

School of Information Sciences

College of Communication and Information
University of Tennessee—Knoxville

COURSE INFORMATION

INSC 559-001/002 DE, Grant Development for Information Professionals
Spring 2023 (Fully Synchronous via Zoom)

Thursday, 6:30 – 9:10pm ET

Zoom Meeting ID/Password (must be logged in with UTK credentials)

Meeting ID: 931 0029 3077

Password: 807581

<https://tennessee.zoom.us/j/93100293077>

Faculty Contact Information

Joy-Marie Doan, Assistant Professor of Practice

Email via Canvas Inbox

451 Communications Bldg., Suite 440C, 1345 Circle Park Dr.

<https://sis.utk.edu/people>

Student hours are by appointment via Zoom



SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

Welcome Statement

Welcome to INSC 559: Grant Development for Information Professionals. Grantmaking supports a substantial amount of research, policy development and outreach in LIS. In this course, you will be introduced to the world of grant writing and

develop important skills to help you write successful grants for your library/information organization. By the end of the semester, you will have completed a project proposal requesting funding for a project you are passionate about. The hope is that you will leave the course with a strong sense of how to approach securing funding for your institution, as well as a tangible product (a completed proposal) that you can modify and submit to the agency of your choice in your current or future role as an information professional.

Class meets synchronously via Zoom on Thursdays from 6:30 – 9:10pm ET. The class meets from 26 January (first day of class) until 4 May 2022 (last day of class).

COURSE INFORMATION

Catalog Description

[From Course Catalog] Covers the grant-seeking process, including locating and evaluating grant opportunities, building relationships with funding agencies, analyzing the needs of the grant-seeking institution and the community at large, identifying and building key partnerships within the community, developing a grant proposal, and building a grant budget. (3 credits)

Additional Information

This course focuses on all aspects of grant development for library and information sciences (LIS) professionals. Students will gain practical experience and knowledge in grant writing as they build their skills in the grant-seeking process, including locating and evaluating grant opportunities, building relationships with funding agencies, analyzing the needs of the grant-seeking institution and the community at large, identifying and building key partnerships within the community, developing a grant proposal, and building a grant budget. Particular focus is given to developing community partnerships across different types of libraries, information agencies, community organizations, funders, local business and industry, the government sector, and telecommunication services to address the needs of diverse, multicultural communities in contemporary American society.

Student Learning Outcomes

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

In the context of limited funding and budget constraints on library spending, it is imperative for new LIS graduates to assume responsibility and develop practical skills for seeking out and implementing externally funded grant projects. Part of the process involves critically examining strategic planning and relational management skills to develop successful grant proposals across different information environments. This course explores the strategy of developing community partnerships as part of hypothetical grant-writing activities. *All course expectations and assignments are designed toward writing a grant proposal that students can submit to a funding agency after the semester ends, based on specific deadlines.*

By the completion of this course, the student will:

- Recognize the role of strategic relational management in developing successful externally funded grant projects;
- Develop understanding of the grant-writing process and increase 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 proposal in their professional portfolio that may lead to positive job opportunities and prospective career development.

Course Design

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities, and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in the **Course Outline** section of this syllabus.

The design of this course will help nurture individual passion, interests, and strengths, while at the same time, making the entire experience worthwhile for us all. The course sessions consist of lectures, demonstrations, discussions, and worksheet sessions that will help each student develop an individualized grant project that can be implemented in future professional settings. Students are encouraged to submit their grant proposals, based on the deadlines for their selected funding agency.

Required Texts

Gerding, Stephanie K., and Pamela H. MacKellar. *Winning Grants: A How-To-Do-It Manual for Librarians* (2nd ed.). Chicago: Neal-Schumann, 2017.

The Gerding and MacKellar text is available for purchase through the VolShop (campus bookstore); <https://www.utvolshop.com>. The text may also be available for purchase and/or rental via Amazon Textbooks (<https://www.amazon.com>), BetterWorld Books (<https://betterworldbooks.com>), or Barnes & Noble Textbooks (<https://www.barnesandnoble.com>).

All other readings and viewings listed in the **Course Outline** are available through different channels, including subscription databases from the University of Tennessee Libraries, unless otherwise noted in the **Course Outline**. If you have any access challenges, you are to: (1) contact a library staff member if it is an issue with accessing a resource listed in the library catalog or accessible from a library- licensed database; (2) look on Canvas to see if any scanned PDFs are provided there; and 3) check the Canvas Discussion Board to see if an alternative access point for the “unavailable” source has been posted. If said troubleshooting does not work, then, and only then, contact me via Canvas. All URLs in the **Course Outline** are checked at the start of the semester. Be aware that web content is dynamic, and URLs are subject to change or become unavailable (e.g., 404 “not found” error message).

