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Research for Non-Profits, a Service Learning Class in Grantseeking Research

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THE ACTIVITY

Description: Research for Non-Profits is a 300-level course that gives students an introduction to non-profits and grantseeking while teaching them research and information literacy skills. Students complete a funder research portfolio for a non-profit "client" with a funding need. The portfolio contains detailed profiles of funding agencies that are most likely to give to the non-profit, as well as statistics and research studies useful for writing a grant proposal. While creating the portfolios, students hone their research skills and grapple with larger information literacy concepts—particularly that information has value, information creation as a process, and authority is constructed and contextual.

Students are encouraged to work closely with their non-profit clients to better understand the organization and its needs. Each student is required to complete a minimum number of volunteer hours working for the non-profit in addition to the

work they complete for the portfolio. They also learn to use good communication practices in interviewing and contacting their non-profit clients. Course readings and class discussions cover tax rules that govern US non-profits, broad issues surrounding non-profit funding, as well as best practices for grantseeking research and proposal writing.

The course was a success in the first semester with strong student reviews and positive interest from other units on campus. It was offered as a cross-listed course from the Libraries and the Communication Studies. I plan to teach it once a year in the future, cross-listed with multiple departments.

Getting Started: Three personal experiences occurring at roughly the same time led me to develop the Research for Non-Profits course. First, I had been teaching West Virginia University Libraries' Introduction to Library Research course for six years and had grown increasingly dissatisfied in students' engagement with the class. It was difficult to effectively demonstrate the usefulness and importance of information literacy skills to students. I felt that if I could somehow better apply the lessons to a real-world information need that students would be more inspired to learn. That same year, our library became a Funding Information Network Partner of the Foundation Center. The Foundation Center maintains databases of funding opportunities and offers research and planning support to non-profits. As a network partner, we offer funder database access to local non-profits and the university community. We also provide regular grantseeking workshops for the public. I serve as one of the supervising librarians for the program and receive regular training from the Foundation Center. It was energizing to be a part of the Foundation Center program. I helped groups with immediate research needs that required teaching both practical research tools as well as information literacy skills. That spring I was also fortunate to attend two service-learning events: one was a day-long workshop hosted by WVU's Center for Service and Learning, the other was a panel presentation on service-learning at a library conference. Both events gave me encouragement and practical tips for developing a service-learning course. Panelist Maureen Barry from Wright State University was particularly generous in giving me advice and sharing course materials from her service-learning course. Her articles in *College & Research Library News* and *LOEX Quarterly* were also useful.[1]

Motivations: I developed a service-learning course because it filled a need in our community and offered a better learning experience for WVU students. Students are able to directly apply the skills they learn in class to a project that makes a direct and immediate impact on the community. The students are also accountable to more than just me and themselves; their work is going to be used by an organization trying to better the community.

THE PEOPLE

Libraries: West Virginia University is a public land-grant institution that enrolls more than 28,000 students on our Morgantown Campus. We are the state's flagship institution with a Research I Carnegie Classification offering undergraduate, graduate, and professional degrees. WVU has a strong presence in the state with two regional campuses and a state-wide extension service. The university promotes service among students, faculty, and staff through The Center for Service and Learning and has earned the Carnegie Foundation's Community Engagement Classification. The WVU Libraries encompass five libraries on the Morgantown Campus with thirty-eight library faculty. We have an active instruction program that includes a one-credit-hour basic information literacy class taught by all instruction librarians as well as a small number of advanced subject-specific information literacy courses. Library faculty are allowed to develop advanced courses as fits the needs of the campus. Some examples of topics for advanced courses that the libraries have offered are film and media literacy and advanced research in Women's Studies.

    Instructors: I am the social sciences librarian at WVU and liaison to WVU's departments of Communication Studies, Psychology, and Sociology & Anthropology. I manage library collections in those areas and collaborate with faculty to incorporate information literacy into their courses. I also teach the introduction to information literacy class and one-shot instruction sessions to 100- and 200-level courses across the campus and serve as one of our libraries' Foundation Center librarians. I developed and teach the three-credit course ULIB 302: Research for Non-Profits.

    Courses: ULIB 302: Research for Non-Profits is included in WVU's general education course listing and is cross-listed as Communication Studies 393D. In spring 2018, the course will also be cross-listed as a 400-level political science course and will be promoted to a group of honors students in our pre-Peace Corps program. It will also be offered to communication studies masters students at the 500 level with higher grading expectations.

