Washington University- University College

Leading and Engaging Volunteers in Non-Profit Organizations

Course U76  545  01    Fall 2020

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. The majority of the class is asynchronous, completed at any time that is convenient for each student. However, there are specific due dates on all assignments. There is a synchronous component in this course which means simultaneous time activities with others. Each student will have 3 phone calls or video chats during the semester. Two calls with the course instructor, and one call or video chat with another student. Times for these calls or chats will be scheduled by the individuals participating not assigned times.

This class is being taught with an online learning system called Canvas.

The first week of class (Sept. 14th-20th) I will have an introductory phone call with each student. We will go over the syllabus, discuss how a fully online class works, answer any questions you have. Please email me, betsy.foy@wustl.edu, to arrange a time for your introductory 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 (Canvas 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 into Canvas 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. 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 Course Evaluations

I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”

Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Statement Regarding Academic Honesty

Students are bound by University College Academic Integrity Policy 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.
COVID-19 Health and Safety Protocols for Fall 2020

Exceptions to course policies, expectations, and requirements (including attendance and assignment deadlines) because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis will be made in collaboration between the student and instructor. All students on the Danforth Campus are required to complete the self-screening and reporting before each time that they come to campus. To complete the screening questionnaire, visit WashU COVID-19 Screening for campus access and log in with your WUSTL Key.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at https://covid19.wustl.edu/health-safety/. This includes: • Complying with physical distancing requirements at all times and adhering to signage and environmental cues. This includes not congregating before or after class as well as during breaks or class activities. • Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices; hallways; stairwells; elevators; meeting rooms; classrooms; restrooms; and when in campus outdoor spaces unless they can maintain six feet of physical distance from others. In the event that a student cannot wear a mask due to a medical condition or other concerns, they should consult with their academic advisors. • Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol. • Complying with cleaning and sanitation protocols. Students may be responsible for wiping down common surfaces after use, particularly those that might be shared with others (e.g., classroom desks). Instructions for sanitizing technology equipment can be found here.

Any Danforth Campus student who is currently diagnosed with COVID-19, is experiencing symptoms consistent with COVID-19, or has had direct contact with a person with a confirmed or suspected COVID-19 diagnosis must remain home and isolate themselves from others. Students who have symptoms and/or do not pass the screening protocol described below must call the Habif Health and Wellness Center at 314-935-6666 for additional instructions.

Fall 2020 Election

There is a federal election happening on November 3, 2020. If you would like to register to vote prior to the election, you can do so at wustl.turbovote.org. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register. Additionally, everyone can contribute to the campus energy surrounding voting by starting dialogue with your peers about the importance of voting, educating yourself on American democracy and the ways certain policies affect you and others, and participating in year-round forms of civic engagement beyond voting. If you have any questions about the voting process, please reach out to washuvotes@wustl.edu for assistance.
University-Wide Policies

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: https://veterans.wustl.edu/policies/policy-for-military-students/.

Preferred Names and Gender Inclusive Pronouns

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: https://students.wustl.edu/gender-pronouns-information/, https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/

Reporting Sexual Assault, Sexual Harassment, Sexual Discrimination

If a student discusses or discloses an instance of sexual assault, sexual discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Directory, at (314) 935-3118, jw kennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555. Students who wish to speak with a confidential resource may wish to reach out to the Relationship and Sexual Violence Prevention Center (RSVP) at 935-8761 or by visiting the 4th floor of Seigle Hall.

Accommodations for Sexual Assault

The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you a student needs to request such accommodations, please have them contact the Relationship and Sexual Violence Prevention Center (RSVP) at rsvpcenter@wustl.edu or (314) 935-3445 to schedule an appointment with an RSVP confidential and licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

Accommodations for Disabled Students

Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL’s Disability Resources (https://students.wustl.edu/disability-resources/). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu.
Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download. The WUSTL app and enable notifications. To report an emergency: Danforth Campus: (314) 935-5555 School of Medicine Campus: (314) 362-4357 North/West/South and Off Campus: 911 then (314) 935-5555.

