

PADP 7900 MANAGING VOLUNTEERS IN THE PUBLIC AND NONPROFIT SECTORS

Course Syllabus

Fall 2020

BASIC INFORMATION

Class Information

PADP 7900
Section 30731
7:15pm-10:00pm Monday
Baldwin 101D

Instructor Information

Rebecca Nesbit, PhD
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Office hours:
By appointment on zoom

COURSE DESCRIPTION

Volunteers are increasingly important in the United States and around the world. A wide variety of nonprofit and public organizations use volunteers to some degree. Not only are financially-strapped organizations seeking to use volunteers to enhance their capacity, but policy-makers and community leaders see volunteering as a vehicle to improve communities and solve public problems. However, despite widespread approval of and use of volunteers, many organizations are challenged to effectively manage volunteers to both meet volunteers' needs and to keep high-quality volunteers returning to the organization and performing high-quality work. The purpose of this course is to provide a comprehensive introduction to the design and management of volunteer programs. By the end of this course, students should be able to:

- Understand the historical and culture importance of volunteering in the United States
- Understand volunteers' basic social background, psychological characteristics, and motivations
- Distinguish different types of volunteer roles, including service-delivery and policy (governing board) volunteers
- Understand different management models and theories as they apply to volunteer programs
- Plan and prepare for using volunteers, including creating policy documents and applying risk management concepts
- Develop and implement sound strategies for volunteer recruitment, retention, and recognition
- Create meaningful work for volunteers, screen and match appropriate volunteers to the work, and preparing effective orientation and training

TEXTBOOKS AND OTHER COURSE MATERIALS

There are three required textbooks for this course:

McCurley, Steve, Rick Lynch, and Rob Jackson. (2012). *The Complete Volunteer Management Handbook*. (3rd edition). London: Directory of Social Change. ISBN-13: 978-1906294601

Patterson, K. (2011). *Crucial Conversations: Tools for Talking When Stakes are High*. (2nd edition) Tata McGraw-Hill Education. ISBN-13: 978-0071775304

Smith, Jennifer Mize and Michael W. Kramer. (eds.) (2015). *Case Studies of Nonprofit Organizations and Volunteers*. New York: Peter Lang Publishing.

TECHNOLOGY REQUIREMENTS

Students are required to bring an electronic device to class, preferably a laptop. Students also need to bring a set of headphones (that also have a microphone capability) to class each week for use in small group activities.

Students should download the zoom application to their electronic devices before class. Students will also be required to use the eLearning Commons (eLC) for this course.

BALANCE OF ONLINE AND IN-PERSON INSTRUCTION

This course will be taught in person on campus. However, due to the extraordinary nature of our circumstances this year, I will be teaching class a little bit differently. I am going to try to make as much of class available both online and in-person through the whole semester, meaning that this course will be taught as a hyflex course. The hyflex nature of the course is necessitated by the need to allow online options for those students who are immunocompromised or who need to be quarantined for COVID-19 exposure or diagnosis. It is also necessary because not all of our enrolled students can fit in our socially distanced classroom at the same time. Because of this, each element of the course will be also available in an online environment.

At the same time, however, I will still be providing quality in-person instruction because that is the core of a UGA education and I strongly encourage students to participate in person whenever possible. I believe that experiencing the class in person maximizes the benefits to the students, including the opportunity for you to all get to know each other and work with each other on various activities. However, out of necessity there will be some weeks where we will be fully online, including the two class periods after Thanksgiving. There will be other weeks that we will have a fully online class so that we have the opportunity to participate all together in one environment. Please note that at any time the University of Georgia could decide to move instruction fully online through the end of the semester. The course schedule at the end of the syllabus

clearly indicates which weeks we will be doing hyflex and which weeks will be online.

This section of the syllabus will give you an overview of what hyflex and fully online classes will look like for this course.

Hyflex Class

Our hyflex class weeks will be done synchronously, meaning that online students participate at the same time as in-person students. All students will submit their mini-assignments through eLC before class begins. Online students will enter the instructor's zoom room at the beginning of class. All lectures, discussion, and in-class activities will be broadcast into zoom. Online students will still be expected to participate in group discussions and will be given the opportunity to share their comments and questions. Online students can also use the chat feature to share comments and questions. Small group activities will be done through breakout rooms in zoom. Online students are expected to participate in the full three hours of class with their cameras on. Online students are expected to demonstrate the same level of engagement, attention, and focus as in-person students.

