University of Oregon
Department of Planning, Public Policy and Management
PPPM 483 / 583 Volunteer Resource Management
Spring 2019, CRN #36736 / #36737

Professor: Erin L. Barnhart, Ph.D.
Pronouns: She/Her/Hers
Email: erin@erinlbarnhart.com
Office Hours: By appointment

Course Description
This two-credit course provides an overview of the role of volunteers in community organizations as well as serves as a comprehensive introduction to effective practices in volunteer resource management.

Course Objectives/Learning Outcomes
Upon completion of this course, students will have:
- Examined the critical role volunteers play as actors in community organizations
- Practiced key strategies for finding, matching, and engaging community members as volunteers in civic service
- Considered and understood the role of volunteer management professionals as part of a total management team strategy for nonprofit and government organizations and agencies

Course Website
The course website will be located on the University of Oregon's Canvas system. The class syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, please make sure that the University Office of the Registrar has your correct email address as I will use this address to communicate with you.

Required Reading
In lieu of a textbook, students are required to read a variety of online documents, available on the course Canvas site and via links in the Class Schedule below. Additional readings may be added during the term.

Assignments and Course Grades
Grading for PPPM 483 students will be based on the following components:
- Class participation: 10%
- Essay #1: 20%
- Informational Interview: 30%
- Course Project: 40%

Grading for PPPM 583 students will be based on the following components:
- Class participation: 10%
- Essay #1: 15%
- Essay #2: 15%
- Informational Interview: 25%
- Course Project: 35%

Example of Grading Scale

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

Essays
The first essay should discuss trends and the role of volunteer management in modern civic engagement. In addition to citing relevant data or research, students should offer their own opinions on opportunities, challenges, and/or practices for the field. Essay should be two to three pages, double-spaced, and submitted to the instructor via email – erin@erinlbarnhart.com – by **Thursday, April 25**. This paper counts for 20% of the final grade for PPPM 483 students and 15% of the final grade for PPPM 583 students.

PPPM 583 students will submit a second essay on a volunteer management topic of their choice. This paper should present both peer-reviewed literature and real world examples to illustrate key ideas, concepts, and analysis. Essay should be two to three pages, double-spaced, and submitted to the instructor via email – erin@erinlbarnhart.com – by **Thursday, May 16**. APA style citations are required. This paper counts for 15% of the final grade for PPPM 583 students.

Informational Interview
Students should identify a ***non-local*** nonprofit or government organization and request to speak by phone or Skype with their volunteer coordinator/manager/director or other staff person most responsible for their volunteer program. Students should develop a list of questions to learn more about the individual's personal opinions of, preferred practices for, and experience in the field of volunteer management and gather this information over the course of a short in-person interview (20 minutes is an appropriate length).

Next, students should write up findings and observations post-interview; this paper should draw connections between the real world experiences of the interviewee and the theory and practice explored in class as well as conclude with an assessment of what was learned about the profession and field of volunteer management. Informational interview papers should be three to five pages, double-spaced, and submitted to the instructor via email – erin@erinlbarnhart.com – by **Thursday, May 23**. This paper counts for 30% of the final grade for PPPM 483 students and 25% of the final grade for PPPM 583 students.

Course Project
Using course readings and volunteer resource management effective practices, students will develop a basic volunteer program infrastructure for a mock organization of their own design (note: students are welcome to use an actual organization if preferred but volunteer programs for this project should be developed from scratch). Papers should include the following core volunteer program elements: 1) Volunteer Program Vision and Mission, 2) Volunteer Position Descriptions (minimum of three), and strategies/procedures for 3) Risk Management, 4) Recruitment, 5) Screening, Selecting, and Matching, 6) Training and Orientation, 7) Supervision, Communication, and Retention, 8) Volunteer Recognition, and 9) Tracking and Evaluation.

Papers should be a minimum of seven to eight pages, double-spaced, and submitted to the instructor via email – erin@erinlbarnhart.com – by **Thursday, June 13**. The course project counts for 40% of the final grade for PPPM 483 students and 35% of the final grade for PPPM 583 students

Class participation
Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.

Classroom Environment
In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Professional Practice
Students are expected to behave in a professional manner at all times.
- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All oral and written communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.

Email
I will try to respond to all emails within 48 hours of receiving them.

Late Assignment Policy
If you are unable to make it to class on the day an assignment is due, you may email your assignment to me (erin@erinlbarnhart.com) prior to the class time and date that assignment is due. Late assignments receive only partial credit.

