



**Course Syllabus**

<b>Course title:</b>	<b>Grant Writing and Fundraising</b>
<b>Course #/term:</b>	SW 663 01 Winter 2021
<b>Time and place:</b>	Wednesday, 2pm-5(ish)pm, Room <b>ZOOM!</b>
<b>Credit hours:</b>	3
<b>Instructor:</b>	Katie Doyle
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	<b>E-mail:</b> <a href="mailto:doylekg@umich.edu">doylekg@umich.edu</a>
	<i>When you email me, please include SW 663 in the subject line. Feel free to address me as Katie in writing/on zoom</i>
<b>Cell:</b>	See Canvas
<b>Office hours:</b>	By appointment via Zoom, FaceTime or Phone

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## The Online Classroom

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### Definitions

#### **Online Synchronous = “Same time-different place”**

We are all accessing the same platform(s) at the same time and—to *the extent possible*—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).

#### **Online Asynchronous = “Different time-different place” or “On-demand”**

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

#### **In this course, there will be a blend of:**

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more **interactive and engaged** we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but **I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups**

We will meet for roughly 2 hours in an online synchronous session. The class is designed, however, for three hours of instructional time + homework time. There are multiple resources, mostly video resources, that you will engage with asynchronously to “make up” that third hour of instructional time. I have chosen every resource intentionally to aid your learning, and help us achieve the course objectives listed below.

## Teaching philosophy

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My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

## Classroom Climate

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True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that *we all have the capacity to grow and develop*. Finally, if you are someone who likes to interact and engage verbally, consider “moving back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “moving up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking

- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

### Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

### Land Acknowledgment

The University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

I am grateful to have the opportunity to work on this land.

## Course Description

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Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, service contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address emerging and changing fundraising trends.

## Course Content

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This course will focus on effective ways to raise money to support social impact organizations. Students will explore the range of possible income sources that organizations can devote to advance social justice by expanding and improving services, empowering groups, reaching populations in need, improving social conditions or anticipating and responding to new challenges. The implications of using alternative approaches of income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, adherence to ethics and values, and organizational sustainability.

Students will learn how to identify prospective funding sources, build relationships with potential donors, funders and collaborators, write and submit grant and contract proposals, and plan and carry out fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).

## Course Objectives

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Upon completion of this course, students will be able to:

1. Identify appropriate funding strategies that support financial sustainability of an organization. (1, 4, 5, 6)
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs. (1, 3, 8)
3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors. (1, 4, 6, 7)
4. Write project proposals that are technically complete and contribute to social equity. (1, 3, 2, 8)
5. Identify and implement appropriate fundraising strategies necessary for program achievement. (1, 7, 8)
6. Develop and carry out elements in a fundraising campaign and/or fundraising events. (1, 2, 8, 9)
7. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability. (1, 2, 7, 9)
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

(Numbers in parenthesis relate to the Council on Social Work Education [Competencies](#))

## Course Design

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This course design involves mini-lectures, in-class exercises, proposal writing and applied

assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

#### **Theme Relation to Multiculturalism & Diversity**

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Class examples of successful projects and funder priorities will deal with issues related to dimensions of diversity and multiculturalism. Fundraising strategies will focus on how to develop financial support for causes that represent traditionally underrepresented populations that are typically not included in mainstream funding priorities

#### **Theme Relation to Social Justice**

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Student designed projects will be required to reflect a commitment to social equity such that program outcomes accommodate the needs of disadvantaged populations. Students will learn how to promote social causes, to increase awareness of social injustice, and help donors understand giving for the greater good of social change.

#### **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

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Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in human service organizations. They will also learn that mainstream funding may not always support best practice programming, resulting in ethical dilemmas and requiring the ability to develop alternative funding strategies.