    Students: Students taking the course in its first semester were predominately juniors and seniors. Their majors varied widely including business, political science, history, and parks and recreation. About half of the class had a communication major or a communication minor. All of the students had some interest in either working for a non-profit after graduation or were currently involved with a non-profit. Several were dog and cat enthusiasts drawn to the course because our non-profit partner worked with animals.

    Community Partners: The first community partner to work with the course was Mountaineer Spay and Neuter Assistance Program, MSNAP. They are a local non-profit that provides vouchers to individuals to cover the cost of spaying and neutering their pets. Many other organizations have expressed interest in working with the course, including a local free medical clinic, children's dance company,

and an international exchange program. Faculty in communication studies and political science have not been involved in developing or teaching the class but they have been important partners in recruiting students to take the course.

Finding and Working with Partners: Finding community partners to work with the course was not difficult. WVU's Center for Service and Learning connected me with potential partners and promoted the class to local non-profits. After holding the class for one semester, several organizations interested in partnering with the class have contacted me. The need for grant research help in our community is great and many organizations are interested in working with the class.

In the coming semesters, we plan to work with multiple organizations, one for each student team. An interest questionnaire is being sent out to all organizations who work with WVU Center for Service and Learning. The questionnaire is short, with four questions designed to gauge if the organization's needs fit with the class. Applications were sent out in the summer and are due by September for the class held in the spring semester. We plan to hold an information session for interested non-profits in early October and to choose the organizations who will work with the class by November. By choosing the partner organizations early, we hope to be able to better plan volunteer activities for the students and class meetings with the organizations. We also hope to steer interested students to volunteer at the partner organizations before the course begins so that they have as much knowledge of the organization as possible.

The course is designed to require our partners to do minimal work. In talking with potential partners early on in the planning process, I found that some non-profits that had worked with students on similar projects in the past were at first hesitant to work with the class because they found working with students created more work for them than it saved. Partners found that they had to spend time teaching students basic business communication skills as well as proposal writing skills. I spend time early in the class discussing best practices for business communication. I have also structured the class like a client/business relationship and encourage students to treat their non-profit partners like clients.

Benefits

Instructor Benefits: When asked what they learned most from the research for non-profits course by a class guest, my students all mentioned research skills as the first or second most important thing they learned. They also all felt that they would use the skills they learned in the class as they entered the workforce. As a teaching librarian, this outcome is the best benefit I got from the course. I also felt that my work teaching the course had a greater impact than just the student's education. I know that the non-profit partner is using the information prepared by my students to forward their mission and better the community. These factors are a great motivation for me to continue working on the course.

Student Benefits: Students benefited by gaining skills and confidence in grant writing that they can use in the job market and in their future careers. Students also gain a sense of satisfaction for contributing directly to a non-profit to help solve a community problem. They also develop a better understanding of information literacy concepts and have better overall research skills that can be used in their lives and the classroom as well as on the job.

Community Partners Benefits: Our non-profit partner was grateful for the funder portfolios. They learned about at least two promising funding opportunities that they were not aware of before. They also were able to use some of the academic research supplied by the students not just in grant proposals but also in promoting their services to the public. Finally, our partner was thrilled for the opportunity to have young adults in our community learn about and get involved with their mission. They see our students as additional promoters of their services and potentially future board members.

Institutional Benefits: The Research for Non-Profits course benefits the WVU Libraries as well as the university as a whole. The course helps round out instructional offerings from the libraries and raises our profile on campus. It also fills a need on campus for a grant writing-related course and adds to the array of service-learning courses offered on campus.

THE PROCESS
Expected Learning Outcomes

The expected learning outcomes for the course are primarily centered on research and information literacy skills with the addition of knowledge of the non-profit organization.

After completing the course, students will be able to

- demonstrate a basic understanding of how non-profit foundations are organized and their role in the United States society;
- determine the type and amount of information required for grant proposals;
- employ reflective research strategies, including effective use of specialized databases such as the Foundation Center Grant databases, relevant academic research databases, and statistics sources;
- evaluate sources to identify the most authoritative and useful references for a grant proposal;
- identify and analyze potential grant funding opportunities for a non-profit organization;
- articulate the best communication strategies for approaching potential funders; and
- present their research effectively and professionally.

