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INSC 559 (Grant Development for Information Professionals) Fall 2017: Syllabus

Course Section: 001 (CRN 47294) and 002 (CRN 47295)

Meeting Time and Place: Friday, 6.30-9.10pm Eastern Standard Time: Cyberspace!

Course Credit Hours: 3 Graduate Credit Hours

Faculty Contact Information



Instructor: Dr. Bharat Mehra

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Catalog Description:

Develops grant-writing and strategic relationship management skills for information professionals who may benefit from external funding opportunities and proposals. Creates and manages community partnerships to provide innovative information services to various constituencies such as underserved populations, public libraries, special libraries, and others in diverse information-related environments.

Value Proposition:

The course focuses on the process of grant development for library and information science (LIS) students to develop strategic relationship management skills while responding to external funding opportunities and proposals. Relationship building is significant component in developing successful grant projects and both are important in the 21st century to create and manage partnerships with community agencies in providing innovative information services to diverse, multicultural communities. The course calls for building stronger connections between all kinds of libraries (academic, public, school, special, and/or other), information agencies, community organizations, funders, local businesses and industry, government sector, and telecommunication services to solve specific information-related problems in the contemporary American society.

Prerequisites: Consent of the Instructor.

Course Objectives:

In the context of limited funding and budget constraints on library spending, it is imperative for new LIS graduates to assume responsibility in developing and implementing externally-funded grant projects. Part of the process involves critically examining strategic planning and relational management skills to develop successful grant proposals. The purpose of this course is to have students learn grant-writing skills that are relevant across different information environments, especially for those interested to improve services in rural library settings. The course explores the strategy of developing community partnerships as a part of hypothetical grant-writing activities. All course expectations and assignments are designed towards writing a grant proposal that students can submit to a funding agency after the semester ends, based on specific deadlines.

Writing a grant proposal during the course will involve making connections between the following: 1) Identification of library or information-related context and its study in terms of existing collections, services, and/or policies (organizational profile); 2) Selection of a segmented audience/group and analysis of their needs and expectations (statement of need) to identify particular information-related problems and service plans in the library or information-related setting (project description; approach methodology; evaluation process); 3) Completion of the generic grant application requirements integrating the above aspects for a specific library or information-related project.

Upon completion of this course, the student should be able to:

- Recognize the role of strategic relational management in developing successful externally-funded grant projects;
- Develop understanding of the grant-writing process and competency in grant-writing skills;
- Translate audience needs into a service plan to create innovative information services that will be represented in a well-written grant project;

- Include a completed grant project in their professional portfolio that may lead to positive job opportunities and prospective career development.

Learning Environment:

Interactive teaching, active learning, and critical/creative thinking are significant ingredients to the success of this course. Communication, participation, and sharing are important for maximizing how much all of us gain from each other's contributions. It is therefore up to individual students how much you get from class interactions, and make the experience interesting and meaningful to you in the process.

The design of the course will help nurture individual passion, interests, and strengths, while at the same time, making the entire experience worthwhile for us all. The sessions of the course consist of lectures, demonstrations, discussions, and worksheet sessions that will help developing an individualized grant project that can be implemented in future professional settings. An optional strategy is for students to actually submit their grant proposals, based on the deadlines for this year or possibly for next year.

Course Communications:

Feel free to ask questions or share ideas, drop by my office, or make an appointment at a time that is more convenient for you. E-mail is always a reliable way to contact me and I check mine most regularly. In order to make the entire process efficient, I have set my mail to sort incoming messages; so to assure a quicker response from me always start your message subject line with INSC 559 and I will usually get back to you within 48 hours, often even faster! For technical issues, contact OIT (<http://help.utk.edu/footprints/contact>).

Texts/Resources/Materials:

- Required (*Online readings*): Based on students' feedback, select chapters from the Gerding & MacKellar text are placed on the Blackboard class space as pdf files.
- *Grants for Libraries: A How-To-Do-It Manual* by Stephanie K. Gerding and Pamela H. MacKellar. Neal-Schuman Publishers, Inc. 2006. I do believe the whole book is an important work so those who want to purchase it will definitely find it worth buying though I leave it up to you if you want to purchase the book for future reference. Additional required readings (listed in the course schedule that follows) are also placed on the Canvas class space as pdf files.
- A recommended text (optional) for the class is: *Strategic Planning for Results* (PLA Results Series) by Sandra Nelson for the Public Library Association. American Library Association. 2008.