Be sure to orient yourself to using library resources at the University. You are expected to retrieve the assigned journal articles etc., whether from the library’s collection or elsewhere. I do not provide instruction in how to do so. Consult library resource pages, such as "[Information for Graduate Students](#)," "[Distance Education](#)," and "[Tutorials and Videos](#)."

Recommended Texts

All papers and projects are to utilize either APA 7th ed. Or Chicago 17th ed. In addition to resources provided via Canvas course materials, you are strongly encouraged to engage with the following texts;

APA. *Publication Manual of the American Psychological Association: The Official Guide to APA Style* (7th ed.). Washington, DC: American Psychological Association (APA), 2020.

Hollister, Christopher V. *Handbook of Academic Writing for Librarians* (revised ed.). Chicago: Association of College and Research Libraries (ACRL), 2014.

The University of Chicago. *The Chicago Manual of Style* (17th ed.). Chicago: The University of Chicago Press, 2017.

Special note Turabian is not synonymous with Chicago and is not an acceptable style manual for use of citations in INSC 559.

Both the APA manual and Hollister recommended texts are available for purchase through the VolShop (campus bookstore); <https://www.utvolshop.com>. The text may also be available for purchase and/or rental via Amazon Textbooks (<https://www.amazon.com>), BetterWorld Books (<https://betterworldbooks.com>), or Barnes & Noble Textbooks (<https://www.barnesandnoble.com>). The Chicago manual is available as a digital resource via Hodges Library; https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/bcmt7h/alma9922460960102311.

COMMUNICATION

Email

I strongly encourage and welcome email communication. To best ensure that your inquiries are answered, I solely accept emails related to course content via Canvas. You can expect responses to occur between 24 – 72 business hours, excluding weekends, federal or University holidays.

Instructor Availability

In addition to Canvas email, students are encouraged to meet with me regarding course content. To this end, I hold student hours via Zoom by appointment only. Appointments should be requested via Canvas Inbox at least 24 business hours in advance and are then scheduled at the liberty of the both the student and instructor schedules.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. In addition, you must have software installed on your computer to download and open the (pptx format) lecture notes from Canvas.

The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

Throughout the course students are expected to;

1. Attend all classes.
2. Actively participate in group activities in/outside of class.
3. Thoroughly engage with course materials.

4. Act in accordance with UT's Civility Statement and Honor Statement.

Instructor Expectations

Throughout the course the instructor of record is expected to;

1. Prepare for all classes.
2. Respond to all student inquiries in 48 – 72 business hours.
3. Aim to provide an engaging learning community.
4. Act in accordance with UT's Title IX and FERPA guidelines.

Attendance and Participation

Class Participation

Class participation is a valued aspect of this course. Whether discussions take place in the class or outside of class (e.g., via the discussion board on Canvas), they should be conducted in a respectful manner, in line with the University Civility Statement. Be considerate of your classmates by arriving to class *on time*; completing the required readings and viewings; and being an active participant in class-related activities and discussions.

Class Attendance Policy

Class attendance is part of class participation. Students are expected to attend class each week and be fully prepared to *actively* participate.

Inclement Weather

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas. More information about the School's cancellation policy is available online. If UT cancels classes, then our class is automatically cancelled.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning

Any student who feels s/he may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility

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: <http://civility.utk.edu/>.

CCI 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.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: *“Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”*

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

“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.”

Plagiarism

Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Evaluation

Your final course grade is based on participation and six (6) scaffolded assignments. Assignments are submitted via Canvas. Be aware: Not all due dates coincide with a class session. See "Assignments" on Canvas for instructions.

Assignment	Due Date	Max Points/Grade %	MSIS Program Outcome
Introduction	29 January	5/5%	
Grant Proposal Case Study	12 February	10/10%	
Applicant Organization & Community Scan Exercise	26 February	10/10%	5
Grant Selection Exercise	12 March	10/10%	
Preliminary Proposal	16 April	20/20%	3
Final Grant Proposal & Video Summary Presentation	14 May	45/45%	8,9

Due Dates and Late Assignments

Late work will only be accepted under two (2) circumstances, that 1) you are involved in a UTK-approved emergency (<https://prepare.utk.edu>); or that 2) you have sought prior agreement from me at least 36 business hours before the assigned due date. Note that final projects are not considered for late submission unless there is a dire (<https://www.dictionary.com/browse/dire>) emergency.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

Evaluation

You are welcome to discuss your assignment evaluations with me. You should wait 24 business hours after receiving the grade to contact me, and present documentation for why you believe you have earned a different grade. Please note that as the instructor of record, I reserve the right to make the final decision.

