

ABSTRACT

The Association for Volunteer Administration began research on the activity in volunteer administration in higher education with the formation of The Task Force on Higher Education in 1988, followed by the present Subcommittee on Volunteer Administration in Higher Education in October 1991. In 1992, A Profile of Volunteer Management Education was prepared. Using the results of this study and a survey, the Subcommittee reported on its findings at the International Conference on Volunteer Administration in October, 1992. This article discusses this meeting: the research findings, activities related to the field of volunteer administration, and how these various activities impact on the development of offerings in academia. A chart detailing the 56 American and Canadian institutions offering coursework is featured.

Report from the AVA Subcommittee on Volunteer Administration in Higher Education

Gretchen E. Stringer, CVA

OVERVIEW

One of the most exciting developments in the field of volunteer administration is the groundswell of instruction in institutions of higher education.

The Association for Volunteer Administration (AVA) and its members have been collaborating with academia for many years to instruct students in volunteer management.

The nonprofit world has recognized the need for professional development of both the paid and unpaid staff who work with volunteers, whether as a direct service volunteer working as a scout leader or a policy making volunteer on a board of directors. This need for instruction in the competencies of effective volunteer administration has not only been identified (see Exhibit I), but is being acted upon. The last decade has seen an astounding proliferation of

workshops, seminars, books and videos on this subject.

The Association for Volunteer Administration began research on the activity in volunteer administration in higher education with the formation of The Task Force on Higher Education in 1988. Continued expansion of the interest in the development of the formal instruction offered in North America caused AVA to form the present Subcommittee on Volunteer Administration in Higher Education in October 1991.

In the Spring of 1992, Jody Webb, Graduate Assistant with the Arkansas Public Administration Consortium (APAC) at the University of Arkansas at Little Rock took as his thesis work the subject of *A Profile of Volunteer Management Education* and prepared his research report for AVA, APAC, and Volunteer Directions. Using

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- I. PROGRAM PLANNING AND ORGANIZATION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:
 - A. Demonstrate knowledge of the agency/organization including its mission/purpose, its structure and the policies or regulations that affect its operation.
 - B. Demonstrate the capability to engage in planning activities, armed with adequate information about the community and the agency/organization, which set the course of action for the volunteer program through goals, objectives and action plans..
 - C. Demonstrate the ability to make decisions.
 - D. Establish structures and procedures to enable the smooth operation of the program.
 - E. Assign the activities necessary to accomplish the goals and objectives of the program through delegation and coordination.
 - F. Demonstrate knowledge of the target population your agency/organization serves, including needs, strengths, limitations.

- II. STAFFING AND DIRECTING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:
 - A. Demonstrate knowledge and expertise in planning and conducting successful recruitment campaigns.
 - B. Demonstrate knowledge and capability in selecting appropriate persons to fill positions.
 - C. Demonstrate knowledge of the growth and development needs of personnel and assure that these needs are addressed.
 - D. Demonstrate the ability to motivate, communicate with, and lead volunteers and paid staff.
 - E. Recognize the accomplishment of personnel.
 - F. Facilitate the transition of volunteers to other life experiences.

- III. CONTROLLING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:
 - A. Demonstrate the ability to monitor and evaluate total program results.
 - B. Demonstrate the ability to document program results and to apply this information to future planning.

- IV. INDIVIDUAL, GROUP AND ORGANIZATIONAL BEHAVIOR REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:
 - A. Demonstrate the ability to work effectively with many different segments of the population.
 - B. Demonstrate a knowledge of group process and the ability to work with, and as, a member of groups.
 - C. Demonstrate the knowledge of social organizations, and dynamics of change.

- V. GROUNDING IN THE PROFESSION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:
 - A. Demonstrate knowledge of external regulations affecting volunteerism.
 - B. Demonstrate knowledge of the history and philosophy of voluntary action and trends affecting volunteerism.
 - C. Demonstrate knowledge of the profession of volunteer administration.

NOTE: The AVA Competency Statements were created in response to these needs. They are integral to the structure of AVA's Performance Based Certification, the professional credentialing program for administrators of volunteers and volunteer programs.

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Exhibit I
Summary of Competency Statements
Included in the AVA Performance Based Certification Program
in Volunteer Administration

his study and the results of a survey sent out by the Subcommittee, the Subcommittee reported on its findings at the International Conference on Volunteer Administration in October 1992.