Course Requirements, Assessments, and Evaluations:

GRADES

Overview of Assignments

1. Review of a Case Study Grant Proposal = 15% of the total grade

2. Library and/or Information-Related Context	=	15% of the total grade
3. Service Plan	=	15% of the total grade
4. Participation in Worksheet Activities	=	15% of the total grade
5. Grant Partnership Agreement	=	15% of the total grade
6. Final Grant Proposal	=	25% of the total grade
TOTAL		= 100% of grade

All your assignments will be deposited via the Canvas digital dropbox. In addition to fulfilling specific assignment criteria, all assignments will also be evaluated based on the following criteria:

- 1) The presentation of evidence and referencing to support your claims.
- 2) The overall quality of the writing.
- 3) The creative and critical thought exhibited in assignment including reflection, analysis, and interpretation.
- 4) The use of appropriate literature and source material.

Assignments cannot be re-written for improved grades. Late submission is subject to 2 point deduction per day and will not be credited if the graded assignments have been distributed. Mark your calendars for due dates.

ASSIGNMENTS AND EVALUATION CRITERIA

Grant-Writing Project: Guidelines/Considerations for the Grant Proposal Assignments

Students should address the requirements of each assignment in the context of a hypothetical project that they will develop for a grant proposal during the duration of the semester. Yet the grant-writing experience will build familiarity with the grant-writing process and real-time deadlines. Based on student feedback collected over a period of time, I believe the best option is for students to work individually on their grant-writing projects. Students are expected to have developed some ideas and groundwork prior to the beginning of the semester in terms of identifying particular library and/or information settings of their choice, specific service plans in that settings, and/or possible partnerships to include in their project. It is but expected that students will have to show commitment and involvement in our discussions and their projects during class and beyond. I am always available to help and assist in any manner that works for you.

The class time during different weeks will be used for the following two broad purposes interweaved throughout the semester (see course schedule for details): 1) Conceptualization and

discussion of the grant-writing process: Course strategy will consist of lectures to introduce concepts, frameworks, and details in the grant process cycle. 2) Participation in a seminar/workshop style for students to participate in worksheet activities to develop their grant proposals. The worksheet activities will insure that each student makes continuous progress in completing different parts of the grant application template during each week based on their own library or information-related project. The goal will be to eventually hand-in a completed grant proposal by the end of the semester.

The purpose of the grant-writing project is two-fold. The first, and in contrast to the generally theoretical nature of most courses as a whole, is to introduce students to the practical aspects of planning a service for particular library and information-related clientele. The second is to stimulate your imagination. Those of you who are currently working in a library or information-related setting may be able to ground your work on conditions relevant to that library or information-related setting. For those of you who are not currently working in a library or information-related setting, the course assignments will necessarily possess a more hypothetical character. In either case, I recognize that your work will represent an abstraction from reality, and that the hypothetical situation you must address will lack detail and tacit understanding.

The planning process associated with some of the course assignments are adapted from Sandra S. Nelson, *The New Planning for Results: A Streamlined Approach*. Chicago: American Library Association, 2001, as well as from the recommended text by the same author. Nelson presents a widely promulgated and adopted approach to planning services in public libraries and information-related settings that is officially sponsored by the Public Library Association. I do not expect you to acquire these books or be familiar with them. Select guidelines presented here are all you need for the course assignment.

There are some aspects of the course assignments that are problematic and I am aware of the issues. *The New Planning for Results* requires an analysis of the library or information-related setting, particularly its strengths, weaknesses, and capabilities in order to determine, one, if the library or information-setting is capable of providing the service, and two, to identify new resources required, or current resources that must be re-allocated in order for the library or information-related setting to provide the service. This step can lead to political struggles within the library or information-related setting, and between the library or information-related setting and its governing authority regarding mission and purpose. In addition, it is unlikely that a specific service will be developed outside of the context of an overall strategic plan, even if that plan is not as explicit as one that would be created by following the directives in *The New Planning for Results*.