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process, as I take your feedback into consideration when designing the course output for future terms. Course evaluations are anonymous. However, civil and professional comments and critiques are valued.

DISCLAIMER

Please be aware revisions may be made to this syllabus, including the Course Outline, over the course of the semester, and as such, the content contained within is subject to change. Be assured that I will never move an assignment due date earlier; if any due dates are moved, it will be to a later date.

COURSE OUTLINE

Session	Date	Topic	Objectives/Readings	Assignment
1	26 January	Course Overview & Introduction to Grants	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Define and discuss principles of self-discovery, and ● Build the foundations of an interactive, engaging, and safe learning environment. ● Explore course materials. ● Explore course delivery style. ● Provide an introduction to grant writing. <p><u>Readings</u></p> <p>Landau, Herbert B. "Grantsmanship Fundamentals, Definitions, and Rules." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 4 – 9. Chicago: ALA, 2010</p>	Introduction Due 29 January
2	2 February	Dissecting Grant Proposals	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Provide an overview of the cycle of grants. ● Discuss the components of a grant proposal. ● Conduct group work portion of Grant Proposal Case Study Assignment (Due 12 February). <p><u>Readings</u></p> <p>Gerding & MacKellar, Ch. 1, Part II, Making the Commitment Worksheet (p.165 – 166)</p> <p>Rodríguez-Kino, Diane, commentator, <i>The Grant Writing Process Step 1: Grant Selection & Networking</i>. 2018; London, U.K: SAGE Publications Ltd., 2018</p> <p>_____. <i>The Grant Writing Process Step 2: Project Planning & Design</i>. 2018; London, U.K: SAGE Publications Ltd., 2018.</p>	

			<p>_____. <i>The Grant Writing Process Step 3: Evaluation & Submission</i>. 2018; London, U.K: SAGE Publications Ltd., 2018</p> <p>Zambare, Aparna. "The Grant-writing Process: A Learning Experience." <i>College & Research Libraries News</i> 65, no. 11 (2004): 673 – 676.</p>	
3	9 February	Pre-proposal: Identifying Point of Funding Need(s)	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Discuss how to conduct community scans and service area analysis. ● Discuss the importance of aligning grant pitch to the library's strategic plan. ● Discuss balancing other duties in your portfolio along with a grant. <p><u>Readings</u></p> <p>Gerding & MacKellar, Ch. 2, Strategic Plan Worksheet (p.170 – 173)</p> <p>Landau, Herbert B. "Pre-proposal Market Analysis and Planning." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 10 - 20. Chicago: ALA, 2010.</p>	Grant Proposal Case Study Due 12 February
4	16 February	Pre-proposal: Locating Funding Agencies & Grant Opportunities	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Identify key grant funding sources for LIS organizations. ● Determine how best to choose an applicant organization. ● Discuss the importance of building relationships with grant program officer(s) and home institution grant team. <p><u>Readings</u></p> <p>Gerding & MacKellar, Ch. 4, Ch. 5, Winning Grants Sources & Resources Handout (p.184 – 186), Questions for Funders Checklist (p.187).</p> <p>Landau, Herbert B. "Initiating Contact with Grantors." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 48 - 61. Chicago: ALA, 2010.</p>	

