

Policy Title	Volunteering Policy at AIU
Responsible AIU Office (Higher Management/Directorate) (Accountability Office)	Center for Student Welfare (CSW) [Following the request of the Policy Owner, the Responsible AIU Office within the corresponding Higher Management or Directorate will develop and administer a particular policy and procedures and will be accountable for the accuracy of its subject matter, its compliance with the pertinent legal and regulatory frameworks, its issuance, regular review and timely updating.]
Policy Owner (Executive Department/Office) (Administrative Responsibility Office)	Volunteering Unit at CSW [The Office, Department, or Unit responsible for carrying out or oversight of said policy. The owner is accountable for and charged with triggering the creation of, implementing, enforcing, and updating the subject University policy, and developing/recommending relevant communication, education, and training and monitoring the effectiveness of a policy.]
Pertinent Dates	Policy was created on March 30 th 2022

I. SCOPE OF POLICY

This policy applies to all volunteers (students) taking part in activities related to the student services center and volunteer roles and staff supervising and/or working with volunteers at Alamein International University (AIU)

This policy includes, but is not limited to:

- Regulatory responsibilities
- Volunteer roles at AIU
- The recruitment, supervision, management, training and termination/resignation of volunteers.

PURPOSE

The purpose of this policy is to articulate the framework that ensures volunteering at AIU through the center for student welfare (CSW) is guided by fair and consistent principles and procedures that provide a positive experience and outcomes for volunteers, and staff at Alamein International University (AIU) and it gives AIU a consistent way to approach the involvement of volunteers across the whole organization.

II. DEFINITIONS

For purposes of the Policy:

Volunteer: means an individual who offers their services, skills, and experiences of their own free will to perform agreed tasks, outside of those designated for paid staff, for no financial reimbursement.

A code of conduct: is a set of guidelines that lay out how you expect volunteers involved with AIU to behave - basically the 'dos and don'ts' for volunteers. Along with the Volunteer Role Description, it makes clear each volunteer's role and defines the limits of their work and responsibilities. The code of conduct should also make clear the consequences of contravening the standards set. Putting these standards in writing makes them explicit and gives them weight, so that everyone is aware of what is and is not acceptable.

The actual content of a code of conduct will reflect particular organizational activities and rules. Much of it is likely to focus on the relationships of volunteers with each other, with staff and particularly with other students.

This may also be where standards for the work are specified, such the importance of punctuality and reliability. Often the issues to be addressed in a code of conduct will be suggested by incidents or problems that have arisen in the past.

A good practice approach to managing volunteers: means the basic procedures that the volunteering unit at the center for student welfare (CSW) will follow to manage volunteers and will consist of the following stages:

- Volunteer Orientation
- Assessment Interview for volunteers
- Training
- Code of conduct/guidelines
- Settling in period and review
- Support and supervision
- Procedures for dealing with difficult situations.

It will be approached through a clear volunteer policy, so volunteers can know what to expect from the start. Each new volunteer will be provided with a Welcome Letter.

Volunteer Orientations: underpin the work of every volunteer, it ensures that volunteers have all the information they need to fulfill their role. It also creates a more level playing field for new volunteers, ensuring they can effectively engage with greater experience. The first priority for the new volunteer is to provide him/her with a full orientation as soon as - or even before - s/he commences work.

III. POLICY STATEMENT

Volunteer Orientations

The purpose of the orientation is simply to enable the volunteer to get off to the best possible start in his/her role and within AIU. There are **four** main types of information that need to be covered:

- 1. Organizational information** - e.g. mission statement, values and the center responsible for the volunteers.
- 2. Procedural information** - e.g. code of practice, volunteering values and ethics, communication.
- 3. Role-related** - e.g. tasks, responsibilities, training, and supervision.
- 4. Team-related** - e.g. who they will work with, line management, availability, and meetings.