The main problem here, however, is the lack of a budgeting aspect. This is unfortunate for several reasons. The service plan you are asked to develop remains abstract absent any consideration of how much it will cost. As you all are very much aware, financial conditions and discipline can

and do restrict service options. It is entirely possible that a desire to deny the importance and priority of service to marginalized groups in a community can be disguised as matters of limited resources and financial exigencies. It is also true that financial conditions can force a library or information-related setting to confront serious moral dilemmas. Hard decisions must be made regarding the provision of expected services to traditional users against reaching out to non-users or non-traditional users.

Although I ask you to indicate how you would develop cost estimates for the service you plan, I do not expect you to have access to the information specific to a particular library or information-related setting that you would need to actually provide the cost estimates. Keep in mind, however, that a budget is essential to any internal plan, grant proposal, or pitch to an external funding source. Nevertheless, you may assume for the purpose of the course assignment that your library or information-related setting has adequate financial resources to fund your plan. For some of you, this may be a wildly unrealistic assumption. For others, who are not currently working in a library or information-related setting, you may simply not know if your plan is feasible for the library or information-related setting or community you identify. I am aware of these difficulties, and I will not fault you for thinking big, or outside of the box.

The goal of the course assignments is to help develop skills in grant writing for diverse populations in a particular library or information-related setting. You may not be able to submit the grant you write for this class to an actual funding agency owing to their specific deadlines, lack of specific information to complete the grant, etc. However, you should be able to submit the draft grant proposal you create for this class at a future date if and when such information becomes available to you.

Some funding agencies to explore on your own include:

Resources

- Janice Kelly, “Lessons Learned: Coordinating Community Outreach Grants for Maximum Effectiveness,” Presented at the 2004 TLA Conference. *The Tennessee Librarian*, Volume 54, Number 2. (<http://c.ymcdn.com/sites/www.tnla.org/resource/resmgr/imported/v54n2spr2003.pdf>).
- [The National Institute of Food and Agriculture, United States Department of Agriculture] Grants (<https://nifa.usda.gov/grants>).

Federal Agencies

- Institute of Library and Museum Services (IMLS) (<http://www.ims.gov>).
- National Science Foundation (NSF) (<http://www.nsf.gov/>).

State Agencies

- Tennessee State Library and Archives: Library Services and Technology Act (LSTA) Grants (<http://www.tennessee.gov/TSLA/lps/grants/grants.htm>).
- Technology Opportunities Program (<http://www.ntia.doc.gov/otiahome/top/grants/links.htm>).
- Tennessee Education Association: Scholarships, Awards, & Grants (<http://www.teateachers.org/scholarships-awards-grants>).
- Tennessee Department of Education (<http://tennessee.gov/education/>).

Follow American Psychological Association Citation Style available at OWL Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>).

Assignment: On the Canvas designated space identify the library or information organization/agency that will serve as the home for your grant proposal, the specific target group whose need will be met, and the type of service you plan to develop no later than the third week of the semester.

Assignment 1: Review of a Case Study Grant Proposal (15% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: September 15 by midnight

DESCRIPTION: Select one grant proposal from the sample applications presented in one of the following library-related program categories of the Institute of Museum and Library Services (www.ims.gov):

- Laura Bush 21st Century Librarian Program
- National Leadership Grant

Assume you are the reviewer of the grant proposal and present your critical review of the application according to the following major criteria against which any submitted proposal is judged. Read through the selected application repeatedly, and ask whether the answers to the questions below are clear, even to a non-librarian.

- Does the proposal address a well-formulated problem or need? Explain. [Assessment of Need]
- Is it a real need of a community, or is the applicant just trying to find a reason to justify a project they think would be fun to implement? Are needs of a specific audience in the community and diversity represented in the proposal? [Diversity]
- Is it an important problem, whose solution will have useful effects? [Impact]
- Is special funding necessary to solve the problem, or could it be solved using existing library resources?