If the number of students in class exceeds our classroom space, then not all students will be able to attend class every week. I will assign a certain number of students to participate online each week with the goal of maximizing the number of students attending in person each week. I anticipate that students will only have to participate in the online environment only about once every three or four weeks. The initial rotation will be emailed to students and posted on eLC on the first day of classes (August 20th) and an updated version will be sent to students 24 hours before our first class period.

Fully Online Class

The fully online class will be conducted with both asynchronous and synchronous components. During the fully online weeks, all lectures will be video recorded and posted on eLC. Students can watch the lectures at any time. During the normally scheduled class time, we will typically have group discussions in zoom and small group activities using zoom breakout rooms.

I have never taught a hyflex course before, so I will be experimenting this semester. I will adapt and modify my approach based on what I feel is working. I am particularly concerned about the level of engagement of our online participants and might make changes to incentivize greater participation. Therefore, I reserve the right to change our syllabus and modify course activities at any time. Students will receive adequate advance notification of any changes.

ASSIGNMENTS

Classroom Engagement: Students are expected to come to class prepared. The weekly reading is mandatory and students should come prepared to discuss and extend the readings in class. Students should bring their books and other reading materials to class.

Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will do in-class activities that will count toward engagement points for that day. Students who do not come prepared to class may be excluded from participation in the in-class activities at the instructor’s discretion. Both the quantity and quality of students’ contributions to the class and to small group activities matter. A major component of engagement is demonstrating your mastery of the reading assignments and showing that you are actively engaged in all classroom activities.

I will deduct engagement points from students who come late to class (or leave early), who do not come prepared, or who engage in distracting behaviors during class time (see section below on student behavior in class). If laptops computers and/or other electronic devices are deemed to be detracting from the learning environment, the instructor might ban them from the classroom.

While your classroom engagement grade does count toward your overall grade, I also use this grade for making decisions about borderline grades. A student with a borderline grade who has been actively engaged throughout the course may receive the benefit of the doubt when final grades are assigned.

Students who participate online can still receive all the points for classroom engagement IF they demonstrate that they are engaged at the same level as in-person students.

Mini-Assignments: There is a short writing assignment due every week of the semester. The assignment descriptions are be posted on eLearning Commons (eLC). Assignments are due at the beginning of class during the assigned week. The assignments may not be turned in late, but they may be turned in early if you know that you will be missing class for some reason.

Midterm Exam: There will be a midterm exam in this course. The exam will be open-book and open-notes. The exam will cover material from the book, homework assignments, lectures and classroom discussions and activities.

Final Exam: There will be a final exam in this course. The exam will be open-book and open-notes. The exam will cover material from the book, homework assignments, lectures and classroom discussions and activities.

GRADES

Assignment	Approximate Points	Approximate Percent of Final Grade
Classroom Engagement	120	22%
Mini-Assignments	130	24%
Midterm Exam	150	27%
Final Exam	150	27%
Grand Total	550	100%

The grading scale for the class is: 93%-100% A, 90%-92% A-, 88%-89% B+, 83%-87% B, 80%-82% B-, etc.

ALTERATIONS TO SYLLABUS

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student preparation, and the quality of the work received. Students will receive adequate notification of any changes made to the syllabus.

MPA PROGRAM COMPETENCIES

The work in this course contributes to your mastery of the fifth MPA program competency—communicating with a diverse workforce and citizenry. Students will learn how to understand volunteers' motivations and how to understand, communicate with, and manage people in different settings. Students will learn how to have crucial conversations with unpaid staff. Answers to specific exam questions and various small assignments can be used in a student portfolio to demonstrate mastery of this competency.

GENERAL CLASSROOM POLICIES

Coronavirus-Related Policies

Face Coverings

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

Self-Isolation

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

COVID-19 Exposure

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

Positive COVID-19 Test

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you. Students should also report a positive COVID-19 test to the instructor.

Other Course Policies

Punctuality

Students are expected to arrive in to class on time and to stay for the entire class period. As your instructor, I strive to begin each class period exactly on time out of respect for my students and their dedication to their education. I expect the same respect from students toward the instructor and other students. Arriving at class after the class has started will result in an automatic deduction from the participation grade. Students who leave class early will also receive reduced participation grades.

Student Behavior in Class

In order to create a conducive learning atmosphere for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, ipods, and any other noisemakers before class begins. Text messaging is not allowed during class. Listening to music is not allowed during class. Reading newspapers, magazines or other non-class materials during class are not allowed. The instructor reserves the right to arrange the seating in class to create a better learning atmosphere.