As well as deciding what new volunteers need to know, you will need to plan:

- **Who will tell them** - The student welfare specialist, will take the major responsibility, there will be other staff and volunteers who will be involved in explaining the role.
- **When and where will they be told** - Prioritize the information and spread it out. Think about the information volunteers need to be aware of. When the task is completed, a sheet can be adapted as both a tool for those involved and as a record of the process. In addition to circulating a copy to everyone involved in the process, to make them aware of their particular area of responsibility, either staff or volunteers. A master copy will be used as a checklist, initialed and dated by the volunteer as each section is completed and kept as a record in the volunteer's file.

An effective orientation session will:

1. Provide core information and advice to enable a new volunteer to understand their role within AIU different activities ; and
2. Ensure that new volunteers feel welcomed, valued and part of the team.

Assessment Interview for volunteers

In order to have a fulfilling and rewarding volunteering experience for both the volunteers and AIU staff, it is important to get to know your volunteers, their particular values and motives in order to match and customize the most suitable volunteering opportunities to the volunteers' needs and values and to get the best from each individual. This is achieved through the volunteers' assessment interviews conducted by the student welfare specialist.

'Settling in Period' and review

The purpose of having an agreed 'Settling in period' is to allow both AIU activities and the volunteer a way of ensuring that their expectations are met. By agreeing to review these expectations at an early stage the volunteer is reassured that any initial anxieties will be addressed, and the volunteering unit at the center for student welfare can identify any potential problems before they become major crises.

The length of the 'Settling in period' depends on the nature of work, the number of hours the volunteer works etc., but should be long enough for all the parties to form realistic opinions of how the arrangement is working out. During the 'Settling in period' the volunteer supervisor should be prepared to offer the volunteer additional support while they get used to the work. Volunteers should also be supervised more closely to ensure that the work is being done in the right way and to the necessary standard, which also provides an opportunity to make an initial assessment of the new volunteer's training needs.

It is important that the 'Settling in period' is clearly brought to a close, usually with some sort of a review meeting between the volunteer and the student welfare specialist, and perhaps the volunteer's direct supervisor. This meeting should be structured to allow all parties to discuss what is going well, and what is not going so well, to raise any anxieties and address any potential problems. The meeting must conclude with a clear decision on how the relationship is to proceed, agreed on and followed through by everyone. The student welfare specialist along with the volunteer and the volunteer direct supervisor may decide to:

- Continue with the current arrangements.
- Add to or amend the arrangements, for instance by reducing the number of hours the volunteer works or providing additional training.
- Change the arrangements by agreeing with the volunteer on a different role.
- Terminate the arrangement.

Training

For many volunteers, training is a central motivation in their volunteering, and some skilled volunteer roles may have training as part of their requirements. Training volunteers is an important element for the following reasons:

- Unusual or highly-skilled volunteer roles may be difficult to fill unless relevant training is provided.
- Many students volunteer in order to learn and develop new skills and knowledge.
- Training helps ensure that everyone can meet organizational standards of work.
- Volunteers may need training in particular organizational procedures.
- Training demonstrates the value placed on the voluntary work being done and the volunteers who do it.
- Training is vital in the development of quality at AIU.

There are two types of training:

1. **Basic training** provided to all volunteers who are willing to volunteer to develop their skills.
2. **Advanced training** related to the volunteering activity they are going to participate in.

Support and Supervision

The words 'support' and 'supervision' are often used almost interchangeably and, in practice, they are frequently delivered through the same activities or methods. However, they do in fact fulfil very distinct functions, and it is important to distinguish between them in order to achieve the balance mentioned above.

Support has been defined as, "The interest, understanding and care which is provided for volunteers, which keeps them going all the time and additionally in times of crisis and enables them to satisfy their needs and those of the organization."

The **functions of support** activities are to:

- Focus on the person;
- Set up an environment where volunteers can express themselves;
- Combat isolation which sometimes accompanies some volunteer roles;
- Help resolve problems, usually of a personal nature;
- Help a volunteer feel good about what they are doing and show that they are valued.

Supervision, is described as, "A way of monitoring a volunteer's performance to help them benefit from their placement, to make sure they are carrying out tasks appropriately, encourage problem solving and provide guidance."