Curriculum Materials

The course is designed to be a guided work/internship experience and therefore does not have extensive reading or lecture components. The primary assignment for the course is the team research portfolio and presentation to the non-profit client. Students also complete individual research reports that contribute content to the final team portfolio, reading quizzes, personal reflections, and team progress reports. There is no assigned textbook for the course. Readings are available through the libraries' eReserves and are drawn primarily from *Foundation Fundamentals* from the Foundation Center, grant writing manuals, as well as one chapter from Badke's *Research Strategies: Finding Your Way Through the Information Fog.* The readings are designed to give students necessary background information and practical examples for their own work.

Steps Involved

The entire course is designed as a service-learning experience. A member of WVU's Center for Service and Learning visits the class the first week to talk about service-learning and how it benefits both students and the community. They also cover the practical procedures for students logging service hours in our iServe tracking system. The system creates a central place for students, community partners, and faculty to track service hours. Students log both the service hours they spend on-site working for their organizations as well as the hours they spend working on grant research. Students complete four short reflection papers evenly spaced through the semester that ask them to reflect on the course, their progress, and how their service hours connect with what they are learning in the class.

Students are assigned a non-profit client the first week of class. They then spend some time doing background research on the client and preparing for an informational interview with their clients in the second or third week of class. In the first semester the course was run, we worked with only one non-profit client. I divided the class into three teams of four and each team competed for the best client portfolio. At the end of the semester, the client chose the winning portfolio. This method worked well for the first semester, but because of growing interest in the class, we have decided to work with multiple non-profit clients in future semesters: one client per student team.

The course content is divided into three modules designed to help students build the required sections of their portfolios. The modules are: 1) Finding funders, 2) Finding statistics and secondary research, and 3) Communication strategies. The first two modules of the course focus on tools and background knowledge needed to complete research for the portfolios. Individual students are required to submit source reports to me and their teammates for each type of source covered. Assigned readings cover the nature of non-profits and the rules that govern them, as well as research strategies.

In the final third of the semester, teams concentrate on creating their portfolios. At the beginning of module three, student teams review the source reports submitted by individual members and select the best sources to include in their portfolio. Teams can also decide at this time that more research needs to be done to complete their portfolio. Assigned readings and some class time are devoted to reading and analyzing successful grant proposals. The remaining class time is given to teams to meet and prepare their portfolios. Each team meets with the instructor twice during this time period to report on their progress and create a plan to complete the remaining tasks. The teams are required to submit written action plans to the instructor prior to the meetings.

At the end of the course, each team gives a short (no more than ten minutes) formal presentation on their research to their clients, the rest of the class, and class visitors from the Center for Service and Learning. The clients are given copies of the portfolios in a format best suited to their needs. Most teams choose to give their client paper portfolios in binders with an electronic copy available online or on a USB drive. The teams are encouraged to keep in contact with their clients throughout the process to ask for clarification and give updates. (See entire course syllabus and reflection prompts in the Appendix Materials for this chapter.)

POST-PROJECT ASSESSMENT
Methods of Reflection
- Students are asked to complete three short reflection papers. The assignments are evenly spaced throughout the semester. The first two reflection papers ask students to think about how their volunteer hours and their grantseeking work contribute to their learning for the class. These assignments follow the DEAL Model for Written Critical Reflection developed by Ash and Clayton. The model gives students a structure to follow for their papers. It also gives them a process of reflection that helps them make connections between their service experience and the course learning objectives.[2] The third reflection paper is assigned at the end of the course. It asks students to describe skills they learned in the course as they would to a potential employer during a job interview. I developed the assignment prompt from one posted on a Duke University service learning website.[3] The reflection paper prompts are included at the end of this chapter.

Post-Project Feedback
- Selected student reflections:
  - Students were generally surprised by the amount of work and time involved in searching for grants: "I spent nine hours searching for

four potential funders …. This exercise required learning patience and perseverance." "I learned how extensive the process is for creating a final grant proposal recommendation. From creating a need statement to doing the statistical research to back up your claims, the time it takes to create a quality grant proposal is unbelievable."

- o   Students felt that their overall research skills were much stronger by the end of the course: "I don't think I started out as a good researcher, but now I know what I'm doing."
- o   Students felt a sense of accomplishment by the end of the course for having both learned new skills and helped a local cause: "Spending hours finding data for an argument fuels a passion to help others. This coursework has enabled me to make a difference in my community. After this course is over, I plan to apply this knowledge to help other non-profits."

