Objectives
S650 Library Philanthropy explores the impact of individual and corporate financial support on library funding from donor, grant maker, library, and stakeholder points of view. Through examination of professional literature and other resources, students will apply key management concepts, including advocacy, budgeting, strategic planning, and ethics, to current issues and trends affecting funding and philanthropic fundraising at library and information organizations where they work or plan to work.

Where and When
This web-based course is delivered asynchronously via Oncourse. There are no scheduled class meeting times but the course is not self-paced; there are assignments and online participation due each week. All course materials are grouped by week under the Modules tool in the Oncourse icons at the left of the screen. Written assignments are uploaded to and graded within the Assignments tool. Discussions (class participation) are in the Forums tool. There is no required textbook.

I will correspond with you through Oncourse Messages and Forums. Be sure to check your email often for information related to this course. I will also post an Announcement at least once a week that requires your attention. Be sure to read anything I post as it may be something you need to know for an assignment. Contact me right away if you have any questions.

Contact Information
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Please contact me by email using the Messages tool in this course tab. I will try to respond within 24 hours.

Please contact me right away if you have questions or concerns about any aspect of this class.
Topics Covered

1. Overview and Resources
2. Understanding Philanthropy
3. The Library and the Third Sector
4. The Gospel of Wealth
5. The Boatload of Knowledge
6. The Public Good
7. Library Funding
8. Philanthropic Funds
9. The Funder’s Point of View
10. Needs Assessment
11. Grant Proposals/Logic Model
12. Project Budget
13. Library Advocacy
14. Tools & Rules
15. Case Study

Course content addresses the following goals of IU’s MLS program:

• Manage and Lead Libraries and Other Information Organizations
• Use Research Effectively
• Approach Professional Issues with Understanding

Course content also addresses the following ALA Core Competences:

Foundations of the Profession
1A. The ethics, values, and foundational principles of the library and information profession.
1C. The history of libraries and librarianship.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services
1J. The techniques used to analyze complex problems and create appropriate solutions.

Research
6B. The central research findings and research literature of the field.

Administration and Management
8A. The principles of planning and budgeting in libraries and other information agencies.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
You may want to use your final paper for this course in your LIS ePortfolio.

Texts and Computing
There is no required textbook for this online course. Course materials are grouped by week under the Modules tool in Oncourse.

Assigned readings are provided as web links or PDFs or are available through databases provided by University Library at IUPUI (http://www.ulib.iupui.edu). In order to access licensed information resources from off campus, you may need to install IU’s VPN client on your home computer so that you are recognized as affiliated with IU. http://kb.iu.edu/data/ajrq.html

Participation Is Crucial!
Because this class is delivered entirely via the web, you must check the Oncourse tab for S650 as well as your IU email often. I recommend that you check once a day for messages and announcements that may affect your participation and assignments. Always be well prepared to participate in discussions and activities based on readings and other assignments, as that is the way you will demonstrate mastery of the course objectives.

Be sure to allow time to participate in Oncourse. If you will be without web access for more than 72 hours, you may want to enroll in in this course in another semester. Because there is no face-to-face classroom interaction, an online course requires a greater commitment to demonstrating your mastery of the course objectives in your written posts and papers. In order to pass this course, it is absolutely necessary to stay on top of readings, discussions, and assignments. You can expect so spend an average of 9 hours each week on this course, so plan your schedule accordingly.

Accommodations
I will gladly make reasonable accommodations for qualified students with disabilities who are registered with Adaptive Educational Services. For more information, e-mail aes@iupui.edu or call 317-274-3241.

Campus Course Policies
There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by clicking the Campus Course Policies link in the toolbar at the left of this page.

Student Responsibilities

• New to Oncourse? Please read the instructions for posting to Forums here. Email me inside Oncourse with any questions.
• **Read this syllabus thoroughly and ask any questions you may have about its content.** I will be watching for evidence that you have read it.

• **Read all instructions and follow directions!** The most common reason for marked-down grades is failure to do what was asked.

• **Complete all course work on or before the due date.** Course work includes (1) reading and viewing online resources; (2) discovering and sharing additional resources; (3) participating in all Forums; (4) completing written assignments. Written assignments and posts submitted late without advance permission may be reduced a half-grade for each day late. Extraordinary circumstances may warrant an extension. Incompletes are not awarded except in extraordinary circumstances.

• **Participate in online discussions as you would in face-to-face meetings with colleagues in the workplace.** Please be professional and courteous, and stay on topic. Contact me right away if you have concerns about any discussion or messages posted. Be open to different perspectives. Online communication lacks the nonverbal cues of face-to-face conversations, so choose your words carefully and write your sentences clearly. Don’t forget to proofread your messages before you post them.

• **Include your full name somewhere in the body of each assignment you upload, and include your last name in all file names** (a sample file name: S650-Budget-YourLastName.doc). If you include photos, charts, or other graphic images in your work, please save your documents in PDF before uploading them.

• **Always keep backup copies of your work outside of Oncourse.** In fact, it’s safer to create your posts or assignments in Word or another application that allows you to save copies to a hard drive before you copy and paste them into posts. Loss of work created online will not qualify for a due-date extension.

**Academic Ethics**

• **Academic dishonesty (such as plagiarism) and personal misconduct by students in this course are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct,** which can be found at [http://www.iupui.edu/code/](http://www.iupui.edu/code/).