- Is there a good idea on which to base the project work? The proposal must explain the idea in sufficient detail to convince the reader that the idea has significant substance, and should explain why there is reason to believe that it is indeed a good idea.
- Does the proposal explain clearly what work will be done? Does it explain what results are expected and how they will be evaluated? How would it be possible to judge whether the work was successful? [Project Methodology/Evaluation]
- Does the proposal present a clear description of project resources that will be used? Is there a well identified budget, personnel, and management plan presented? [Project Resources]
- Is there evidence that the library knows about the work that others have done on the problem?
- Does the library have a good track record with grants and will the library leadership be committed to implementation of this grant project?
- Does the proposal have a strong dissemination strategy and what are the steps discussed for sustainability of the project? [Dissemination and Sustainability]
- Provide a final assessment of the grant application in terms of one of the following and justify your response: 1) Excellent: Recommended for funding; 2) Very Good: Highly recommended; 3) Good: Recommended, but not high priority; 4) Some merit, but not recommended for funding; 5) Do not fund.

Assignment 2: Library or Information-Related Context (15% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: October 13 by midnight

DESCRIPTION: Assume you are a librarian or information professional working for a library or information-related setting with which you are familiar. For some of you this will be the library or information-related setting for which you currently work. For others, you will have to choose a specific library or information-related setting. For example, you may choose to assume you are working for your local public library, your local school library system, local academic library, technology office of a company, software design office, or a web development agency. Your director is aware of the general need of the library or information-related setting to address needs arising from the diverse nature of the community served by the agency or institution and asks you to identify a potential target audience for a new service, and develop a plan for providing that service.

1. Identify your library or information-related setting and briefly describe the community it serves. This description should provide a broad economic and demographic overview of the community, with attention devoted to the presence of specific groups based on class, race and ethnicity, gender, sexual orientation, age, physical disability, and/or other variables relevant to your project and service plan.

2. Identify a specific service target group, the need the library or information-related service will address, and the benefit that will accrue to the group and the community as a result of the library or information-related service. This section must be specific. For example, the target group might be gay and lesbian young adults, and their need for information to help them cope with their emerging sexual identity and orientation. You need to fully explain the condition of the target group that gives rise to the need, and you must fully conceptualize and describe the information need arising from that condition. In addition, answer the following questions:

- Why does their condition give rise to the need?
- What obstacles (social, cultural, and institutional) stand in the way of their satisfying that need?
- How can the library or information-related setting help? Why is the library or information-related setting well suited to serve this group and its specific need?
- What is the general nature of the benefit the target group, and as a result the community, will receive? What are the outcomes? In other words, justify the service to be provided and the library or information-related setting's role in providing it.
- What other community organizations that might serve as allies (partners) either as direct service providers or as a means to reach the service target group?

Assignment 3: Service Plan (15% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: October 27 by midnight

DESCRIPTION: Develop a service plan composed of the following parts:

1. Describe generally what the library or information-related setting will do and how the service will be delivered.
2. Identify at least two specific goals whose achievement will meet the identified need.
3. For each goal:
 - Identify two to three specific objectives whose accomplishment will realize the goal.
 - Identify the specific activities that will be undertaken to accomplish the objectives.
 - Identify the resources that will be needed. These include: Staff, Collections/Information Resources, Facilities, Technology, Other.
 - You need not provide cost estimates for these concerns, but indicate generally what you would do to develop such estimates.
 - How will you determine if the goal has been achieved? How will you evaluate the service and its outcome for the target group? Will you use specific measures associated with the objectives (e.g. number of users served, # of service units delivered), subjective measures (surveys, focus group interviews), measures of community impact or change, or some combination of all of these?

Note the planning hierarchy implied here (Replicate this hierarchy in the context of your service plan):

Need

Goal

Objectives

Activities

Resources

Evaluation Methods

(Is the need satisfied? How do you know?)

4. Communication

Describe how you will reach the target audience. How will you make them aware of the service, its value, and the benefit they will derive from it? What will be the focus of your message, and what media will you use to reach the target audience. Consider both formal and informal channels of communication.