- Community partner feedback:
  - o   Mountaineer Spay and Neuter Assistance was our community partner for Spring 2017. They were impressed with the quality of the student portfolios, so much so that they found it hard to choose a winning portfolio because they felt all three groups did professional work. They have been pursuing a couple of the grant opportunities outlined in the portfolios and have used some of the academic research from the portfolios in their promotion work.

Project Assessment and Reporting Methods

- WVU's Center for Service and Learning tracked service hours completed for the course. In the Spring 2017 semester, students logged ninety-six service hours for the course with an estimated impact value to the community of $2,014.
- Formal student evaluations for the course were generally positive, although only half of the students completed the optional online evaluation form. In future semesters, we may include an additional end-of-the-semester evaluation or an added incentive for completing the course evaluation.
- The quality of work completed for the final portfolios was high and the overall course average was a high B.

Difficulties Encountered

Student issues: Most students underestimated the difficulty of grantseeking research and the time required. Despite detailed class instruction and class

workshop time, most of the students' initial grant maker profiles were less than adequate. The quality of their research and profiles improved only after graded feedback and guided revision.

Contacting their clients with questions and contacting potential funders for more information caused anxiety for some students. They were reluctant to ask all the questions they needed to of their clients. They also needed quite a bit of coaching in how to best approach potential funders.

Instructor issues: The single largest roadblock for this course was getting enough students to enroll. The course began as an elective outside of WVU's general education requirements. It was advertised widely on campus and promoted to advisors in key departments, including social work, sociology, English, business, and others. After failing to get more than three students enrolled in each of the first two semesters it was offered, I re-tooled the class as an upper-division course and submitted it to the campus curriculum committee to be included as a general education course. Most importantly, I successfully negotiated with the communication studies department to have the course cross-listed as a communication studies elective. Slightly more than half of the thirteen students enrolled in the course's first successful semester were communication studies majors or minors. This process took several years from the time I first envisioned the course to the first semester it was taught. I have had to continue to build campus relationships to ensure an ongoing student audience for the course. It will be cross-listed in both communication studies and political science for its next semester.

This course required me to move beyond teaching information literacy. It necessitated that I have lessons and readings on non-profit operations and on the rhetoric of successful grant writing. My training from the Foundation Center as well as my previous experience teaching rhetoric and composition were helpful, but I also needed to do a lot of reading to prepare.

Community partner issues: Our initial community partner had very little difficultly working with the course because it required minimal effort on their part. The Center for Service and Learning and I did all of the coordinating and scheduling. The community partner needed to be willing and able to provide the class with detailed accounting records and other data they had collected on their operations. They also had to be able to meet with the student teams at least once and answer email inquiries.

Our first community partner was not able to give students tasks to do to fill their required volunteer hours. Students completed volunteer hours with a related organization that handled pet adoptions. This situation was less than ideal for the students and the community partner because they did not have as much time together to develop a relationship.

Conclusion

Teaching Research for Non-Profits has been the positive and engaging experience that I hoped it would be. Designing the course, building campus partnerships, and growing a student audience took a significant amount of effort over several years. These tasks continue to take time and effort in addition to teaching the course, but the product has been worth the effort. Giving students a real-world information need helps them learn information literacy skills and appreciate the value of those skills more than they would in a pure classroom setting. The course has built positive and productive relationships between academic departments and the libraries that help build our profile as a partner in education on campus. Since I started work on the course, the libraries have engaged in other projects with the Center for Service and Learning and the course continues to gain attention on campus and in the community.

APPENDIX MATERIALS

- Course Syllabus
- Reflection Prompt

Course Syllabus

ULIB 302 / COMM 393D Research for Non-Profits

Spring 2017

Tuesday/ Thursday 1:00pm–2:15pm 2036 Downtown Campus Library

Contact hours: 3hrs/wk.

Instructor: Alyssa Wright

alyssa.wright@mail.wvu.edu

(304) 293-0337

1004D Downtown Campus Library

Office hours by appointment

COURSE DESCRIPTION

This course covers advanced research skills, including precise, effective use of discipline-specific databases and grantseeking research. Students will apply these skills working in teams to produce a research portfolio for a local non-profit organization.