			<p>_____. "Obtaining Solicited Competitive Grant Application Packages." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 62 - 66. Chicago: ALA, 2010.</p> <p>(Thoroughly Browse) Maxwell, Nancy Kalikow. "Grant-Related Organizations and Resources." In <i>The ALA Book of Library Grant Money</i> (9th ed.), authored by Nancy Kalikow Maxwell, 764 - 789. Chicago: ALA, 2014.</p> <p>(Thoroughly Browse) _____. "Grantors by Total Grant Value." In <i>The ALA Book of Library Grant Money</i> (9th ed.), authored by Nancy Kalikow Maxwell, 790 - 797. Chicago: ALA, 2014.</p> <p>(Thoroughly Browse) _____. "Grantors by State." In <i>The ALA Book of Library Grant Money</i> (9th ed.), authored by Nancy Kalikow Maxwell, 798 - 808. Chicago: ALA, 2014.</p>	
5	23 February	Pre-proposal: Networking & Finding a Collaborative Team	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Define CFP/RFP. ● Examine how to identify, assess, and select potential grant partners and personnel. <p><u>Readings</u></p> <p>Gerding & MacKellar, Ch. 3, Grant Partnership Worksheet (p.167 - 169)</p> <p>Hotlzclaw, Barbara, Carole Kenner, and Marlene Walden. "It Takes a Village (And the Villiage has a System!). In <i>Grant Writing for Nurses and Health Professionals</i> (3rd ed.), authored by Barbara Hotlzclaw, Carole Kenner, and Marlene Walden, New York: Springer Publishing Co., LTD.</p> <p>Rodriguez-Kino, Diane, commentator, <i>The Grant Writing Process Step 1: Grant Selection & Networking</i>. 2018; London, U.K: SAGE Publications Ltd., 2018. (re-watch)</p>	Applicant Organization & Community Scan Exercise Due 26 February

			<p><u>Pre-Class Activities</u></p> <p>Utilize class discussions, course readings, and completed work on the Applicant Organization & Community Scan Exercise to;</p> <ol style="list-style-type: none"> 1) Identify two (2) to three (3) current funding opportunities/call for proposals (CFP) that interest you and meet the community needs of your current or imagined institution. 2) Read said CFPs, and identify components needed for the proposal (e.g., budget, narrative, letter(s) of support). 	
6	2 March	Pre-award: Designing & Developing Grant Projects	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Define and discuss pre-award grant project management. ● Discuss how to construct grant proposals based on a strategic understanding of the funding agency and CFP. <p><u>Readings</u></p> <p>Gerding & MacKellar, Ch. 3 (re-read), Ch. 6, Project Planning-Project Action Steps-Project Timeline Worksheets (p.174 – 177), Funder Summary Worksheet (p.183)</p> <p>Landau, Herbert B. “Pre-proposal Research and Fact-Finding.” In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 67 - 71. Chicago: ALA, 2010.</p> <p>_____. “Proposal Management and Project Planning.” In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 72 - 87. Chicago: ALA, 2010.</p> <p>Rodriguez-Kino, Diane. <i>The Grant Writing Process Step 2: Project Planning & Design</i>. 2018; London, U.K: SAGE Publications Ltd., 2018. (re-watch)</p>	

7	9 March	Pre-award: Storytelling to Convey Aptitude and Need (The Narrative)	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Discuss strategic and exploratory research/fact-finding used for the construction of grant proposal narratives. ● Identify key components of effective storytelling in grant proposals. <p><u>Readings</u></p> <p>Gerding and MacKellar, Ch. 6 (re-read), Keyword Selection Worksheet (p.182)</p> <p>Landau, Herbert B. "Pre-proposal Research and Fact-Finding." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 67 - 71. Chicago: ALA, 2010. (re-read)</p> <p>_____. "Proposal writing style." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 88 - 93. Chicago: ALA, 2010.</p> <p>_____. "Proposal Writing Section by Section." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 94 - 131. Chicago: ALA, 2010.</p> <p>Kidder, Tracy and Richard Todd. "Narratives." In <i>Good Prose: The Art of NonFiction</i>, authored by Tracy Kidder and Richard Todd, 11 - 46. (Static PDF provided via Canvas)</p>	Grant Selection Exercise Due 12 March
8	16 March	Spring Break	No Class	
9	23 March	Pre-award: Constructing Budgets	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Examine how best to construct budgets (e.g., personnel, equipment) that work in tandem with the narrative, methods, and evaluation of grant proposals. <p><u>Readings</u></p>	