• **You are responsible for providing complete citations in all written assignments** for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials). The style for presenting citations is up to you (such as Chicago, MLA, or APA), but please use one style consistently throughout each assignment.
Schedule and Due Dates
A complete list of assignment due dates is available in the Assignments tool. Copy all due dates into your personal calendar and check Oncourse regularly for updates.

What you should do each week: Go to the Modules tool and read all the sections for that week. In the first section each week, I provide instruction on one or more topics and links to related articles or videos. The topics are tied to the forums and assignments. After you complete the required reading/viewing, read the instructions for the Forums and post there. Because Forums are the online equivalent of meeting in a classroom to share ideas, there are Forum post requirements every week. Some Forums will be student-led, and some will be responses to questions or scenarios that I provide. Make your original post(s) no later than Friday, and post your responses to classmates by Sunday, unless the instructions say otherwise. The earlier in the week you post, the more robust the discussions will be. Turn papers in for grading by uploading them in the Assignments tool. Again, look at the Modules outline to see when those are due, or go into the Assignments tool to see the full list with due dates.

You will need to complete readings and assignments each week in order to master the concepts needed to prepare your final project. The key to success is to plan ahead. Don’t procrastinate! Look ahead and anticipate upcoming assignments. Log in to Oncourse often to keep up with posts and see any schedule changes. Work ahead if you can. If you want paper copies, click on the printer icons within the Module tools to print out any part of the course curriculum.

• All assignments are due on Mondays before 11:55 p.m. Eastern Time. Your case study assessment (final paper) is due by 11:55 p.m. Eastern Time on Monday, April 28, 2014.

• Forum posts are due no later than Friday at 11:55 p.m. Eastern Time, with responses due no later than Sunday at 11:55 p.m. Eastern Time. Make your original posts as early in the week as possible, and then check back to respond to your classmates' posts and encourage discussion.

Grading

There are no tests in this course. Your achievement of the course objectives will be measured based on your online participation and written work. Grades are posted with feedback in the Assignments and Gradebook tools. You will receive a letter grade for each of the following areas:
• Funders and Foundations review, student-led in Forums (1 x 10 points)
• Forums discussions (12 weeks x 5 points each week)
• Logic model (1 x 5 points)
• Project budget analysis (1 x 5 points)
• Advocacy communication — a letter, short presentation, short video, or social media promotion, targeted to a specific audience or funder (1 x 5 points)
• Case study assessment (1 x 15 points)

Forums participation must be completed according to the stated schedule; no exceptions. Your own original posts (at least 1) are due each week no later than Friday and your follow-up responses (at least 2) to classmates’ posts are due each week no later than Sunday. You will be graded on your demonstrated understanding of key points through your unique contributions to the discussions, including examples from your own work experience or from other reading you do on your own. You will need to be familiar with the assigned readings in order to answer questions and participate in discussions.

The assessment rubric for Forums is as follows:

5  Posts integrate class readings and individual research with classmates’ posts in order to further discussion of the topic.

4  Posts reflect individual knowledge and/or classmates’ ideas but do not reflect assigned or other readings.

3  Posts reflect individual knowledge but do not reflect assigned readings or incorporate classmates’ ideas.

2  Posts are simple acknowledgements or comments (such as "Great post!" or “That’s an awesome idea!”) that do not demonstrate individual study and do not further discussion.

0  No posts.

The assessment rubric for written assignments:

5  Goes beyond the minimum requirements to demonstrate in-depth understanding of the connections among weekly topics, and shows careful observation and analysis. Shares additional resources and uses appropriate citations.

4  Addresses all relevant assigned topics and makes revisions based on feedback.
3  Fails to address all assigned topics or does not make revisions based on feedback.

1  Does not follow assignment instructions, or fails to use appropriate citations, or fails to demonstrate mastery of the course objectives.

0  No paper, or paper turned in late without prior permission.

The assessment rubric for the case study assessment (final paper):

15  Demonstrates keen insight into the issues presented and presents fundraising suggestions that the library can easily implement and that are targeted to the mission of a specific funder or funders.

12  Demonstrates basic understanding of the issues presented and presents fundraising suggestions that may be appropriate for the library and that may be related to the mission of a specific funder or funders.

8  Demonstrates some understanding of the issues presented but is missing key points, or makes fundraising suggestions not easy to implement, or uses the wrong approach for the funder(s) identified.

3  Does not follow assignment instructions, or cannot identify the issues, or otherwise fails to demonstrate mastery of the course objectives.

0  No paper, or paper turned in late without prior permission.

Course grades are based on the following total point scores:

95 and above = A
90–94 = A–
85–89 = B+
80–84 = B
75–79 = B–
74 and below = unsatisfactory work; course must be repeated

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science. Note that meeting the expectations for the course counts as a B; you must exceed expectations in order to earn a higher grade.
A: 4.0, Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A-: 3.7, Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: 3.3, Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B: 3.0, Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.

B-: 2.7, Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+: 2.3, Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C: 2.0, Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C-: 1.7, D+: 1.3, D: 1.0, D-: 0.7, Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.

F: 0.0, Failing. Student may continue in program only with permission of the Dean.

Questions?
Please contact me by email using the Messages tool in the Oncourse tab for S650. I will try to respond within 24 hours.

Ready to Get Started?
Class starts Monday, January 13, 2014. Please go to Week 1 in the Modules tool to begin your study of library philanthropy and fundraising. See you there!