The main **functions of supervision** are:

- Monitoring work and work performance
- Evaluating work and work performance

- Clarifying priorities
- Identifying training needs
- Discussing the volunteering task and responsibilities
- Providing a framework for agreement on change
- Improving confidence and competence in doing the work
- Sharing perceptions on how the work is progressing
- Recognizing and dealing with problems

Aiming to develop a systematic approach to volunteer support and supervision, combining a variety of activities and options which are suitable to the needs of AIU and the volunteers. The overall system needs to be capable of fulfilling all the functions listed above, and should reflect the following **four key principles**.

Climate

It is vital that the volunteer direct supervisor and the student welfare specialist foster a climate that allows volunteers to ask for help. Volunteers have no monetary incentives and so will seek other rewards from their work. A clear message should be given to volunteers that they should ask for help if they need it.

Accessibility

Support and supervision must be provided at appropriate times and places for volunteers. The volunteer direct supervisor and the student welfare specialist should think about arranging meetings around the volunteering roles they provide to the AIU volunteers i.e. meet up at their place of volunteering 60 to 30 mins before they are due to start. This is particularly important in terms of developing an equal opportunities approach to volunteer management.

Flexibility

This is the ability to accommodate the needs of volunteers.

Appropriateness

The support given must bear some relationship to the work that volunteers are being asked to do as well as being obviously helpful to them. A balance should be maintained between the primary needs of AIU for the completion of tasks and delivery of services (supervision) on the one hand and on the other, the personal needs of the volunteer (support). Volunteering is not therapy although much of the activity may be therapeutic for the volunteer.

To consider ways of providing support and supervision to volunteers:

- List all the methods and techniques which you use to communicate with and manage your volunteers, from formal, scheduled meetings to casual daily contacts.
- Compare each item on your list against the functions listed above to identify which, if any, that activity fulfils. Are there any functions that are not fulfilled by any of your current activities?
- Review the list and consider whether the activities tend more towards support or supervision, or if there is a good balance.

To review current procedures for volunteer support and supervision against the needs of the organization and those of volunteers:

- Answer the questions below in relation to the AIU project or program that needs volunteers.
 1. How many volunteers do you manage?
 2. What role(s) do they fulfil?
 3. Where and when do they carry out their voluntary work?
 4. With whom do they do the work (i.e. colleagues, supervisors, clients)?
 5. What are the most difficult/problematic aspects of the work?
 6. What level(s) of supervision does the role(s) require?
 7. What characteristics or circumstances (if any) do your volunteers have in common?
 8. What are their support needs most likely to be? What level of support are they likely to require?

Supporting the volunteer

Support for volunteers can be offered in both formal/structured ways (e.g. volunteer orientation, Volunteers' assessment and exit interviews, training, one to one meetings and/or group support meetings) and

informal/unstructured ways (e.g. by listening and communicating with your volunteers on a daily basis). We can distinguish between eight broad types of support that may be offered through these and other activities. These are:

- **Offering advice** - Sharing ideas on what would be the best course of action for them to take.
- **Giving information** - Providing volunteers with the information they need in a particular situation (e.g. role description, relevant contacts etc.)
- **Direct action** - Doing something on behalf of the volunteer and relieving pressure
- **Training** - Helping the volunteer to acquire knowledge and skills
- **Changing systems** - Working to influence and improve systems which cause difficulty for volunteers - working on organizational development
- **Personal support** - Helping volunteers to explore problems and find alternative ways of dealing with them
- **Facilitating mutual support** - Enabling volunteers to support each other (e.g. group support)
- **Supervisory support** - Giving feedback on volunteer performance.

Supervising the work

Managerial - Volunteers need to fulfill the roles that have been assigned to them by AIU different departments through the center for student welfare (CSW) as it is the main hub for providing volunteers to AIU departments and programs' activities. In supervision, the managerial function is about making sure the volunteer is doing what is expected of them.

