PADP 7900 MANAGING VOLUNTEERS IN THE PUBLIC AND NONPROFIT SECTORS
Course Syllabus
Fall 2021

BASIC INFORMATION

Class Information
PADP 7900
Section 46733
4:10pm-6:55pm Monday
Baldwin 311

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. (2019). *The Complete Volunteer Management Handbook*. (4th edition). London: Directory of Social Change. ISBN-13 : 978-1784820565

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. ISBN-13: 978-1433126895

INSTRUCTION METHOD

This course is a fully in person class. There is no remote attendance option.

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.

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.

Volunteer Management Assessment: One of your assignments this semester is to spend 4-5 hours volunteering at an event and to write an assessment of your volunteer experience from a volunteer management point of view. A full description of this assignment is posted on eLC.

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	110	17%
Mini-Assignments	120	19%
Volunteer Management Assessment	100	16%
Midterm Exam	150	24%
Final Exam	150	24%
Grand Total	630	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 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

<u>Coronavirus-Related Policies</u>

Face Coverings
 Following guidance from the University System of Georgia, face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities.

Obtaining the COVID-19 Vaccine
 University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – https://www.uhs.uga.edu/healthtopics/covid-vaccine.   The Georgia Department of Health, pharmacy chains and local providers also offer the COVID- 19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: https://georgia.gov/covid-vaccine. In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: https://www.usg.edu/vaccination

Self-Isolation
 Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, https://www.uhs.uga.edu/info/emergencies.

Positive COVID-19 Test
 If you test positive for COVID-19 at any time, you are **required to report it** through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period
<u>(As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)</u>
 Students who are fully vaccinated **do not** need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:
 Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms **should self-quarantine for 10 days**. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck

(https://dawgcheck.uga.edu/), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

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 are NOT allowed during class except for certain in-class activities where I instruct you to use them. Students who use a laptop inappropriately during class (i.e. to do anything that is not related to our course) will lose engagement points.
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.

Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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	W Aug 18th	History and State of Volunteerism	CCVA Competency Framework
2	W Aug 25th	Volunteers' Characteristics	Wilson 2012 Musick and Wilson Chapter 4 Einolf and Chambre 2011 **Mini-Assignment #1 due**
3	W Sept 1st	Strategizing Volunteer Engagement	MLJ Chapter 2 Connors Chapter 5 (eLC) MLJ Chapter 3 SK Chapter 2 **Mini-Assignment #2 due**
4	W Sept 8th	Creating Meaningful Work for Volunteers	MLJ Chapter 4 MLJ Chapter 6 SK Chapter 7 **Mini-Assignment #3 due**
	W Sept 15th	**No Class**	Patterson Chapters 1-11 **Mini-Assignment #4 due**
5	W Sept 22nd	Attracting and Onboarding Volunteers	MLJ Chapter 5 SK Chapter 19 SK Chapter 17 **Mini-Assignment #5 due**
6	W Sept 29th	Preparing Volunteers for their Roles	MLJ Chapter 7 MLJ Chapter 16 SK Chapter 6 **Mini-Assignment #6 due**
	W Oct 6th	**No Class**	
8	W Oct 13th	Supervising and Managing Volunteers	MLJ Chapter 8 MLJ Chapter 9 SK Chapter 16 **Mini-Assignment #7 due**
	W Oct 20th	**Midterm Exam**	
8	W Oct 27th	Sustaining Volunteer Involvement	MLJ Chapter 12 MLJ Chapter 13 SK Chapter 18 **Mini-Assignment #8 due**
9	W Nov 3rd	Volunteer Program Effectiveness Advocating for Volunteer Involvement	MLJ Chapter 15 Volunteering England 2010 Case 6.3 **Mini-Assignment #9 due**
10	W Nov 10th	Volunteer and Staff Relationships Flexible Volunteer Management	MLJ Chapter 14 MLJ Chapter 10 MLJ Chapter 11 SK Chapter 8 **Mini-Assignment #10 due**

	W Nov 17th	**No Class**	**Volunteer Management Assessment due**
11	W Nov 24th	**No Class—Thanksgiving**	
12	W Dec 1st	Volunteers in Government	Nesbit and Brudney 2013 Gazley and Brudney 2005 Case 6.4 MLJ Chapter 16 **Mini-Assignment #11 due**
	W Dec 15th		**Final Exam (due by midnight)**