COURSE LEARNING OUTCOMES & GOALS

WVU GEF LEARNING GOAL	LEARNING OUTCOME	ASSESSMENT
Personal or Social Responsibilities (specifically civic knowledge and engagement)	Students will be able to demonstrate a basic understanding of how non-profit foundations are organized and their role in the United States society.	Reading Quizzes, Funder Source Reports, and Personal Reflections
Intellectual and Practical Skills (specifically information literacy)	Students will be able to determine the type and amount of information required for grant proposals.	Research Portfolio with annotated bibliography
Intellectual and Practical Skills (specifically information literacy)	Students will be able to employ reflective research strategies, including effective use of specialized databases such as the Foundation Center Grant databases, relevant academic research databases, and statistics sources.	Personal Reflections & Team Action plans
Intellectual and Practical Skills (specifically information literacy)	Students will be able to evaluate sources to identify the most authoritative and useful references for a grant proposal.	Source Reports & annotated bibliography
Intellectual and Practical Skills (specifically information literacy)	Students will be able to identify and analyze potential grant funding opportunities for a non-profit organization.	Funder Source Reports & Research Portfolio
Intellectual and Practical Skills (specifically written and oral communication)	Students will be able to articulate the best communication strategies for approaching potential funders.	Research Portfolio
Intellectual and Practical Skills (specifically written and oral communication)	Students will be able to present their research effectively and professionally.	Client Presentations

GENERAL EDUCATION FOUNDATION AREA 4, SOCIETY & CONNECTIONS

(Students will demonstrate understanding and analysis of human behavior, societal and political organization, or communication.)

This course will give students a general understanding of how the United States non-profit sector is organized and its role in US society. Students will also learn how to analyze and create rhetorical strategies used in grant proposals for non-profit organizations.

MAJOR ASSIGNMENTS

The following are basic overviews of the major assignments for this course. More detailed assignment guidelines and grading rubrics will be distributed in class.

Team Research Portfolios and Client Presentations: The final project of the course will be a research portfolio and presentation for a non-profit organization. The portfolio will be created in teams and will include an executive summary, profiles of potential funders, useful statistics, a need statement, and an annotated bibliography.

Source Reports: Students will individually write at least twelve detailed reports on potential sources for the final team research portfolio. Source reports will be due at the end of each unit, and each student will be graded individually. Source reports will be posted to a team Google Drive or other web tool. Report formats will be determined by the teams.

Personal Reflections: Each student will write three personal reflections that give an account of his/her research process and his/her work with the non-profit.

Team Action Plans: Team action plans will be due at mid-term and near the end of the semester. Action plans will be brief outlines of work that needs to be done to complete the portfolio, including further research, and will assign specific tasks to team members.

Service Hours: Students will be required to complete 2.5 to four volunteer hours for a related non-profit organization. Volunteer hours should be scheduled by the end of the second week of class and should be completed by the end of the thirteenth week of class. Your service hours will be logged using iServe, the online service management system provided by WVU's Center for Service and Learning. You can learn more about iServe here: http://iserve.wvu.edu.

GRADING

- 35% of the final grade for this course will be based on group work, 65% of the final grade will be based on individual work.
- Team research portfolios & presentation (group work), **30%**
- 3 written personal reflections on the course and research process (individual work), **25%**

- 12 or more source reports (individual work), **28%**
- Reading quizzes (individual work), **10%**
- 2 team action plans (group work), **5%**
- Volunteer hours with related non-profit (individual work), **2%**

GRADING SCALE

A+=100–98, A=97–92, A-=91–90, B+=89–88, B=87–82, B-=81–80, C+=79-78, C=77–72, C-=71–70, D+=69–68, D=67–62, D-=61–60, F=59 and below

COURSE READING

Readings will be posted on WVU Libraries' eReserve. There is no required textbook for this course. Assigned readings are designed to give you background knowledge of the US non-profit sector, grant-seeking, research tools, and academic articles. The research project you will complete for this course will also require a significant amount of independent reading.

> *Due by week 2:*
> Collins, S. (2008). *Foundation Fundamentals*. New York: The Foundation Center. (Chapter 1 whole chapter, & Chapter 4 pages 35–38).

> *Due by week 3:*
> Collins, S. (2008). *Foundation Fundamentals*. New York: The Foundation Center. (Chapter 4 pages 39–49, & Chapter 5 pages 51–70).