Assignment 4: Worksheets Handed on Blackboard and Discussed during Class (15% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: Three Worksheets handed on Blackboard by midnight on September 28 (Worksheet 1), October 19 (Worksheet 2), and November 9 (Worksheet 3).

DESCRIPTION: The following worksheets (Worksheet 1, Worksheet 2, and Worksheet 3) are to be developed and discussed by each student on the assigned dates while working in breakout sessions. These have to be deposited on Blackboard by the assigned dates and carry 5% of the total grade each.

During the breakout session each student will report to their group members the worksheet development in the context of their grant proposal. So make sure you attend class during the days that the worksheet activities will be conducted.

The worksheets will not be graded for the content; the grade is just for meeting the expectation that the student submitted their worksheets by the deadline and presented/discussed the relevant portions of the worksheet with their group during the breakout session. Students can prepare in advance before class time to develop the content for each worksheet. This will help them to make best use in sharing key aspects about their grant proposal during the time of the breakout session.

Developing the worksheets will help in completing Assignment 2, Assignment 3, Assignment 5, and the Final Grant Proposal.

Worksheet 1 (Making the Commitment Worksheet): 5% of the total grade (including power point slides), In class September 29.

The following questions will help you determine if your library can really make the commitment to apply for a grant.

1. Commit to Accountability
 - Identify how the grant project will definitely support your library's vision and mission?
 - Provide evidence that your library leadership will support the project?
 - Show how the library director will commit the necessary resources to the project/grant?
 - Explain how the library staff will have the time needed to complete the application process and to implement the project?
 - Will the grant team have the necessary supplies, equipment, services and space?
 - Can the library follow through on the promises made in the grant proposal?
 - Will the library spend the funds as specified and keep accurate accounts?
 - Will you make sure there are not other organizations in your community already doing your project and filling the need?
 - Will all grant reports be filed on time?

2. Commit to Effective Communication
 - Will your proposal be as clear, concise, and honest as possible?
 - Will your goals, objectives and activities be clearly identified and understandable?
 - Will you be able to convey that your library and the project are important?
 - Will you ask for what you really need?
 - Will all the library staff, board members, leadership, partners and volunteers be continually informed about the grant?
 - Will you ask the funder if the library's grant project clearly fits their interests?
 - Will you use all your contacts?

3. Commit to Meeting Community Needs
 - Will your library identify the needs of your community?
 - Will your analysis include enough information to educate and inspire the funder?
 - Can statistics be used to quantify the problems identified?
 - Can stories and cases be used regarding specific patrons or programs that illustrate the needs?
 - Will your grant project focus on solutions to meeting community needs?
 - Will you identify a target audience for your grant project and involve representatives in the planning process?

4. Commit to Planning

- Does your library have a strategic plan? Will you review it before writing your grant?
- Will you have a project plan that includes goals, objectives and activities and is based on your strategic plan?
- Will you set deadlines?
- Will you organize your materials (research, grant materials, etc)?
- Will you have a budgetary goal?
- Will you have a method to track tasks and contacts?

5. Commit to Partnerships

- Will you cultivate a strong relationship with your grant's funder?
- Will you develop the appropriate collaborations to leverage resources, share expertise and support the project?
- Will you determine what groups in your community share your library's vision and goals and approach them as partners?
- Will you invite community members to focus groups and planning sessions?
- Will you complete a partnership agreement outlining goals, responsibilities and benefits?

6. Commit to Evaluation

- Can your library clearly identify what success is in respect to the grant project?
- Will you have an evaluation plan or logic model to determine if your project has met its goals?
- Will you be able to identify what impact your project achieves; what difference the project makes?
- Will you identify outcomes for the project? Will your project have meaningful results that cause a change in people's behavior, attitudes, skills, condition or knowledge?
- Will you have a benchmark plan designed to measure each outcome?

7. Commit to Sustainability

- Will your project be completed?
- Will your project be supported by leadership after grant funds are depleted?
- Will you plan a funding strategy to continue your project after grant funds are depleted?
- Is your project reliant on a single person?
- If your project involves hiring new staff members, will their positions be maintained after the grant period ends?