Laptops will be allowed in class, HOWEVER, they must be used for class-related purposes only. If a student uses a laptop inappropriately during class (i.e., checking email, posting on facebook, etc.), then that student may lose the privilege of having a laptop in class and will have his or her participation grade significantly reduced.

Students are expected to treat guest speakers with the utmost respect. This includes attending class on the day of the speaker's presentation, arriving on time, staying through the whole class period and asking thoughtful questions.

Civility

Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Assignments

Late assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. All assignments must be turned in at the beginning of class. No work may be submitted by email unless otherwise instructed.

Incompletes

An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You must provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then you and I will together design a contract for completing the course in a timely manner.

In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

Mental Health and Wellness Resources:

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE

workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as Turnitin.com) for papers in this course at her discretion. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful site to assist you in avoiding plagiarism and to understand UGA's policies pertaining to academic honesty is found at:

<http://ovpi.uga.edu/academic-honesty>.

Family Educational Rights and Privacy Act (FERPA)

All inquiries about grades need to be made through your official UGA email address. By FERPA rules, I am not allowed to send student grades to non-UGA email addresses because the student's identity cannot be verified.

Additional Resources to Help You Succeed:

Library Assistance: The UGA Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The instructor reserves the right to require some or all students to meet with a librarian regarding class research projects should that be deemed necessary.

Writing Center: The UGA Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://writingcenter.english.uga.edu/>). In addition, they offer consultation sessions both in person and online. Please allow two days for a response to your inquiry. The instructor reserves the right to require some or all students to meet

with writing center tutors should that be deemed necessary based on the quality of work turned in.

CLASS SCHEDULE AND DUE DATES

WK	DATE	TOPICS	ASSIGNMENTS
1	M Aug 24 Hyflex	History and State of Volunteerism	Cnaan et al. 1996 MLJ Chapter 1 Graff 2002 CCVA Competency Framework
2	M Aug 31 Hyflex	Volunteers' Characteristics	Wilson 2012 Musick and Wilson Chapter 4 Einolf and Chambre 2011 Mini-Assignment #1 due
	M Sept 7	Labor Day—No Class	
3	M Sept 14 Hyflex	Strategizing Volunteer Engagement	MLJ Chapter 2 (only pages 39, 42-51) Connors Chapter 5 (eLC) MLJ Chapter 3 SK Chapter 2 Mini-Assignment #2 due
4	M Sept 21 Hyflex	Creating Meaningful Work for Volunteers	MLJ Chapter 4 MLJ Chapter 6 SK Chapter 7 Mini-Assignment #4 due
	M Sept 28	No Class	Patterson Chapters 1-11 Mini-Assignment #3 due
5	M Oct 5 Hyflex	Attracting and Onboarding Volunteers	MLJ Chapter 5 SK Chapter 19 SK Chapter 17 Mini-Assignment #5 due
6	M Oct 12 Hyflex	Preparing Volunteers for their Roles	MLJ Chapter 7 MLJ Chapter 16 SK Chapter 6 Mini-Assignment #6 due
7	M Oct 19 Hyflex	Supervising and Managing Volunteers	MLJ Chapter 8 MLJ Chapter 9 SK Chapter 16 Mini-Assignment #7 due
	M Oct 26	Midterm Exam	
8	M Nov 2 Online	Sustaining Volunteer Involvement	MLJ Chapter 11 MLJ Chapter 12 SK Chapter 18 Mini-Assignment #8 due
9	M Nov 9 Hyflex	Volunteer Program Effectiveness Advocating for Volunteer Involvement	MLJ Chapter 14 Volunteering England 2010 Case 6.3 Mini-Assignment #9 due
10	M Nov 16 Hyflex	Volunteer and Staff Relationships Flexible Volunteer Management	MLJ Chapter 13 MLJ Chapter 10 SK Chapter 8 Mini-Assignment #10 due

	M Nov 23	No Class—Thanksgiving	
11	M Nov 30 Online	Risk Management and Policies	Connors Chapter 7 Connors Chapter 14 SK Chapter 20 Mini-Assignment #11 due
12	M Dec 7 Online	Volunteers in Government	Nesbit and Brudney 2013 Gazley and Brudney 2005 Case 6.4 Mini-Assignment #12 due
	M Dec 14		Final Exam (due by midnight)