Educative - This focuses on the development of the volunteer in his/her voluntary work. An important aspect of this will be giving feedback to enable volunteers to reflect on particular situations in order to learn from them, identify strengths and weaknesses, and explore areas for development and training. This process will mainly focus on enabling the volunteer to draw insights from their experience, but may also include sharing of information by the supervisor in order to develop the volunteer's understanding or knowledge.

Supportive - This is concerned with creating a safe space in which volunteers can talk about their feelings, about their work and any problems or issues around it. It may also involve enabling the volunteer to explore and deal with feelings in his/her personal life which are affecting their volunteering. The aim will not necessarily be to resolve these problems, but to identify ways of getting appropriate support. The other key aspect of the supportive function is giving recognition and encouragement, which helps a volunteer to feel valued and empowered.

It is important to remember that supervision is not the same as support, or having a friendly chat, nor is it 'checking up'.

Supervision is making sure that the needs and interests of the volunteer are being balanced with the need and interests of AIU.

The student welfare specialist will need to ensure that all staff (and/or volunteers) involved in such duties understand good practice in providing supervision to volunteers. The student welfare specialist meets directly with every volunteer on a one-to-one basis during the volunteer's volunteering opportunity **twice**; during the **volunteer's assessment interview** and at the end of the volunteer's volunteering opportunity in the **exit interview**. Beside these meetings, the student welfare specialist allows the volunteers to approach him/her in case of any problems that face them in volunteering opportunity after getting back to their direct supervisor. The direct supervisor of the volunteer must follow up with him/her and at least have one or two one-to-one meetings with his/her volunteers. For certain volunteer roles with limited responsibility this may even suffice. The meeting need to focus on the following seven key supervision tasks:

- Establishing good working relationships among volunteers and staff.
- Encouraging attitudes that motivate people towards improving their performance.
- Interpreting and applying the AIU's policies, systems and standards.
- Assisting volunteers to work safely and within their abilities.
- Dealing with any problems regarding the volunteer's performance.
- Initiating or recommending volunteers for new tasks or training.
- Planning and maintaining work schedules.

Meeting the challenges

Volunteers are an invaluable resource, but the management of any resource can at times be problematic. There will be minor issues, which, although not needing immediate attention, may need monitoring.

At the other end of the scale are the potential or actual crises that require clear thinking and decisive action. For now, however, suffice to say that most of the issues will come down to three basic situations:

- A complaint about a volunteer.

- A complaint by a volunteer.
- Unsatisfactory performance by a volunteer.

Having to do this without an agreed procedure can be an extremely stressful experience, not only for the volunteer, student welfare specialist and the volunteer supervisor concerned, but for AIU as a whole. It is good practice to have procedures for dealing with difficult situations involving volunteers written and in place before involving volunteers.

Dealing with difficult situations

At the more serious end of the scale is the situation where a formal complaint is made to the center for student welfare (CSW). The same basic procedure should be appropriate whether a complaint is by or about a volunteer. The point of having a complaints procedure is that the center for student welfare (CSW) acts in a fair and appropriate way to address the problem. The procedure must be written down and made known to all new volunteers and to those who work or have contact with volunteers. Avoid convoluted processes, which are overly bureaucratic or inaccessible to volunteers, but as a minimum the following issues should be addressed:

1. Who is the first point of contact for a complaint?

Most likely it will be the student welfare specialist, in case the problem is not solved by the volunteer's supervisor directly.

2. Where does the final decision lie?

Based on the type of complaint.

3. How long should each stage of the process take?

Depending on the size of the problem and the individuals involved.

4. Who will be involved?

Both the complainant and the subject(s) of the complaint should be allowed to bring someone along for moral support- friend or colleague.

5. How will the process be recorded?

As a formal process, every stage should be clearly and accurately recorded. It is also a good idea to confirm arrangements and decisions in writing. All information from the process - written or verbal - should be accurately recorded and kept confidential.