> Salamon, L. (2012) What is the nonprofit sector and why do we have it? In *America's Nonprofit Sector: A Primer* (pp. 9–25) New York: The Foundation Center.

> *Due by week 4:*
> Collins, S. (2008). *Foundation Fundamentals*. New York: The Foundation Center. (Chapter 7 pages 103–127)

> *Due by week 5:*
> Kester, C. L. (2015) Chapter one: How federal grants work. *Writing to Win Federal Grants: A Must-Have for Your Fundraising Toolbox*. (pp. 1–8) Nashville, TN: CharityChannel Press.

> Kester, C. L. (2015) Chapter four: Finding the best match: Prospect research. *Writing to Win Federal Grants: A Must-Have for Your Fundraising Toolbox*. (pp. 28–38) Nashville, TN: CharityChannel Press.

Due by week 6:
Mallory, M., & Forte, E. (2001) Government Documents and statistics sources: Important statistical sources. In Bopp, R & Smith, L (ed). *Reference and information services: An introduction.* (pp. 564–568) Englewood, CO: Libraries Unlimited.

Samuelson, R. J. (2011, Aug. 21). Please, save the Statistical Abstract of the United States. *Akron Beacon Journal Online.* Retrieved from http://www.ohio.com/editorial/robert-j-samuelson-please-save-the-statistical-abstract-of-the-united-states-1.230800

Samuelson, R. J. (2012, Dec. 12). The stat abstract lives! *The Washington Post.* Retrieved from http://www.washingtonpost.com/blogs/post-partisan/wp/2012/12/12/the-stat-abstract-lives/

Due by week 7:
Laubepin, F. (2013) How to read (and understand) a social science journal article. Ann Arbor, MI: Inter-university Consortium for Political and Social Research.

Badke, W. B. (2011). Journal databases in *Research Strategies: Finding your way through the information fog* (pp. 76–95) Lincoln, NE: iUniverse.

Due by week 10:
Tremore, J., & Burke Smith, N (2009) Chapter 10, writing a statement of need in *Grant Writing: A complete resource for proposal writing* (pp. 91–101) Avon, MA: Adams Media.

ATTENDANCE POLICY

Attendance will not be graded; however, you will not be able to make up in-class work and quizzes without prior arrangement with the instructor.

SERVICE-LEARNING STATEMENT

Service-learning courses include four essential elements. They
1. enable students to enhance learning while engaging in hands-on service;
2. provide service that benefits the community partner and the student;
3. engage students in reflection and critical inquiry that link learning from service to academic learning; and
4. have the potential to promote community and civic engagement by relating service experiences to issues of public concern. (Adapted from the CSU Center for Community Engagement, cecenter@csus.edu)

We'll be using our service project, conducting research for Mountaineer Spay Neuter Assistance Program as field experience, informing our study of information literacy and at the same time using our academic and intellectual skills to fill a real need in the community.

INCLUSIVITY STATEMENT

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

ACADEMIC INTEGRITY STATEMENT

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code (http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

COURSE CALENDAR
Week 1:
- 1/10/17: Class overview and service learning presentation
- 1/12/17: Form teams, prep for client interviews by formulating research questions about the organizations

Week 2:
- 1/17/17: Reading quiz on Foundation Center Foundation Fundamentals: Chapter 1, What is a foundation, pp. 1–8, and first half of Chapter 4, Planning your Funding Research Strategy pp. 35–38
- Overview of the different types of foundations and charitable giving. Introduction to the Foundation Center and FC Databases

- 1/19/17: Team members share what they found out about the client and their environment and formulate questions to ask the client in the interview
- **Volunteer hours sign-up deadline**

Week 3: Begin Module 1: Finding potential funders
- 1/24/17: Client interviews with non-profit partner
- 1/26/17: Reading quiz on Foundation Center Foundation Fundamentals: second half of Chapter 4, pp 38–49; Chapter 5, online resources for funding research, pp. 51–70; and Salamon, L. (2012) What is the nonprofit sector and why do we have it? In America's Nonprofit Sector: A Primer (pp. 9–25)
- Teams create funder profile forms to use in their research and select online file sharing platform

Week 4:
- 1/31/17: Reading Quiz on Foundation Center Foundation Fundamentals (Chapter 7, Corporate giving, pp. 103–127)
- Lab day, search Foundation Center databases
- 2/2/17: Guest lecture on the non-profit sector and fundraising; Paula Martinelli, Director of Development, WVU Libraries
- 4 funder profiles due by end of the week