RECENT FINDINGS ON VOLUNTEER MANAGEMENT EDUCATION

Research by Jody Webb and the Subcommittee (see Exhibit II) shows the extent of volunteer administration offerings in higher education. At this writing, there are 56 institutions in the United States and Canada which offer coursework in volunteer administration. The type of programs offered range from university courses (44%), to community college courses (16%), to graduate programs (20%), to university sponsored/community-based programs (20%). The wide range of academic venues highlights the broad interest in the subject that extends throughout institutions of higher education.

The recognition of accomplishment includes giving a major or minor degree (graduate and/or undergraduate) (20%), a university certificate or university course credit (36%), or a non-credit certificate (44%). Again, the variety indicates a widespread concern over the education of students who manage the human resource of volunteer personnel in an organization.

The actual contact classroom hours devoted to the study of the management of volunteers varies from 168 hours to three hours. Twenty percent of the institutions of higher education offer between 85 and 168 hours; 20% offer between 51 and 84 hours; 16% offer between 45 and 48 hours; 20% offer 30 hours; and 24% offer between 3 and 18 hours.

SUMMARY OF FINDINGS

That 88% of the institutions now offering courses in volunteer management are offering 18 or more hours of classroom instruction indicates that volunteer administration is a significant component in the development of the curriculum of institutions of higher education.

The educational institutions whose curricula include the five competency areas identified by AVA's Performance Based Certification Program, and the numbers of actual contact hours offered on the management of volunteer personnel are listed in Appendix I.

Fifty percent of the institutions that offer programs in nonprofit management which do not include measurable hours in volunteer management, but do include subjects related to volunteer administration, offer curricula compatible with the five AVA competency areas. The other 50% offer curricula compatible with four of the five competency areas.

As the definition of "volunteer" broadens to include members of boards of directors and fund raising community workers, as well as direct service workers and event coordinators, nonprofit management courses include more instruction on the effective management of the unpaid personnel.

DEVELOPING A CURRICULUM, THE DACUM PROCESS

The first step in developing any educational offering is to ascertain the curriculum necessary. To this end the DACUM process has been developed. The process involves choosing a group of people who are committed to the subject for which the plan is to be devised. In one case, the group included coordinators of volunteer programs, instructors of volunteer management, and school personnel who had not been involved in the field of volunteer administration. The result of the process is a chart which identifies the desired competencies and the curriculum needed to develop them.

Another group which developed a DACUM PROCESS on volunteer management also incorporated the AVA competency statements in the process. From this beginning has come the creation of a course that is now being given at Prince George's Community College. At least three of the other institutions of higher education included in this report have based

