because numerous positions are available, we cannot guarantee you a connection with a student employee.

**WHAT IS THE EMPLOYER COST?** After a student is hired, you will receive an invoice for thirty percent of the student's projected earnings. We ask that you deposit this money into an Indiana University account when the student is hired. (Any unused amount will be refunded.) State agencies may use claim vouchers and pay at the end of the season.

**WHO IS RESPONSIBLE FOR PAYROLL?** Indiana University. You, as the employer, merely submit timesheets according to the university bi-weekly payroll schedule.

**WHAT IS THE RATE OF PAY?** Although there is no standard pay rate, the typical job in 2001-2002 offers \$6.00--\$9.00 per hour. Students must receive at least minimum wage, \$5.15 per hour. Pay must be commensurate with that of other employees who are doing the same work but do not have Work-Study awards. A pay rate should always be determined by the value of the job, not by the size of the Work-Study award.

**WHAT KIND OF WORK IS PERFORMED?** The optimum goal is to meet your staffing needs while providing students with opportunities that include both satisfactory pay and educational experiences, *without displacing or replacing employees in existing staff positions*. A variety of duties from childcare and tutoring to technical, administrative, and leadership responsibilities to clerical and technical support are desirable.

**HOW MANY HOURS PER WEEK MAY A STUDENT WORK?** The number of hours depends on the Work-Study award, your need, and the student's preference and schedule. Most students prefer to work 10-20 hours per week, and that range is highly recommended. No more than 40 hours per week are permitted. Students may work during holidays and between semesters if they are returning to IUPUI immediately afterward.

**HOW DO EMPLOYERS CONTACT THE IUPUI STUDENT EMPLOYMENT OFFICE?** If you are interested in the Federal Work-Study program, please contact:

Grace Ferguson  
Student Employment Coordinator  
IUPUI Career Center  
Email: [gferguso@iupui.edu](mailto:gferguso@iupui.edu);

Phone: 317-274-3083