#### **Theme Relation to Behavioral and Social Science Research**

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This course will review the growing body of research on effective fundraising. For example, students will learn that market research is essential to the success of letter, telephone, and other campaigns. Moreover, funders increasingly demand evidence that project proposals reflect empirical knowledge. Thus, this course will cover how to gather data that describes a problem and give explanations (i.e., scientific theories) that justify the proposed intervention approach.

#### **Relationship to SW Ethics and Values**

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Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.

## Textbook & other readings

### Required:

Clarke, C (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising* (2nd ed). San Francisco, CA: Jossey-Bass.

You can find it here (free, but you have to be signed in to the UM library): <https://proquest-safaribooksonline-com.proxy.lib.umich.edu/9780470482865>

Klein, K (2016). *Fundraising for Social Change* (7th ed). San Francisco, CA: Jossey-Bass.

You can find it here or download it through the UM library.

<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4509194>

This course draws from the two books listed above. If you have any trouble accessing them, or you can reach out to the Social Work librarian: Darlene Nichols: [dpn@umich.edu](mailto:dpn@umich.edu). We will be discussing these books in class. In addition, the Clarke book will be **very useful to you for the grant assignment, and there will be periodic (ungraded) quizzes on the material.**

**I will place all other required readings/videos/podcasts on our course Canvas site in the modules that correspond to the weeks they are due.**

### Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Graded Material	% of Grade
Course Engagement, including: Reading/Watching/Listening to assigned material, Discussions, Quizzes, Group work in class	35%
Written assignments/Quizzes ( <i>Top 2 of 3 scores counted</i> ) <ul style="list-style-type: none"> <li>Funder Analysis</li> <li>Grant Review</li> <li><b>Choice:</b> Development Plan OR Case for Support OR...Ethics Case Conference OR Online Fundraising Support</li> </ul>	30%
Group Project: Grant Application	35%
<b>Total</b>	<b>100%</b>

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an "A" grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Course Engagement—35%

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged in the class. Class attendance in synchronous sessions is imperative for both your own learning and the learning of your peers, and certainly for my learning. If you cannot get to a synchronous session, I expect you to watch the recording. I expect students to engage with the material, including readings, videos, etc. There will be a series of ungraded quizzes, discussion prompts, and in class group work to help you take in the content; honest attempts at the all of these will be factored in to the engagement grade. There are analytics on Canvas that show me whether and how you have engaged with the content.

Class schedule

Date	Topic/Agenda	Asynchronous Work to do before class	Assignments to <u>turn in/post</u> before class
1/20	Session 1: Introduction		
1/27	Session 2: Grant Writing— Research/ Prospecting	<ul style="list-style-type: none"> <li>• <a href="#">Klein</a>, Chapter 1</li> <li>• <a href="#">Clarke</a>, Chapter 1&amp;2</li> <li>• Guide to Funding Research</li> <li>• <b>Video</b> Lectures about Foundation Directory</li> <li>• Video: Tensions in Grant Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Look around the Foundation Directory Online</li> <li>• Review Partner Websites</li> </ul>
2/3	Session 3: Grant Writing: Applying	<ul style="list-style-type: none"> <li>• The Generosity Network: Connecting Through Narrative</li> <li>• <a href="#">Clarke</a>, Chapters, 4, 5</li> <li>• <b>Video</b>: Types of Funding &amp; Funder Matrix</li> <li>• <b>Video</b>: Grant Writing as Storytelling</li> <li>• <b>Video</b>: Sweet Spot</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: find a story of self, story of us, story of now? Short story or short video/tik tok, twitter</li> </ul>
2/10	Session 4: Budgeting & Evaluating	<ul style="list-style-type: none"> <li>• <a href="#">Clarke</a>, Chapters 6, 7</li> <li>• <b>SKIM</b>: MI Nonprofit Compensation &amp; Benefits Survey</li> <li>• <a href="https://www.grantadviser.com/budget">https://www.grantadviser.com/budget</a></li> </ul>	<b>FUNDER MATRIX DUE</b>
2/17	Session 5: Grant Writing: Evaluating	<ul style="list-style-type: none"> <li>• <a href="#">Clarke</a>, Chapter 8</li> <li>• Guidance on Developing SMART Objectives</li> <li>• SMARTobjectives-guiding questions and template</li> <li>• CART Principles</li> <li>• <b>Video</b>: CART(ON) Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Discussion (on Canvas) about: <ul style="list-style-type: none"> <li>○ Video: Pizza Shops</li> <li>○ Reading: What Is General Operating Support and Why Is It Important?</li> </ul> </li> </ul>
2/24	No Class	Wellbeing Break!	