Working within such a procedure can help to 'depersonalize' the process, making it a less emotional experience for the subject of the complaint and, therefore, increasing the likelihood of resolving the complaint without permanent damage to the relationships between volunteers and their direct supervisors. When dealing with a complaint by or about a volunteer, the student welfare specialist should be very clear about:

- The particular incident of concern
- Any previous incidents taken into account
- Any remedial action to be taken e.g. an apology, training, money to be paid back, etc.
- Any new behavior expected
- What will happen if the arrangements agreed are not adhered to

Of course, all of this can and should be overridden in the case of a particularly serious incident - but it should be clear to all what 'a particularly serious incident' is. This is best dealt with in the Code of conduct.

To identify the sorts of conduct that might result in asking a volunteer to leave immediately.

Incidents that would result in immediate suspension or a volunteer being asked to leave. The student welfare specialist will need to check any other AIU policies related to the below issues for the best course of action.

- Violence/physical abuse.
- Inappropriate behavior towards AIU staff or other volunteers.
- Sexual or emotional abuse.
- Possession/use of/sale of alcohol or drugs during work.
- Theft/financial abuse.
- Reckless/careless behavior.
- Bullying / harassment.

Dealing with poor performance

Processes for dealing with problems with a volunteer's performance should usually be incorporated into standard support and supervision arrangements, in the first instance at least. Managerial approaches to supervision emphasize and encourage improvement in a volunteer's conduct and should not be viewed as a means of imposing sanctions. Problems with a volunteer's work should always be addressed on a one-to-one basis and good supervision should follow a pattern in dealing with problem behavior:

1. The volunteer is made aware of the particular behavior causing concern, and the consequences of the behavior (e.g for the organization or the volunteer) are made clear.
2. Offer the volunteer some motivation to change, focusing on the positive benefits of the desired behavior and avoiding negative motivations (i.e. threats).
3. Ensure that the volunteer understands the change expected by explaining exactly what s/he needs to do and agreeing on some measurable goal or target.
4. Make sure that the volunteer gets the opportunity to practice the correct behavior. Ensure s/he has enough time and support to make the change.
5. Recognize and praise the new behavior to reinforce the change.

Even if the above steps are followed, the volunteer's behavior may not change and it is vital that you follow through with further action. Where ongoing problems lead to a formal complaint, the agreed complaints procedure should be implemented. Depending on the nature of the volunteer role and the tenor of the relationship between volunteer and AIU, you may feel it is appropriate to develop a formal 'disciplinary type' procedure for volunteers. While the actual process would be similar to that described above, the student welfare specialist could formalize it by:

- putting the procedure in writing
- recording the process in a standardized format.

All of this simply emphasizes the seriousness of the situation. If a problem goes this far, it may be simpler and more appropriate to the needs of both the volunteer and AIU to simply agree to end the volunteering agreement with the volunteer. However, if the problem is with a specific aspect of the volunteer's performance, and not their attitude in general, there are alternatives to asking him/her to leave. The student welfare specialist may consider these options:

- **Reassign** to a new area of work.
- **Retrain** to refresh or develop skills.
- **Revitalize** by offering some 'time out'/ break from their voluntary work.
- **Retirement**, making sure to recognize their contribution and encourage ongoing (social) links to AIU.

However, if it does come down to asking a volunteer to leave, it is unlikely to be either pleasant or easy - for the student welfare specialist or for the volunteer.

The student welfare specialist can minimize the blow by keeping the following tips in mind:

- Be certain about the decision. Write down the reasons for asking the volunteer to leave or talk it over with his/her supervisor if necessary.
- Always tell the volunteer in person and in private.
- Keep it brief and be direct. Have it in writing if you think this will help to emphasize the finality of the decision.
- Don't get drawn into argument or negotiation - that stage has passed.
- Tell others who need to know that the volunteer has left - the volunteer's direct supervisor.

Handling conflicts

Resolving conflict is about finding a resolution acceptable to all those involved.

There is no such thing as a 'win-lose' outcome, as the conflict remains unresolved and ultimately everyone loses.

Solutions can only be reached when the real issues are addressed.

Problem Solving Procedures- these will outline the process that the center for student welfare (CSW) will follow when a problem involving a volunteer arises.