Worksheet 2 (Strategic Planning Worksheets): 5% of the total grade (including power point slides), In class October 20.

Answer the following questions and complete the tables (shown below) with the strategic plan goals, objectives, and activities for your grant project.

A. Library Planning Checklist

- Have you developed a clear mission for your library?
- Have you clearly defined what the library does?
- Are your goals obtainable and supportive of your library’s mission?
- Are your objectives clear, measurable and tied to goal achievement?
- Do you periodically evaluate your objectives to be certain progress is being made?
- Have you selected a strategy collecting data on your community and library?
- Are statistics compiled to allow easy retrieval of useful information?
- Are statistics kept that are seldom or never used?
- Can you list the strengths of your library?
- Are you aware of key weaknesses in your library?
- Are you involving your library staff and community members in the planning process?
- Did you communicate the final plan to staff, leadership, and community members and respond to their concerns?
- Is your timetable for implementation of your library’s plan realistic?
- Have you designated specific dates for assessing progress toward goals?

B. Strategic Plan Goals, Objectives, and Activities

Goals from Strategic Plan	Objectives from Strategic Plan	Activities from Strategic Plan
Goal 1	Objective 1.1	1. 2. 3.
	Objective 1.2	1. 2. 3.

Goal 2	Objective 2.1	1. 2. 3.
	Objective 2.2	1. 2. 3.
	Objective 2.3	1. 2. 3.
Goal 3	Objective 3.1	1. 2. 3.
	Objective 3.2	1. 2. 3.
	Objective 3.3	1. 2. 3.
Goal 4	Objective 4.1	1. 2. 3.
	Objective 4.2	1. 2. 3.

C. Project Planning

1. Describe your project in one sentence. Include what you will do, where, why and with whom.	
2. List keywords that describe your project.	
3. Describe the need in your community or the problem your project will address.	
4. Identify target audience for the project.	
5. What are the goals of the project?	
6. What are the specific changes you expect to make in your community or among the beneficiaries of your project? Articulate objectives for the project.	
7. List the steps required to make the changes listed above. Develop activities or strategies required to reach an objective. How are you going to solve this problem?	
8. List the resources you will need to accomplish the steps What resources do you already have?	
9. Cost.	
10. List your partners on this project Who else is addressing this problem in our community? Who is likely to partner with us on this project?	
11. Describe how you will measure your success. How will things be different or what will the improvement be?	

Worksheet 3 (Grant Action Plan Worksheets): 5% of the total grade (including power point slides), In class November 10.

Project Action Steps

Project Objectives	Personnel	Action Steps

Project Timeline

Activity	J	F	M	A	M	J	J	A	S	O	N	D

Personnel Budget

Position	Salary	Benefits (%)	Total
Total Personnel Costs			

Non-personnel Budget

Item	Description	Costs
Marketing		
Equipment		
Copying Costs		

Supplies		
Space Rental		
Travel		
Other		
Total Non-personnel Costs		

Evaluation Plan

Goal	Outcome	Objective	Evaluation Method	Timeline

Assignment 5: Grant Partnership Agreement (15% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: November 17 by midnight

DESCRIPTION: Complete the following Grant Partnership Agreement for your grant project.

- List the library or information-related agency's name and contact information.
- List the name and contact information for all partners and collaborators in your grant project.
- Identify a succinct and appropriate grant project name.
- Provide an overview of the project: (include project description, and the goals, objectives, activities and outcomes of the project).
- Identify the goals of the grant partnership.
- Present an implementation plan for the grant project (outline the roles and responsibilities of all agencies, institutions, and partners/collaborators regarding the management of this grant project).

- Identify the resources to be provided in the grant project (include staff, funding, equipment, facilities, and by whom these will be provided).
- Provide a project timeline: (include beginning and end dates of partnership; dates to review progress, dates related to the grant).
- Discuss the impact of partnership on each partner: (overview of the gains and losses expected for each partner, including ownership of any products to be created with grant funds or shared funds).
- Discuss the sustainability of the grant project: (if project is to be sustained after the partnership ends, how will it be maintained?).
- Include services to be provided in/by the grant project: (include programs, services and activities, and party responsible).
- Present an evaluation process related to the grant project: (include any reports along with due dates and party responsible).