Week 5:
- 2/7/17: Reading quiz on Kester, C L. (2015) Chapter one: How federal grants work. *Writing to Win Federal Grants: A Must Have for Your Fundraising Toolbox.* (Chapter 1, pp. 1–8 and Chapter 4, pp. 28–38)
- Government funding sources
- 2/9/17: Lab day, search grants.gov and CFDA
- **2 government funder profiles due by the end of the week**

Week 6: Begin Module 2, Statistics
- 2/14/17: Reading quiz on Mallory and Forte, Important Statistical Sources, pp. 564–568; Samuelson, "Please, Save the Statistical Abstract of the United States; & Samuelson, "The Stat Abstract Lives!"
- Discussion about Census data and demo of American FactFinder, Census.gov, & Statistical abstracts
- 2/16/17: Funder profile workshop

Week 7:
- 2/20/17: **Revised Funder Reports due (private and federal)**

- 2/21/17: **Reflection 1 due,** non-governmental statistics sources demo and search in teams
- 2/23/17: Audience analysis for grant applications and teams meet to assess statistics needed for grant applications.

Week 8:

- 2/27/17: **3 Statistics source reports due**
- 2/28/17: Reading quiz on: Badke, "Journal Databases," pp. 76–95; EBSCO & Web of Science databases demo and search in teams
- 3/2/17: Discussion about White papers and reports; copyright and open access; and Google Scholar and Issue Lab demo and search in teams

Spring Break

Week 9:

- 3/14/17: Reading: Laubepin, "How to Read (and Understand) a Social Science Journal Article"
- Lesson/workshop on writing source annotations and citations; **bring the full text of at least one source to class**
- 3/16/17: **Reflection 2 Due** Portfolio discussion

Week 10:

- 3/21/17 & 3/23/17: **2 Academic source annotations due by the beginning of the week**
- Team mid-term conferences with instructor and optional meetings with client
- **Team action plans for further research and portfolio prep due by the end of the week**

Week 11: Begin module 3: communication strategies

- 3/28/17: Reading quiz on Tremore, J & Burke Smith, N (2009) Chapter 10, writing a statement of need in *Grant Writing: A complete resource for proposal writing*, pp. 91–101
- Analysis of winning proposals
- 3/30/17: Analysis of winning proposals and group work day

Week 12:

- 4/4/17: **Annotated bibliography drafts due**, peer review
- 4/6/17: **Needs statement/literature review drafts due**, peer review

Week 13:
- 4/11/17 & 4/13/17: Team conferences with instructor and work on further research, optional client meetings
- **Team action plan for further research and portfolio creation due by the end of the week**

Week 14:
- 4/18/17: Presentation workshop
- 4/20/17: **Final reflections due.** Teams work on final portfolios and client presentations

Week 15:
- 4/25/17 & 4/27/17 Presentations
- Final portfolios due to clients

PORTFOLIO ASSIGNMENT

ULIB 302/COMM 393D Research for Non-Profits

Funder research portfolio and client presentation

30% of final grade

Due dates:
- 4/4/17: Annotated bibliography drafts due
- 4/6/17: Needs statement drafts due
- 4/25/17 & 4/27/17 **Presentations & Final portfolios due to clients**

Required portfolio components:

Each team's portfolio should contain the following sections. If your group believes additional information is needed for your client—i.e., charts, sample budgets, or sample letters of introduction—please feel free to include them.
- Executive summary
- Profiles of potential funders
- Annotated bibliography
- Sample need statement

SECTION DESCRIPTIONS:
Executive summary:

The executive summary should be a clear and concise overview written for the people in your client's organization who will not have time to read the entire

portfolio. It should give a short overview of the current climate for funding in your client's area, explain the value of the portfolio, highlight the most important information, and make recommendations (for example, which grant opportunity should be perused first). Please see http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm?noprint=true for more information on writing an executive summary.

Profiles of potential funders:

This section will arguably be the most useful part of the portfolio for your client. The funder profiles should include all the information your client will need to write and send a grant proposal to a funder. They should be in a consistent, easy-to-read format. You should include profiles for funders that are good matches for your clients. There is no required number of profiles for your portfolio. The funder profiles included in your portfolio can, but do not have to be, the same profiles individual team members submitted earlier in the semester. Your team may want to adapt or consolidate individual team members' profiles or you may want to create new profiles based on further research you completed in the second half of the semester.

