Washington University- University College
Leading and Engaging Volunteers in Non-Profit Organizations
Course U76 545 01 Fall 2018

Course Instructor: Betsy D. Foy, EdD, CHES
Contact: 314-401-6544 betsy.foy@wustl.edu
Availability to students: Email or phone. Appointments on request.

This course is a fully online format; there are no class sessions on campus. This is a 3-credit course.

This class is being taught with a new online learning system called Canvas, not Blackboard. In Fall 2019 all online coursework at Washington University will be taught using Canvas and several courses are being taught beginning this semester with the new learning system.

The first week of class (August 27th-September 2nd, 2018) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me, betsy.foy@wustl.edu, to arrange a time if you would like an introductory phone call.

Course Description:
This course is designed to address the issue of engaging and leading volunteers in nonprofit organizations. This course will provide students with an understanding of planning for, facilitating, and creating an organizational culture favorable to volunteer recruitment, training and retention as well as how to work collaboratively in building projects that engage volunteers in meaningful, goal directed work that correlates with the organization’s mission and goals.

Course Objectives:
• Explain the historical and cultural importance of volunteering in the US
• Describe volunteers’ basic psychological characteristics and motivations
• Distinguish different types of volunteer roles, including service-delivery and policy (governing board) volunteers
• Discuss sound strategies for volunteer recruitment, retention, and recognition
• Design a training program for a nonprofit organization
• Apply risk management concepts in volunteer programs
• Evaluate volunteer programs

Course Materials:

365 Ideas for Recruiting, Retaining, Motivating, And Rewarding Your Volunteers, Sunny Fader Revised by Angela Erickson (Atlantic Publishing Group, 2017). ISBN 9781620230749  Required Text  You must have the 2017 Revised Edition


Other required readings will be provided on Canvas

Notice on Technical Requirements and Supported Browsers

• Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
• Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
• The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:

• Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
• Call the Canvas Support Line (Students) +1-844-865-2581
“Netiquette” statement on Internet communication.

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Expectations for student attendance (classroom log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

- You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged in and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. You can work ahead in this class as well if needed. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

Statement regarding academic honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy.

All students are expected to abide by proper citation and attribution techniques.

Academic Support:

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- Cornerstone: Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in
need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The [Writing Center](#) staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** [Arts & Sciences Computing](#) operates two labs that are open to students, faculty, and staff.

- **Library:** [Washington University Libraries](#) boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

### Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the [Canvas accessibility statement](#) for more information on these features and reach out to your instructor should accessibility issues arise.

### Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.
Preferred Name Policy for Students

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

Guidelines for weekly discussion comments

1. Be sure to sign your name at the bottom of your comments. Writing your name at the end of each comment helps to clarify the author and helps your classmates remember who you are.
2. Be sure to take your time and write meaningful weekly discussion comments. Your ideas and content are important, and issues such as grammar, spelling, vocabulary, and sentence structure count as well.

3. Finally, the discussion forums are meant to be fun! Check in often to communicate with me and your classmates.

**Course Activities**

**All work is due Sundays at 11:59PM.**

This course is offered in an on-line format. Students will participate in the course by logging on to Canvas. Every two weeks, students will be expected to complete the following:

1. Read assigned texts and readings as indicated on the syllabus for each topic. Instructor will post lectures every 2 weeks related to the topic and the readings. A

2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor, class readings, and reading classmates’ responses or on the articles posted (see #4 below). I expect at least 4 thoughtful discussion comments from each student during each 2-week period, **the first discussion comments are due the first Sunday night of each 2-week period. You will write 2 discussion comments where you are the primary author, and 2 discussion comments where you are commenting on another student’s comment. More than 4 comments are appreciated.**

3. Twice during the course each student will post an article review

   Find a newspaper, magazine or journal article that discusses some aspect of leading or engaging volunteers. Post the article or a link to the article in the Article Folder and comment about this article.

   Your comments on the article must include:
   - Why you selected the article
   - What you learned from the article
   - Does it relate to anything in our readings thus far
   - Criticisms or comments about the article,
   - Questions you have after reading the article

   Due dates for the articles are:

   - September 16, 2018 Article 1
   - September 30, 2018 Article 2

4. Volunteer Interview Project: Student will locate and interview someone who has volunteered at an NPO for a minimum of one year. You will write up the
interview and then comment, based on class readings, what you thought the NPO did well with this volunteer, what you thought could have been improved with this volunteer, and what you would have done differently with this volunteer. Project guidelines will be provided on Canvas

Due Date: October 14, 2018

5. Final Project: Student will develop a comprehensive Volunteer Plan for an NPO. You may create a fictitious NPO or use an existing real NPO. This plan will include a brief description of your NPO including the mission statement and a philosophy statement of volunteer engagement. Additional items to be included are how you would recruit volunteers, description of training plans, ideas on retaining volunteers, and how you would evaluate your volunteers. Project guidelines will be provided on Schoology.