Resources for Students

Disability Resources

At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: https://students.wustl.edu/disability-resources/.

The Writing Center

The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu. Engineering Communications Center

Mental Health Services

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends and family, concerns about eating or drinking patterns, and feelings of anxiety and depression. For more information, visit: www.students.wustl.edu/mental-health-services/.

Relationship and Sexual Violence Prevention Center (RSVP)

The Relationship and Sexual Violence Prevention Center (RSVP) offers support for those who have experienced sexual violence, sexual misconduct, dating violence, domestic violence or stalking. RSVP can help those who are not sure what steps they wish to take to respond to their experiences. They offer confidential support and can help arrange for necessary classroom accommodations. To get help, contact the RSVP Center at 935-3445 or rsvpcenter@wustl.edu. Their office is located in Seigle Hall, Suite 435.
Bias Report and Support System (BRSS)

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. To report an instance of bias, visit [www.brss.wustl.edu](http://www.brss.wustl.edu).

WashU Cares

WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, they work with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on their website. See: [https://washucares.wustl.edu/](https://washucares.wustl.edu/).

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: [https://diversityinclusion.wustl.edu/](https://diversityinclusion.wustl.edu/)

Academic Support:

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

- **Writing Center:** The [Writing Center](http://WritingCenter) 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.

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

The best learning environment—which 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.

General Tips for Success in the Online Classroom

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of... which will prepare you to participate in the classroom discussion forums.
5. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

6. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

7. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**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. You have discussion comments due **every** Sunday unless otherwise noted on the syllabus.
4. 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.
2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor, class readings, and reading classmates’
responses. 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 find and read an article related to volunteers. Article 1 you will write a brief review of the article and post your review and a link to the article on Canvas. Article 2 you will discuss your article with another student in the class via phone or video chat and post a brief summary of your discussion along with the title of the article and a link to the article.

Both articles can be selected from a newspaper, magazine or journal that discuss any aspect of leading or engaging volunteers. Guidelines for your written review are provided in “Writing a Critical Review” posted on Canvas.

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:

- October 4th, 2020 Article 1 Brief Written Review
- October 18th, 2020 Article 2 Discuss with Another Student

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: November 1st, 2020

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 Canvas.

Outline of Final Project DUE November 15th, 2020

Final Project DUE December 13, 2020

Course Grading

Weightings toward final course grade are:

- Thoughtful online discussion (6 topics @ 5% each) 30%
- 2 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 (September 14th to September 20th)

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.
- One on one Phone Call with Dr. Foy (Call #1)
**Topic 1  History and Current State of Volunteerism (September 21-October 4)**

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 (October 5 -October 18 )**

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 19-November 1))**

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**
(Nov 2-November 15)

Reading

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

Assignments:

- Weekly Discussion Comments (Minimum 4)
- Outline of Final Project. Email to Dr. Foy betsy.foy@wustl.edu

Topic 5  Evaluating Volunteer Programs (November 16-November 29)

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 30-December 13)

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

9-20-20  Written Introduction ______

Written Assignment 1 ______

Phone Call with Dr. Foy__________

9-27-20  Weekly Discussion Comments____

10-4-20   Weekly Discussion Comments____

Article 1 Written Review_______

10-11-20 Weekly Discussion Comments____

10-18-20 Weekly Discussion Comments____

Article 2 Peer Call or Chat________

10-25-20 Weekly Discussion Comments____

11-1-20   Weekly Discussion Comments____

Volunteer Interview Project____

11-8-20   Weekly Discussion Comments____

11-15-20 Weekly Discussion Comments____

Outline Final Project_______

11-29-20  NO ASSIGNMENT THANKSGIVING HOLIDAY

12-6-20   Weekly Discussion Comments____

11-17-19  Weekly Discussion Comments____

12-13-20 Weekly Discussion Comments____

Final Project_______