Annotated bibliography:

The annotated bibliography should provide your client with full citations, short summaries, and use statements for statistics sources, academic articles, white papers, and reports. The citations should generally follow APA formatting. The goal of the annotated bibliography is to make information easy to use for your clients. If a source is available online, include a usable link. If the source you are citing has restricted access, you might want to include a copy in the portfolio. There is no required number of sources for the annotated bibliography. It should provide enough information for your client to support their claims in a grant proposal.

Sample need statement:

A need statement is the part of a grant proposal that argues why a particular organization or project should be funded. It is not an accounting of the funds needed by an organization to operate or complete a project. The need statement should convince readers that an organization or project is needed by the community.

Your statement should use clear and convincing rhetoric and make liberal use of the research you found for this class. We will discuss more about how to write a convincing need statement in weeks 10 and 11 of the course.

You should provide in-text citations that follow a consistent format and make it easy for readers to find and read your sources. Strict adherence to APA forma-

tion rules is not necessary and may not be preferable for your audience. Any source cited in your statement should also be included in your annotated bibliography.

Your need statement can be a generic statement your client can adapt to fit any grant proposal, or you may want to write a need statement to be used to apply for a particular grant that you recommend to your client.

Portfolio format:

The portfolio should be in a format best suited to your client. You may want to create a digital portfolio using the web tool of your choice, or a paper portfolio, or both. The portfolio should be easy for your client to access and use. If you choose to create a digital portfolio, it will be up to your group to figure out which technology will be best suited to your needs and how to use that technology. A digital portfolio must be freely and permanently accessible to your client.

Whichever format you choose, the portfolio should look professional and be clearly organized and easy to read. Its formatting should be consistent; it should be written in formal language and be free of grammatical errors.

Presentation:

Your presentation should give an overview of your research and make recommendations to your client. The format of your presentations is up to your group. They should be informative and engaging. We will discuss the element of successful presentation in week 13 of the course.

Presentations should be no longer than **ten minutes** and will take place in our classroom 2036, Downtown Campus Library. You should budget time for questions and be prepared to answer any questions your client might have.

All team members do not need to speak in the presentation, but all team members need to be present and participate in some way.

Presentations will be given during the last week of class. Your audience will be your client, your instructor, and potentially class guests.

Reflection Prompt

ULIB 302/ COMM 393D
Personal Reflection 1
Due Tuesday, February 21, 2017
Length: 1.5 to 3 pages double-spaced

Points: 8 points (8% of final grade)

FORMAT:

Following the DEAL Model (see below), reflect on your class experience so far. What have you learned? What has surprised you? What have you found difficult and why? If you have completed your pet adoption service hours, please reflect on that experience as well as your research experience.

The DEAL Model for Written Critical Reflection:

- First paragraph: **D**escribe in fair detail and as objectively as possible the experience, the activity, the reading, etc.
- Second paragraph: **E**xamine, in accordance with the learning objectives.
  - o What specific academic material is relevant to this experience?
  - o What academic (e.g., disciplinary, intellectual, professional) skills did I use/should I have used? In what ways did I/others think from the perspective of a particular discipline and with what results?
  - o In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different? What are the possible reasons for the difference(s) (e.g., bias, assumptions, lack of information on my part or on the part of the author/instructor/community)?
- Third paragraph: **A**rticulate **L**earning
  - o What did I learn?
  - o How did I learn it?
  - o Why does it matter?
  - o What will I do in the future in light of it?

Notes

1. Maureen Barry, "Librarians as Partners in Service-Learning Courses (Part I)," *LOEX Quarterly* 38, no. 6 (2011): 345–348; Maureen Barry, "Research for the Greater Good: Incorporating Service Learning in an Information Literacy Course at Write State University," *College & Research Libraries News* 72, no. 1 (2011): 8–10.
2. Patti Clayton, "The DEAL Model for Critical Reflection," *Curricular Engagement*. Accessed July 24, 2017. https://curricularengagement.com/.
3. Katie Halcrow, "Reflection Activities: Service-Learning's Not-so-Secret Weapon," *Resources for Responsible and Ethical Engagement Duke University*, accessed July 24, 2017, https://sites.duke.edu/responsibleengagement/files/2015/04/Reflection-Activities-for-All-Classrooms.pdf.