Assignment 6: Final Grant Proposal (25% of the total grade)

Points: A+ = 140; A = 130-140; A- = 120-130; B+ = 110-120; B = 100-110; B- = 90-100; C+ = 80-90; C = 70-80; C- = 60-70; D+ = 50-60; D = 40-50; D- = 30-40; E+ = 20-30; E = 10-20; E- = 0-10.

DUE DATE: December 8 by midnight.

DESCRIPTION: Complete the requirements for submitting a final grant project adopting the template grant proposal (From Gerding & MacKellar available on class Blackboard website).

Class Participation: In-class and online communication develop skills that are an essential part of the professional and academic environment. Though there is no participation grade assigned separately I expect you to participate during class (especially during the latter part of the semester while working on the worksheet activities) and also on the class discussion board. Here are some ideas to help encourage online conversation: 1) You can post questions to the list based on what we have read, or on related topics that you observe at work or in your community; 2) You can continue conversation that we have had during class sessions; 3) You can outline controversies surrounding theories or media clips and encourage others to assess the different perspectives.

Attendance is compulsory though class discussions are archived and can be heard at a later date. Please inform the instructor if you plan to miss class on a particular day. Attendance during all the sessions is especially compulsory since students are expected to participate in worksheet activities and develop, discuss, and present different parts of the grant application template every week based on their library or information-related grant project.

HOW TO COMPUTE YOUR GRADE: All assignments will receive a letter grade ranging from A+ to E-. The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting for the assignment.

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A +	140	B-	90	D	40
A	130	C+	80	D-	30
A -	120	C	70	E+	20
B+	110	C-	60	E	10
B	100	D+	50	E-	0

For example, if you receive a "B" on Assignment 2 (Library and/or Information-related Context), you have earned 15 points (100 X .15 = 15). Here's how it works for the course grade overall: to earn an "A" you must earn at least 130 points; for a "B" you need at least 100 points; for a "C" you need at least 70 points, and for a "D" you must have at least 40 points. You will receive an "E" if you have 10 points.

Academic Integrity:

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

CHEATING AND PLAGIARISM: When you do work for this class, remember that any sources you use should be credited and that materials on the web should be cited too.

Follow American Psychological Association Citation Style available at OWL Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/560/01/> for your citations, and be sure to include any resources from the web.

If you use someone’s words or ideas without attribution – that’s plagiarism. Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don’t do it! If you cheat or plagiarize, you will fail the course (E grade); and could face further actions. Further information is available in *Hill Topics*, the UTK student handbook.

University Civility Statement:

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the

campus asks that all its members adhere to the principles of civility and community adopted by the campus.” [URL: <http://civility.utk.edu/>].

College of Communication and Information Diversity Statement: The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (For CCI’s full Diversity Statement, see URL: <http://www.cci.utk.edu/diversity-statement>).

Disability Services:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

Week	Date	Topic & Assignments of the Day
Week 1	Aug. 25	<p>Welcome & Syllabus</p> <ul style="list-style-type: none"> • Introduction to the course, instructor, and requirements. • Sharing of students’ course expectations and discussion of student ideas for grant projects. • Myths and assumptions about grant-writing.
Week 2	Sept. 1	<p>Overview: Grant Process Cycle</p> <ul style="list-style-type: none"> • Reading: Chapter 1, Gerding & MacKellar [On Canvas course space].
Week 3	Sept. 8	<p>Library Management: A Case Study Approach</p> <ul style="list-style-type: none"> • Reading: Case study basics (pp. 23-64). In <i>Library Management: A Case Study Approach</i> (ed. Ravonne A. Green). Oxford, UK: Chandos Publishing, 2007. [On Canvas course space]. <p>Reviewing of grant projects.</p> <p>Overview Assignment 4 (Worksheet Activities).</p> <p>DUE: On the Canvas designated space identify the library or information organization/agency that will serve as the home for your grant proposal, the specific target group whose need will be met, and the type of service you plan to develop.</p>
Week 4	Sept. 15	<p>Strategic Relational Management (External) & Library Audiences</p> <ul style="list-style-type: none"> • Reading: Chapter 1 (Definitions, Objectives, Alternatives) (pp. 3-18) and Chapter 5 (The Context of Users and Their Needs) (pp. 93-112), <i>Strategic Management for Public Libraries: A Handbook</i> (The Greenwood Library Management Collection) by Robert M. Hayes and Virginia A. Walter (1996). [On Canvas course space]. <p>DUE: Assignment 1 by midnight.</p>