Date	Topic/Agenda	Asynchronous Work to do before class	Assignments to <u>turn in/post</u> before class
3/3	Session 6: Managing	<ul style="list-style-type: none"> <li>• <a href="#">Clarke</a>, Chapter 9</li> <li>• Giving USA 2019: Most Nonprofits Will Need to Work Harder for Their Money</li> <li>• Read over the sample grants</li> <li>• Decolonizing Wealth Introduction OR Video</li> </ul>	<p><b>GRANT REVIEW DUE</b></p> <ul style="list-style-type: none"> <li>• Discussion on Decolonizing Wealth</li> </ul>
3/10	Session 7: Introduction to Philanthropy and Fund Development	<ul style="list-style-type: none"> <li>• <a href="#">Klein</a>, Chapters 2, 4, &amp; 7</li> <li>• Is there such a thing as too much gratitude?</li> <li>• Nonprofit Whisperer: Building a Culture of Philanthropy</li> <li>• The Generosity Network: Introduction and Chapter 2</li> <li>• Bright spots</li> </ul>	<ul style="list-style-type: none"> <li>• Group Work: Submit a <i>draft</i> executive summary for review</li> <li>• Discussion (on Canvas) about: Bright spots—organizational mindsets</li> <li>• Discussion (on Canvas) about: Bright Spots--you're hired!</li> </ul>
3/17	Session 8: Culture of Philanthropy	<p>Read/Watch <u>one</u> of these resources (based on your group assignment)</p> <ul style="list-style-type: none"> <li>• PODCAST (40 mins): <a href="https://nonprofitquarterly.org/the-black-womans-guide-to-philanthropy/">https://nonprofitquarterly.org/the-black-womans-guide-to-philanthropy/</a></li> <li>• Racial Equity &amp; Philanthropy</li> <li>• <a href="#">Klein</a>, Chapter 6</li> <li>• VIDEO (55 mins): <a href="https://www.benevon.com/fundraising-training-video/">https://www.benevon.com/fundraising-training-video/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (on Canvas) about:</li> <li>• Group A: Black woman's guide to philanthropy</li> <li>• Group B: Racial Equity &amp; Philanthropy</li> <li>• Group C: Klein, Chapter 6</li> <li>• Group D: Benevon</li> </ul>
3/24	Session 9: Donor Identification & Cultivation	<ul style="list-style-type: none"> <li>• <a href="#">Klein</a>, Chapters 31 &amp; 40</li> <li>• Ethics cases</li> <li>• Video: Ethics in Fundraising</li> <li>• Graphic Revisioning of Nonprofit Overhead</li> <li>• About Nonprofit Waste Overhead and Financial Subservience</li> <li>• Why Funding Overhead Is Not the Real Issue</li> <li>• VIDEO: "The Way We Think about Charity Is Dead Wrong" In Media Gallery on Canvas (18 minutes)</li> </ul>	<p><b>GRANT APPLICATION DUE</b></p> <p>Discussion</p> <ul style="list-style-type: none"> <li>• Group A: Beneficent Bigot</li> <li>• Group B: DV program</li> <li>• Group C: Robert Kraft</li> <li>• Group D: Informed consent</li> </ul>
3/31	Session 10: Social Impact Philanthropy &	<p><b>Video:</b> Case for support</p> <p><b>Video:</b> Fundraising Plan</p>	<p>Choose a podcast and the readings on Canvas—you only need to <b>choose 1 cluster</b>.</p>