			<p>Landau, Herbert B. "Proposal Writing Section by Section." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 94 - 131. Chicago: ALA, 2010. (re-read)</p> <p>Pain, Elizabeth. "How to Budget Your Grant Proposal." <i>Science (American Association for the Advancement of Science)</i> (27 September 2017): doi: 10.1126/science.caredit.aag0687.</p> <p><u>Pre-Class Activities</u></p> <p>Based on class discussions and readings through 24 March; and your submission, and any applicable feedback, of the Grant Selection Assignment, please complete the following worksheets from the Gerding and MacKellar text—</p> <ol style="list-style-type: none"> 1) Personnel Budget Worksheet (p.178) 2) Nonpersonnel Budget Worksheet (p.179) 3) Project Budget Worksheet (p.180) 	
10	30 March	Pre-award: Methods & Evaluation (aka Demonstrating Impact)	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Determine grant project outcomes and outputs. ● Determine methods and evaluation plan. ● Discuss creating effective graphics to visualize outcomes/outputs and methods/evaluation. <p><u>Readings</u></p> <p>Gerding and MacKellar, Ch. 6 (re-read)</p> <p>Rodriguez-Kino, Diane . <i>The Grant Writing Process Step 3: Evaluation & Submission</i>. 2018; London, U.K: SAGE Publications Ltd., 2018. (re-watch)</p> <p>The University of Kansas: Center for Community Health and Development. "Chapter 36: Introduction to Evaluation." <i>The Community Toolbox</i>. Lawrence, KS: The University of Kansas, 2021. https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation</p>	

			<p><u>Pre-Class Activities</u></p> <p>Based on class discussions and readings through 31 March; and your submission, and any applicable feedback, of the Grant Selection Assignment, please complete the following worksheet and exercise;</p> <ol style="list-style-type: none"> 1) Evaluation Plan Worksheet (Gerding and MacKellar, p.181) 2) Outcome/Output Exercise (PDF Instructions) 	
11	6 April	Spring Recess	No Class	
12	13 April	Pre-award: IRB/IACUCC	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Define IRB and IACUC and their role in library grant proposals. ● Discuss the IRB and IACUC approval/exemption processes. ● Preliminary Proposal Q&A. <p><u>Readings</u></p> <p>Gerding and MacKellar, Grant Submission Checklist (p.195 – 196)</p> <p>Mohan, S. and R. Huneke. “The Role of IACUCs in Responsible Animal Research.” <i>ILAR Journal</i>. 60, iss.1 (2019): 43 – 49. https://tiny.utk.edu/eGPI5</p> <p>Smale, Maura A. “Demystifying the IRB: Human Subjects Research in Academic Libraries.” <i>Libraries and the Academy</i>. 10, no. 3 (2010): 309 – 321. doi: 10.1353/pla.0.0114. https://academicworks.cuny.edu/ny_pubs/19/</p> <p><u>Pre-Class Activities</u></p> <p>Based on class discussions and readings through 14 April; and your submission, and any applicable feedback, of the Grant Selection Assignment, please complete the following worksheet;</p> <p>Grant Proposal Worksheet (Gerding and MacKellar, p. 188 – 194)</p>	Preliminary Proposal Due 16 April

13	20 April	Post-Award: Grant Administration	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Examine the elements of post-award (aka grants management). ● Discuss how to successfully navigate grant awards. ● Determine how to positively convey ROI to grantors, library administration and patrons (users), as applicable. <p><u>Readings</u></p> <p>Gerding and MacKellar, Ch. 7, Debrief and Review Checklist (p.197)</p> <p>Landau, Herbert B. "Post-proposal, Pre-award Marketing." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 138 - 142. Chicago: ALA, 2010.</p> <p>_____. "Contract Award and Project Management." In <i>Winning Library Grants: A Game Plan</i>, authored by Herbert B. Landau, 143 - 147. Chicago: ALA, 2010.</p>	
14	27 April	Grant writing as a staple of LIS	<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● Discuss grant writing as an ongoing staple in LIS professions. <p><u>Readings</u></p> <p>Gerding and MacKellar, Ch. 8</p> <p>Maxwell, Nancy Kalikow. "Grant Writing Careers for Librarians." In <i>Grant Money through Collaborative Partnerships</i>, authored by Nancy Kalikow Maxwell, 67 - 72. Chicago: ALA, 2012.</p> <p>Staines, Gail M. "If You Want to Become a Grant Writer." In <i>Go Get that Grant!: A Practical Guide for Libraries and Nonprofit Organizations</i>, (2nd ed.) authored by Gail M. Staines, 67 - 72. New York: Rowman & Littlefield, 2016.</p> <p><u>Pre-Class Activities</u></p>	

			As assigned, prepare a peer review of a classmate's preliminary proposal.	
15	4 May	Course Review	<u>Objectives</u> <ul style="list-style-type: none"> ● Observe the current state of grant funding in LIS. ● Revisit course student learning outcomes. ● Share key impressions of course. ● Final Proposal Q&A. <u>Readings</u> None.	Final Proposal & Video Summary Presentation Due 14 May