Rough Draft/Outline of Final Project DUE October 28, 2018
Final Project DUE December 2, 2018

Course Grading
Weightings toward final course grade are:

- Thoughtful online discussion (6 topics @ 5% each) 30%
- Posting and discussion of articles (2 @ 10% each) 20%
- Volunteer Interview Project 20%
- Final Project: Create a Comprehensive Volunteer Plan. 30%

Grades will be given on this scale:

A: superior work with excellent analysis
B: good work that meets the requirements of the assignment
C: good work but does not meet all requirements of the assignment
D: passing but marginal work

Assigned Readings and Assignments

Introductory Week (August 27 to September 2)

Reading:
- Intro Lecture
• Make a paper copy of your Syllabus and carefully read it and highlight items or dates that you think are important. Refer to the Syllabus often during the semester, it is very complete and will guide you to a positive outcome in this course.

Assignments:
• Introduce yourself in writing in the folder marked Introductions.
• Written Assignment 1. Write a brief description of any previous experience and/or education you have had related to Volunteer Engagement or Leadership. Conclude with what you hope to learn in this class. Submit on Canvas

**Topic 1  History and Current State of Volunteerism (September 3-September 16)**

**Reading**
• Lecture 1
• Textbook Fader Chapters 1-5
• Reading 1 History of Volunteering

**Assignments**
• Weekly Discussion Comments (Minimum of 4)
• Include in one of your discussion comments an experience you have had as a volunteer
• Article 1. Post on Canvas

**Topic 2  Volunteers’ Basic Psychological Characteristics and Motivations (September 17-September 30)**

**Reading:**
• Lecture 2
• Textbook McKee Chapters 1-4
• Reading 2 New Volunteer Workforce

**Assignments:**
• Weekly Discussion Comments (Minimum 4)
• Article 2. Post on Canvas

**Topic 3  Sound Strategies for Volunteer Recruitment, Retention, and Recognition (October 1-October 14)**

**Reading:**
• Lecture 3
• Textbook Fader Chapters 6,7,9,10,11 (skip chapter 8 for now)
• Reading 3 Motivating Volunteers

Assignments:
• Weekly Discussion Comments (Minimum 4)
• Volunteer Interview Project. Post on Canvas

Topic 4 Risk Management Concepts in Volunteer Programs
(October 15-October 28)

Reading
• Lecture 4
• Textbook Fader Chapters 8, 12, 13
• Reading 4 Risk Management

Assignments:
• Weekly Discussion Comments (Minimum 4)
• Rough Draft/Outline of Final Project. Email to Dr. Foy
  betsy.foy@wustl.edu

Topic 5 Evaluating Volunteer Programs (October 29-November 11)

Reading:
• Lecture 5
• Textbook Fader Chapter 14
• Textbook McKee Chapters 5,6,7,8
• Reading 5 Evaluating Volunteer Programs

Assignments:
• Weekly Discussion Comments (Minimum 4)

Topic 6 Bringing It All Together (November 12-December 2)

Reading:
• Lecture 6
• McKee Chapters 9 and 10 and Browse Section 4 Resources
• Reading 6 Volunteer Website

Assignments:
• Weekly Discussion Comments (Minimum 4)
• Final Project Post on Canvas
Assignment Due Date Checklist
Check off each assignment as you turn them in

9-2-18  Written Introduction ______  Written Assignment 1 ______
9-9-18  Weekly Discussion Comments_____
9-16-18 Weekly Discussion Comments______ Article 1_______
9-23-18 Weekly Discussion Comments_____
9-30-18 Weekly Discussion Comments______ Article 2________
10-7-18 Weekly Discussion Comments_____
10-14-18 Weekly Discussion Comments______ Volunteer Interview Project_____
10-21-18 Weekly Discussion Comments_____
10-28-18 Weekly Discussion Comments______ Rough Draft Final Project_______
11-4-18 Weekly Discussion Comments_____
11-11-18 Weekly Discussion Comments_____
11-18-18 Weekly Discussion Comments_____
11-25-18 NO ASSIGNMENT. THANKSGIVING HOLIDAY
12-2-18 Weekly Discussion Comments______ Final Project___