Difficult situation can be prevented or minimized in the first instance by providing clear communication about the role and the expectations to all volunteers at the volunteers' orientation, before they begin their role.

Managing and Motivating Volunteers

It is a central value in volunteer involvement and key to the student welfare specialist and the volunteer supervisor role. Understanding why students volunteer and managing volunteers in a way that meets those needs is the single

biggest factor in keeping volunteers happy, committed to their work, doing their best, and developing their skills. So, from this perspective, motivation is a key element to the successful management of volunteers as detailed below;

Motivating Volunteers

Herzberg believed that real ‘motivators’ are linked to an individual’s internal values and goals. In relation to work, he identified five key factors for most workers:

- Achievement
- Recognition
- Interest in the work itself
- Responsibility
- Advancement/growth

When work provides these things, volunteers would be motivated to rise above the normal level of effort.

However, to encourage volunteers to increase their effort and/or their commitment to the work we must think about creating conditions that help fulfill the volunteer’s internal motivations. It is important to remember that it is a volunteer’s personal goals and values that largely define these internal factors. For instance, recognition needs to come from someone the individual respects if it is to motivate them.

A few examples of this are given below, which reflect both the good practice principles:

- Loosen direct controls on experienced and competent volunteers, while retaining accountability (achievement and responsibility).
- Ensure volunteer roles reflect a natural area of work - all rather than part of a task (recognition, responsibility and achievement).
- Share organizational information with volunteers (recognition).
- Providing training and accreditation for volunteers (growth and recognition).
- Show genuine and specific appreciation of the work done (recognition).
- Set new more challenging targets for effective volunteers (advancement/growth, interest).

Recognition of volunteers

Recognizing the contribution of volunteers is very important. It shows that AIU recognize their input and makes them feel valued and appreciated and when volunteers feel appreciated they are more likely to engage in activities, and encourage their colleagues to participate in future activities.

Ways of recognition as follows:

- Provide References and volunteering hours transcripts.
- Offer training and personal development
- Nominate volunteers for local and national recognition awards
- Say Thank you (verbally or with greeting cards)
- Create a Volunteers tab on AIU website and share their stories (with their permission)
- Use social media such as Facebook and thank volunteers, add photos (with their permission)
- Provide certificates in the International Volunteers Day to volunteers with outstanding performance
- Gifts for milestones such as long service or specific achievements
- Involve volunteers in decision making processes related to volunteering.

Staff roles regarding volunteers

AIU staff who are interested in hosting volunteers in their departments’ or having volunteers to actively participate in organizing events or participating in specific projects, are required to fill out the Volunteer Position Description Form indicating clearly the job description of the volunteers and send the form to the student welfare specialist at least **two weeks** before the event, to make sure that the number of volunteers required is met according to the staff needs and volunteers’ time.

AIU staff who are willing to host volunteers, will have to attend an introductory orientation, to know the volunteering policy and procedures of hosting volunteers.

The volunteer direct supervisor is required to provide the following:

1. Volunteer Position Description Form
2. Support and guidance to the volunteer during the volunteering period.
3. Related training to the post that the volunteer is asked to do.

4. Evaluation to the volunteer's performance.

IV. APPENDICES (if applicable)

[This section includes any additional relevant information or documents in attached appendices.]

Code of conduct for AIU Volunteers

A code of conduct for volunteers defines the **standards of behavior** expected of volunteers in order to ensure that:

- AIU is effective, open and accountable;
- Volunteers have productive and supportive relationships with each other and staff and other persons who interact with AIU.

The Code of Conduct for Volunteers should apply to all volunteers within AIU and should be shared with new volunteers as soon as they agree to take on a volunteering role AIU through the center for student welfare. All volunteers should ensure that they have read and comply with this Code of Conduct.