Week 5	Sept. 22	<p>Library Planning (Internal)</p> <ul style="list-style-type: none"> • Planning in library success; Strategic planning. • Service responses. • Reading: Chapter 2, Gerding & MacKellar [On Canvas course space]. • Reading: Chapter 2, <i>Strategic Planning for Results</i> (PLA Results Series) by Sandra Nelson for the Public Library Association (2008). [On Canvas course space].
Week 6	Sept. 29	<p>Doing of Grant Writing (Worksheet 1)</p> <ul style="list-style-type: none"> • Case Example(s) (from Gerding & MacKellar) • In class Assignment 4 Worksheet 1: Making the Commitment Worksheet. <p>DUE: Presenters submit Assignment 4 Worksheet 1 by September 28 midnight [Not graded].</p>
	Oct. 6	FALL BREAK HOLIDAY
Week 7	Oct. 13	<p>Designing & Developing a Grant Project</p> <ul style="list-style-type: none"> • Reading: Chapter 3, Gerding & MacKellar [On Canvas course space]. <p>DUE: Assignment 2 by midnight.</p>
Week 8	Oct. 20	<p>Doing of Grant Writing (Worksheet 2)</p> <ul style="list-style-type: none"> • Case Example(s) (from Gerding & MacKellar) <p>In class Assignment 4 Worksheet 2: Strategic Planning Worksheets.</p> <p>DUE Presenters submit Assignment 4 Worksheet 2 by October 19 midnight [Not Graded].</p>
Week 9	Oct. 27	<p>Understanding Funding Sources & Resources</p> <ul style="list-style-type: none"> • Outcome-based assessment. Reading: Chapter 1 (The What, When, and Why of Outcome Measurement) (pp. 1-18). In <i>Demonstrating Results: Using Outcome Measurement in Your Library</i> by Rhea Joyce Rubin for the Public Library Assoc. (2006). <p>DUE: Assignment 3 by midnight.</p>

Week 10	Nov. 3	<p>Creating and Submitting a Grant Proposal</p> <ul style="list-style-type: none"> • Reading: Chapter 7, Gerding & MacKellar [On Canvas course space]. • Discussion Template Grant Proposal Packet.
Week 11	Nov. 10	<p>Doing of Grant Writing (C)</p> <ul style="list-style-type: none"> • Case Example(s) (from Gerding & MacKellar) • In class Assignment 4 Worksheet 3: Grant Action Plan Worksheets. • Overview of Assignment 5 (Grant Partnership Agreement). <p>DUE: Presenters submit Assignment 4 Worksheet 3 by November 9 midnight (Not graded).</p>
Week 12	Nov. 17	<p>Understanding Types of Funding Sources & Resources</p> <ul style="list-style-type: none"> • Reading: Chapter 5, Gerding & MacKellar [On Canvas course space]. <p>DUE: Assignment 5 by midnight.</p>
	Nov. 24	THANKSGIVING HOLIDAY
Week 13	Dec. 1	<p>Last Day of Class</p> <ul style="list-style-type: none"> • Fundraising. Reading: Chapter 1 (Understanding Fundraising Fundamentals) (pp. 3-30). In <i>Fundraising for Librarians: 25 Proven Ways to Get More Money for Your Library</i> by James Swan. Neal-Schuman Publishers Inc. (2002). • Wrap-Up & Course evaluation.
		DUE: Completed Grant Proposal Packet, December 8 by midnight.

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.