Date	Topic/Agenda	Asynchronous Work to do before class	Assignments to <u>turn in/post</u> before class
	Ethics		
4/7	Session 11: Donor Stewardship & Making A Case	<ul style="list-style-type: none"> <li>• <a href="#">Klein</a>, Chapter 30</li> <li>• How to Tell Stories about Complex Issues</li> <li>• Fundraising Effectiveness Toolkit</li> </ul>	•
4/14	Session 12: Evaluating Fund Development Efforts	<p><b>FINAL ASSIGNMENT DUE</b></p> <ul style="list-style-type: none"> <li>• Overcoming Racial Bias in Philanthropic Funding</li> </ul>	•
4/21	Session 13: Ethics and Online Fundraising		•

## Assignments

Assignment	Due date
Assignment #1: Funder Matrix	2/10
Assignment #2: Grant Review	3/3
<b>Group</b> Project: Grant Application	3/34
Assignment #3: <b>Choice</b>	4/14

### Short Assignments—30%

You will have three short assignments; they are described in full on Canvas and posted at least 2 weeks before they are due.

**I will count the grades of only the top two** when calculating your final grade, though you should submit all three. Even though I will only count the top two, failure to submit any of the three assignments will result in my averaging all three of your grades, with the missing grade = zero. (The result is that your overall grade will be significantly lower.)

### Group Project: Grant Application—35%

This is a grant proposal to a fictitious funder to fund some aspect of the partner organization. The goal is to create a set of proposals that can be shared with them and actually be put to use. Your grant assignment must be uploaded to Canvas on or before the due date. Late assignments will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

### Late Assignments

**Assignments are due at or before the dates/times listed on the syllabus and on Canvas.**

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

### Grade Dispute Process

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If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

### Expectations for Written Work

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**Development of professional writing is a goal of the course**, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

### Class Recording and Course Materials

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Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

## COVID-19 Statement

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For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community.

Although this course is fully online, your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

## Health-Related Class Absences

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Please evaluate your own health status regularly and seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. **Please notify me by email about your absence as soon as practical**, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

## Additional Course Information and Resources

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Short Assignments—30% (2 of 3 counted, turn in all 3)

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### 1. Funder Analysis

For this assignment, you will analyze 5 potential funders for an organization.

*If you choose to do this for an organization that is NOT the organization we are working with, please include a paragraph or two describing the organization and the program/project for which you are seeking funding.*

For the analysis, you will analyze 5 (or more if you want!) potential funders. (By potential, I mean that there should be a chance that the funder will fund the organization. Do not choose a funder who only funds guns in California, for example.)

This is an analysis that will **help the organization**. You can do the analysis in a document table or a spreadsheet. I will be using the term "matrix" to describe your analysis from here on out.

Analyze the five funders based on at least the following criteria (You can add more criteria if you want):

- Funder priorities/Subject Area
- Geographic Area
- Relationships (that the funder has with the organization)
- Types of *funding* (specific project only, program funding only, capacity building, general operating, other)
- Population(s)
- If they have funded grantees in the past that are similar to your organization, and who those grantees are
- Dollar range of grants
- Other notes

If you cannot find information about a certain criterion, just note that in the matrix. For example, if you cannot find anywhere what geographic area they fund, you can just note that. You may decide to add other criteria.

If you use symbols in your matrix, make sure to include a key so that it is very clear. You do not have to use symbols (see Class Slides for an example of using symbols in a matrix.)

On your matrix, make sure to include information about the funder (contact info, etc.) as well as how to apply for grants. In addition, make sure to clearly note what program/project for which you are seeking funding.

When grading this, I will be looking for how user-friendly your matrix is; in other words: can the organization pick it up and understand it without you having to explain anything to them? I would also like the matrix to be replicable: can the organization use it and add to it in the future?