Organization	Type	Sessions	Degree	Hours	Related	Planning	Staffing	Evaluation	OrgBeh	Profession	Total
USA											Offered
ARIZONA											
Arizona State University	1	6	3			Y	Y	Y	N	Y	4
ARKANSAS											
Arkansas Public Administration Consortium	4	6	1	84		Y	Y	Y	Y	Y	5
CALIFORNIA											
Biola University	1	15	3			Y	Y	Y	Y	Y	5
California State University – Hayward	1	10	3	120	810	Y	Y	Y	Y	Y	5
California State University – Los Angeles	1	9	3	6	490	Y	Y	Y	Y	Y	5
Humboldt State University	4	6	3			Y	Y	Y	Y	Y	5
Orange Co. Volunteer Center	4	12	1			Y	Y	N	Y	Y	5
Pepperdine University (H)	1	6	3			Y	Y	Y	Y	Y	5
Pepperdine Volunteer Center	1	9	3			Y	Y	Y	Y	Y	5
University of San Diego	1	6	3	51		Y	Y	Y	Y	Y	5
Volunteer Resource Center, San Diego	1	9	3			Y	Y	Y	Y	Y	5
COLORADO											
University of Colorado – Boulder	1	15	1	85		Y	Y	Y	Y	Y	5
Regis University	3	10	2	30		Y	Y	Y	Y	Y	5
GEORGIA											
Georgia State	1	6	1	168		Y	Y	Y	Y	Y	5
ILLINOIS											
University of Illinois – Du Page	4		3			Y	Y	Y	Y	N	4
University of Illinois – Wm. Rainey Harper	2	7	1			Y	Y	Y	Y	Y	5
INDIANA											
Indiana University/Purdue	3	16	2	45		Y	Y	N	Y	Y	4
IOWA											
University of Northern Iowa	1	8	3			Y	Y	Y	Y	Y	5
KANSAS											
University of Kansas	4					Y	Y	Y	Y	N	4
KENTUCKY											
Murray State University	1	8	3		285	Y	Y	Y	Y	Y	5
MARYLAND											
Prince George's Community College	2	13	1	18	42	Y	Y	Y	Y	Y	5
MASSACHUSETTS											
Tufts University	3	13	2	18		Y	Y	Y	Y	Y	5
MICHIGAN											
Wayne State University	1	5	3			Y	Y	Y	Y	Y	5
MINNESOTA											
Metropolitan State	1	10	3	90		Y	Y	Y	Y	Y	5
University of St. Thomas	3	13	1	6	30	Y	Y	Y	Y	Y	5
MISSOURI											
Lindenwood	1	6	1			Y	Y	Y	Y	Y	5
Missouri Valley College	1	12	3			Y	Y	Y	Y	Y	5
University of Missouri – Kansas City	3	12	2			Y	N	Y	Y	Y	4
NEW JERSEY											
Rutgers University	4	9	1	77		Y	Y	Y	Y	Y	5
Seton Hall University	3	15	2	64	96	Y	Y	Y	Y	Y	5
NEW HAMPSHIRE											
Antioch, New England	3	20	2			Y	Y	Y	Y	N	4
University of New Hampshire	2	14	3	30		Y	Y	Y	Y	Y	5
NEW YORK											
Niagara Co. Community College	2	8	1	48		Y	Y	Y	Y	Y	5
OHIO											
University of Akron	1	8	3			Y	Y	N	Y	N	3
Case Western University	1		1	45		Y	Y	Y	Y	Y	5
Kent State University	1		3	45		Y	Y	Y	Y	Y	5
Lakeland Community College	4			30		Y	Y	Y	Y	Y	5
Sinclair Community College	4	15	3	30		Y	Y	Y	Y	Y	5
PENNSYLVANIA											
Allegheny Co. Community College	4	7	3			Y	Y	Y	Y	Y	5
TENNESSEE											
Knoxville College	1	9	3	45	135	Y	Y	Y	Y	Y	5
TEXAS											
University of Houston	1					Y	Y	Y	Y	N	4
Texas Tech	1				45	Y	Y	Y	Y	N	4
VERMONT											
Vermont College	3	6	2	30		Y	Y	Y	Y	Y	5
Norwich University Center	4	6	1	30		Y	Y	Y	Y	Y	5
VIRGINIA											
Va. Polytechnical Institute	3	10	2			Y	Y	Y	Y	Y	5
James Madison University	1	23	3			N	Y	N	Y	Y	3
High Point College	1	11	3			Y	Y	Y	Y	Y	5

WASHINGTON											
Portland State University	1	11	3			Y	Y	N	Y	Y	4
WEST VIRGINIA											
Salem Teikyo University	1	12	2	4	24	Y	Y	Y	Y	Y	5
WISCONSIN											
University of Wisconsin	3	11	2	45		Y	Y	N	Y	Y	4
CANADA											
ALBERTA											
Grant MacEwan Community College	2	12	1	60	230	Y	Y	Y	Y	Y	5
BRITISH COLUMBIA											
Vancouver Community College	2	12	1	150		Y	Y	Y	Y	Y	5
ONTARIO											
Ryerson Polytechnic	4	6	1			Y	Y	Y	Y	N	4
York University	4	6	3	3	189	Y	Y	Y	Y	Y	5

Exhibit II Volunteer Administration in Higher Education

KEY:

Organization: Educational Institution

Type: Type of Educational Offering.

1. University courses.
2. Community College.
3. Graduate Program.
4. University Sponsored/Community Based.

Sessions: Number of sessions to complete program.

Degree: Recognition of accomplishment.

1. Noncredit Certificate.
2. Major or Minor Degree.
3. University Credit or Certificate.

Hours: Classroom Contact Hours in Volunteer Mgt./Admin.

Related: Classroom Hours Related to Volunteer Mgt./Admin.

Planning: AVA Competency Area I: Planning and Organizing. Y = Yes, part of the curriculum. N = No, not part of curriculum.