Missed Class Policy
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes will not be available.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Equity and Inclusion

Documented Disabilities
The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

Classroom Behavior *(Written by Maure Smith-Benanti, used with permission)*
Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

Inclusion
The School of Architecture and Allied Arts, the administrative home of the PPPM department, is a community that values inclusion. We are committed to equal opportunities for all students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please let me know. If you are reluctant to speak to someone in person, please know that the University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

Sexual Violence, Harassment and Survivor Support *(provided by UO Faculty Senate, used with permission)*
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating

campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Class Schedule

Week 1: Thursday, April 4
Introduction to the class + Current statistics on volunteer engagement

Week 2: Thursday, April 11
Current trends in formal volunteer engagement
Reading:
1. Volunteer Canada. (2010). Bridging the Gap. p1-21. Article on Canvas site.
2. Macduff, Nancy. (Fall 2006). The Multi-Paradigm Model of Volunteering. Volunteer Leadership. p31-36. Article on Canvas site.
3. Spera, Christopher, Ghertner, Robin, Nerino, Anthony, and DiTommaso, Adrienne. (October 2015). Out of work? Volunteers Have Higher Odds of Getting Back to Work. Nonprofit and Voluntary Sector Quarterly. 44: 886-907. Article on Canvas site.

Week 3: Thursday, April 18
Alternate models of civic engagement
Reading:
1. Taniguchi, Hiromi. (December 2012). The Determinants of Formal and Informal Volunteering: Evidence from the American Time Use Survey. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations. 23 (4): 920-939. Article on Canvas site.
2. Beckwith, Dave & Lopez, Cristina. Community Organizing: People Power from the Grassroots. Center for Community Change. https://comm-org.wisc.edu/papers97/beckwith.htm

Week 4: Thursday, April 25
Accessibility, diversity, and inclusion + Introduction to volunteer management
Reading:
1. Burgstahler, Sheryl. Equal Access: Universal Design of Your Project. Washington University. http://www.washington.edu/doit/equal-access-universal-design-your-project
2. Le, Vu. Waiting for unicorns: The supply and demand of diversity and inclusion. Nonprofit AF. http://nonprofitwithballs.com/2015/03/the-supply-and-demand-of-diversity-and-inclusion/
3. Susan Ellis. So What Do You Do? Energize, Inc. https://www.energizeinc.com/hot-topics/2008/january
4. The Maine Commission for Community Service. (2008). Competencies for Managers of Volunteers. p1-8. Article on Canvas.

Assignments Due: Essay #1

Week 5: Thursday, May 2
NO CLASS

Week 6: Thursday, May 9
Building the foundation of a formal volunteer program
Reading:
1. Points of Light Foundation. Starting a Volunteer Program.
   http://www.pointsoflight.org/sites/default/files/site-content/files/bp_startingvolunteerprogram_2010_hon.pdf
2. Barnhart, Erin. Crafting a Vision for Your Volunteer Program. Education Northwest. Article on Canvas.

Week 7: Thursday, May 16
Finding, screening, and matching volunteers
Reading:
1. Ellis, Susan J. Creative Volunteer Roles. Energize, Inc.
   https://www.energizeinc.com/art/creative-volunteer-roles
2. Ellis, Susan J. Ten Time-Tested Volunteer Recruitment Tips that Still Work. Energize, Inc. https://www.energizeinc.com/hot-topics/2014/september
3. Nonprofit Risk Management Center. No Surprises Volunteer Risk Management Tutorial. https://www.nonprofitrisk.org/resources/tutorials/volunteer-risk-management/
Assignments Due: Essay #2 (Graduate students only)

Week 8: Thursday, May 23
Training and orientation + Supervision
Reading:
1. Altland, Barry. Prepare: Equipping a Volunteer to Serve. Energize, Inc.
   https://www.energizeinc.com/a-z/book-excerpt/12491
2. Stallings, Betty. Training Design and Content. Energize, Inc.
   https://www.energizeinc.com/a-z/book-excerpt/122
Assignments Due: Informational Interview

Week 9: Thursday, May 30
Recognition of volunteers + Program evaluation
Reading:
1. Bradner, Jeanne H. Recognizing Volunteers. Energize, Inc.
   https://www.energizeinc.com/art/recognizing-volunteers

Week 10: Thursday, June 6
Why volunteer engagement – and volunteer management – matters
Reading:
1. Ellis, Susan J. What Would the Perfect Volunteer-Involving Organization Look Like? Energize, Inc. https://www.energizeinc.com/hot-topics/2012/january
2. The Urban Institute. (2004). Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report. p1-24. Article on Canvas.
3. Rehnborg, Sarah Jane, Ph.D. (2005). An Executive Director's Guide to Maximizing Volunteer Engagement. p1-38. Article on Canvas.

Finals Week: Thursday, June 13
NO CLASS MEETING
Assignments Due: Course Projects