Volunteers should maintain the highest standards of behavior in the performance of their duties by:

- Fulfilling their role as outlined in their written **volunteer role description** to a satisfactory standard.
- Performing their volunteer role to the best of their ability in a safe, efficient and competent way.
- Following AIU's policies and procedures as well as any instructions or directions reasonably given to them.
- Acting honestly, responsibly and with integrity.
- Treating others with fairness, equality, dignity and respect.
- Meeting time and task commitments and providing sufficient notice when they will not be available so that alternative arrangements can be made.
- Acting in a way that is in line with the purpose and values of AIU and the center for student welfare and that enhances the work of AIU.
- Communicating respectfully and honestly at all times.

- Reporting any health and safety concerns.
- Directing any questions regarding AIU's policies, procedures, support or supervision to the volunteer's supervisor;
- Addressing any issues or difficulties about any aspect of their role or how they are managed in line with the center for student welfare procedures.
- Keeping confidential matters confidential.
- Exercising caution and care with any documents, material or devices, containing confidential information and at the end of their involvement with AIU returning any such documents, material in their possession.
- Seeking authorization before communicating externally on behalf of AIU.
- Maintaining an appropriate standard of manners, dress and personal hygiene.

Volunteers are expected NOT to:

- Engage in any activity that may cause physical or mental harm or distress to another person (such as verbal abuse, physical abuse, assault, bullying, or discrimination or harassment on the grounds of gender, civil status, family status, age, or disability).
- Be affected by drugs, alcohol or medication which will affect their abilities to carry out their duties and responsibilities while volunteering.
- Provide a false or misleading statement, declaration, document, record or claim in respect of AIU, its volunteers or staff.
- Engage in any activity that may damage property.
- Take unauthorized possession of property that does not belong to them.
- Engage in illegal activity while carrying out their role.
- Improperly disclose, during or after their involvement with AIU ends, confidential information gained in the course of their role with AIU.

Where a volunteer is found to be in breach of the standards outlined in this Code of Conduct or any of AIU's other policies and procedures this may result in the volunteer's position being terminated.

Sample Welcome Letter

Dear (Volunteer Name),

I am pleased to welcome you as one of AIU's volunteers. I am Suzy Adel; the student welfare specialist of the Center for student welfare (CSW) and will be your main contact for support. Please, do not hesitate to contact me regarding any queries you have about your volunteering.

As agreed we look forward to you starting with us on (start date) with a (number of weeks) settling-in period. This will include giving you an opportunity to volunteer at (activity name) and will include an induction program and initial training to support you in carrying out your role. After the (number of weeks) weeks, we will sit down and review your voluntary work placement with us. As agreed at the meeting, you are able to volunteer (number of hours) hours each week, over 3 days - Mondays, Wednesdays and Fridays. If you cannot attend, or have a particular problem, please contact me at the office. If you want to change this, please discuss it with me and with your direct supervisor.

You have been given a copy of your role description, outlining the nature and purpose of the voluntary work. A full induction session will be arranged on your first day to go through our volunteers' code of conduct. This will provide you with what you need to know to make your volunteering experience with us a worthwhile and enjoyable one. You will of course receive a copy of the code of conduct.

I would like to take this opportunity to outline the expectations of both center for student welfare and you as one of our new volunteers. This of course is a voluntary arrangement – it is binding in honor only and you are free to withdraw at any time.

What we expect from you:-

(based on the volunteering opportunity and code of conduct)

What you can expect from us:-

- A full orientation and any training necessary to help you carry out your role.
- Support from your supervisor and from myself to help you carry out your role.
- To be treated with respect and in line with our organization's policies.
- To be provided with reference and certificate of recognition for your efforts.

I hope you find this arrangement satisfactory and I look forward to discussing your role in more detail at induction.

Best Regards,

(Name)

Student Welfare Specialist

Center for student Welfare

Volunteer Position Description Form

Component	Description
Job Title	
Key Responsibilities	
Department	
Supervisor	
Length of Appointment	
Time Commitment per week	
Qualifications	
Benefits	
Support Provided	

VII. CONTACT INFORMATION

Triggered by:	Name	Date	Sig.
Created by:	Suzy Adel Zaki	March 30 th 2022	Sig.
Revised by:	Name	Date	Sig.
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