Staffing: AVA Competency Area II: Staffing and Directing. Yes or No.

Evaluation: AVA Competency Area III: Controlling, Monitoring and Evaluation.

Org Beh: AVA Competency Area IV: Individual, Group and Organizational Behavior.

Profession: Grounding in the Profession of Volunteer Administration.

Total Offered: Total Number of AVA Competency Areas Offered.

Vertical shaded section: The classroom hours offered in volunteer management.

Horizontal shaded sections: The educational institutions that offer these classrooms plus all five of the AVA Competency Areas.

their programs on the AVA competencies: Arkansas University, Niagara County Community, and Vermont College.

The importance of these accomplishments is that a DACUM PROCESS can be used as a basis for the needed courses. The competencies of the AVA Certification Program have been found to be a good place to start.

THE SUMMIT ON VOLUNTEER MANAGEMENT/LEADERSHIP TRAINING

Forty national organizations were represented at the Summit on Volunteer Management/Leadership Training in May 1992. The mission statement drafted was "to utilize this network of organizations and participants to identify and develop vehicles to disseminate information and share resources."

This gathering was significant because many of the trainers and practitioners in the field of volunteer administration are presently the adjunct professors/trainers in the courses and programs listed in Exhibit II. They are also facilitating work-

shops and seminars on volunteer management. Many are mentoring practitioners new to the field. The sharing of the resources that the Summit has started will enhance and expand the body of knowledge available to the institutions of higher education for their programs on volunteer administration.

CONTINUING EDUCATION CREDITS (CEUs)

The 1991 International Conference on Volunteerism initiated the process of awarding CEUs to participants at accredited workshops. These widely recognized educational units were first awarded at the 1992 ICVA and will be offered at the 1993 Conference in Little Rock. The awarding of CEUs is an important move in the bond of affiliation between AVA and the educational community.

NETWORKING AND RELATED CONFERENCES

AVA has enlarged the information base so important to the strengthening of the field of volunteer administration by mak-

ing contact with the Indiana University Center on Philanthropy. Among other services, the Center has made available listings of articles and sources in non-profit management that are updated every two months.

AVA has compiled a list of all of the conferences that have offerings of interest to volunteer administrators. This list has appeared in the *AVA Update* and will be kept current.

CAMPUS OUTREACH OPPORTUNITY LEAGUE (COOL)

As the need for trained and experienced volunteer administrators grows with the recognition of the need for effective management of the nonprofits, it is imperative that the youth—who are the pool from whom these administrators will come—be exposed to volunteering and volunteer management. Campus Outreach Opportunity League is the organization on campuses which encourages students to give service to the community as volunteers and volunteer managers. The five critical elements that define the program are: the community voice, orientation and training, meaningful action, reflection, and evaluation. These elements have led to an informal curriculum coordinated by students for students. The connection between AVA and COOL is mutually advantageous. The value of involving college youth as volunteers cannot be emphasized enough.

CONCLUSIONS AND FURTHER DIRECTION

The most fascinating part of the session at the Conference was the new knowledge that surfaced both at the formal presentation and on the bulletin board display. Even as you are reading these words, more courses on volunteer administration and management are being created and reported. The research, the reports, and the spirited discussion at the meeting have led the Subcommittee to the following conclusions and challenges for the coming year and beyond:

- The number of volunteer management courses being offered is increasing.
- The AVA Competency Statements can be effective in the curriculum planning.
- Although a number of the reported courses were designed without AVA input, they are compatible with the AVA Competency Statements.
- It is to the benefit of all those who work in the nonprofit field, whether as staff or volunteer personnel, that AVA become more active to strengthen the link between AVA and the colleges and universities planning curriculae.

We have gone from looking where we were, to where we are, to where we want to be. We have gotten enough information to show that colleges and universities are offering courses in volunteer management. We also have information on community offerings. Our challenge is to build strong partnerships to strengthen the educational foundation for the profession of volunteer administration.

ACKNOWLEDGMENTS

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And warm thanks to all of you who are on our mailing list. You have been invaluable in our search for information and we will keep up our correspondence.

APPENDIX A

Educational Institutions with Curricula Compatible with the AVA Competencies With Contact Hours in Volunteer Management

ALBERTA

Grant MacEwan Community College
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CALIFORNIA

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