You can use any resource that you want to fill out your matrix. Most people will find the Foundation Center, Guidestar, foundation websites, and other "competitors'" 990s or websites as the most helpful place to find information.


*This matrix will most likely be 1 page, but it can be longer if you need. No specific page limitations.*

### 2. Grant Review

Your chances of getting funding for a grant application are substantially increased if you design your application with the grant review process and criteria in mind, so this assignment is designed to familiarize you with how proposals often are reviewed by funders using a rubric. ***This is the same rubric I will use to grade your grant application assignments.*** [Grant Application Grading Rubric](#)

[FOR GRANT REVIEW.xlsx](#) 

**\*\*If you are reading this before we have gone over the assignment in class, please know that it will be clearer once I've gone over it in class. In other words, on first read, this assignment seems very confusing.\*\***

In the Files Section is a [sample grant application](#) . Your assignment is to read through this application (also called a proposal), give each section a score, and write up notes that justify your score. You will score the application using the Grant Application Grading Rubric FOR GRANT REVIEW.xlsx and upload your completed spreadsheet to Canvas. Below are some more directions about the assignment.

Here's an example of one section of the grant review rubric:

		Grant Review Rubric							
	Max Points	Reviewer Score (0-5)	Weighted Score	Assessment Criteria					
Category			5	3-4	2	0-1	Max Weight	Total	
Table of Contents	2.5	0.00	Clear and accurate table of contents.	Table of contents without minor errors.	Some imperfections.	Inadequate or missing.	5	.5	2.5
Reviewer Notes									

**Things to note:**

1. ONLY FILL IN the GREEN sections!
2. You will be giving each section a score of 0-5. For example, in the section above, if you assess that the table of contents is clear and accurate, you will give it a score of **5** in the green cell in the column headed "Reviewer Score."
3. You will also provide some short notes that justify your score. In the green row marked "Reviewer Notes," you might write something like: *"Table of contents is well-organized, formatting is professional and clear, all page numbers and headings are accurate."* Your reviewer notes should be brief, but make sure you clearly justify how you arrived at the score.
4. You will do this for every section, except for the two sections that are marked otherwise: the budget section and the key personnel section. Those sections are not included in the grant application, so you will not score them.
5. There are formulas built in to the spreadsheet, and the final score will be calculated once you've scored every section. Each section has a maximum number of points that it is worth, but **you will be scoring each section on a 0-5 scale**. You will only enter a number from 0-5 in the green cell for each section. Your 0-5 scores will align with the descriptions in the spreadsheet. In other words, above I said that you assessed that the Table of Contents was clear and accurate, so you gave it a score of 5. If the Table of contents had some imperfections, you might score it a 2, because that is what the description says.

When grading, I will be looking for how you justify your scores. THERE IS NO CORRECT SCORE for the application. I am more focused on your thinking process: how well did you read through the grant and think critically about how well the grant matched the expectations in the rubric? These instructions are harder than the actual assignment. Once you have all the materials in front of you, it will make a bit more sense to you. We will also go over this in class pretty thoroughly.

**3. Choose:** Fund Development Plan OR Case for Support (see files on canvas)

**Group Project: Grant Application—35%**

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This is a grant proposal to a fictitious funder to fund some aspect of the partner organization. The goal is to create a set of proposals that can be shared with them and actually be put to use.

In the files section is the Grant Application form plus two budget forms: one in Google Docs, and one in Google Sheets

**Follow the directions on the Grant Application to complete the assignment.** You will turn in **one budget using EITHER doc OR the sheets format**--either one is fine, but you must use one of them. (There are two because some prefer documents and some prefer spreadsheets.)

I will be using the Grant Application Grading Rubric to grade your assignments. Successful applications will have a clear Table of Contents, and each section will have clear headers. The format should be professional, and follow the guidelines listed for margins and font size.

Remember that funders have way less money than needed to fund all the applications they receive; therefore you want to make your application as competitive as possible by responding to expectations in the application and in the rubric. Grammar and clarity are both extremely important.