

**PPS 4310**  
**Baylor University**  
**Fall 2020**  
**Tuesdays 2:00-4:50 PM**  
**Cashion C319**

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**Course Description:**

Each semester, Baylor University provides an opportunity for students to steward and give away tens of thousands of dollars in a unique and transformational learning environment. In partnership with dozens of inspiring social sector organizations, students enrolled in Philanthropy & The Public Good cultivate a philanthropic spirit through hands-on experience, developing as innovative leaders poised for a lifetime of generosity.

**Course Goals:**

Here are our goals a little more specifically:

- I. "Learning" goals
  1. To understand the nature of philanthropy the social sector, including its complex philosophical and practical questions.
  2. To understand more about elaborate social problems and strategies for addressing them.
  3. To discover what makes an effective nonprofit organization and healthy community.
- II. "Doing" goals
  4. To participate in the grantmaking process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.
  5. To present complex information clearly and persuasively, in both written and oral form.
  6. To navigate diverse opinions and forge ways to collaborate with others on behalf of shared goals.
- III. "Becoming" goals
  7. To become people who concern ourselves with the needs of others, the health of the community, and the ways in which we might use our own resources to promote human flourishing.
  8. To become people who are generous, hopeful, curious, loving, improvisational, collaborative, and awed.

**Policies, Customs, Expectations and Responsibilities:**

1. **Syllabus Note:** This syllabus is your guide for the course, and it is expected that you have read and understood it in its entirety. This represents our current plans and objectives. As we go through the semester, specific plans may need to change to enhance the class learning opportunities. I will always communicate changes clearly and early.
2. **Be prepared:** I expect every person to read *all* the assigned texts in advance of class and prepare for discussion by taking notes.
3. **Honor your colleagues:** Your role in this class is probably different from other classes. You are all members of one Board of Directors, so you must work collaboratively. This means, above all,

showing one another respect. Always treat seriously any comment offered in earnest, and please respect the person who offers it. Please also challenge ideas with which you disagree, something we all owe to one another since we are working collaboratively and making decisions together. Our ideas, and our challenges to one another's ideas, should always aim to make us better.

4. **Always act in good faith.** This course is designed to be *collaborative*, but there will always be a temptation for it to become *competitive*. Please, for everyone's sake, do all that you can to avoid a competitive mindset. No one is supposed to "win" or "lose" in this process. Just because you researched an organization, it is not "your" organization. Just because someone else researched an organization, it is not "their" organization. These are all *our* organizations; we simply have varying levels of expertise. Please resist any urge to trade votes, form alliances, or take advantage of others' good faith. We will be open and candid with one another, and we will challenge one another. But please, always act in good faith, with **the Board's interests above your own**. Failure to act in good faith can result in severe consequences, including the loss of voting status and failure in the course.
5. **Attendance.** During this unprecedented time of a global pandemic, class attendance must be approached differently from the way it would in a standard semester. If you are sick or have any symptoms (even if they are slight) that might relate to COVID-19, please stay home to protect yourself, your classmates, and your professors. As your instructor, I will expect that you work with me to enable you to receive any necessary course content (including classroom lectures) and complete any assignments, quizzes, or exams that you may miss due to being sick or having COVID-19-related symptoms. I also expect you to notify me prior to class if you will be missing for COVID-19 or any other health-related reason. If you are well, have no symptoms, and are not required to remain at home for any COVID-19 or other health-related reason, you should attend class and abide by all of the University's health protocols. Attendance during this time may take many forms due to the various course formats being offered this fall. Be sure to pay careful attention to the additional details below that describe how attendance and class participation will be incorporated into my course. Importantly, Baylor's Health Services department on the Waco campus no longer provides notes to "excuse" students from missed classes. Please do not ask Health Services for such documentation.
6. **Class Format Conversation:** Due to the COVID-19 pandemic, this course may need to be converted to a [hybrid or] online format at some point in the semester. We have anticipated this possibility as we have prepared for the course, and will provide necessary information for you in that event.
7. **Face Coverings:** Baylor University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in Baylor buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day. Such a student will be subject to disciplinary action through the Student Code of Conduct.
8. **Make-up work:** Except for university-approved absences, students are not allowed to make up missed daily assignments. This includes activities missed by being late for class or leaving early.

9. **Adherence to the Baylor University Honor Code.** Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. You may use online resources to study for this course, but you must do so in ways that are consistent with all aspects of the Baylor University Honor Code (see, specifically, Section III.C.12 and Section III.C.16). As a Baylor student, I expect you to be intimately familiar with all aspects of the Honor Code, which can be found at this link: <http://www.baylor.edu/honorcode/>
  
10. **Academic Success:** We believe every student who has been admitted to Baylor can be successful and we want to partner with you to help you thrive academically. Be sure to take advantage of the many resources available for academic success, including coming to see us during our office hours. Students who regularly utilize the great resources in the Paul L. Foster Success Center (<http://www.baylor.edu/successcenter/>) are among our most successful students. If your academic performance in this class is substandard, we will submit an Academic Progress Report to the Success Center so that the team of coordinated care professionals can ensure that you get the help you need.
  
11. **Learning Assistance and Accommodations.** Any student who needs academic accommodations related to a documented disability should inform us immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254) 710-3605 - Paul L. Foster Success Center, 1st floor on the East Wing of Sid Richardson.
  
12. **University Writing Center:** We encourage you to visit the University Writing Center (UWC) this semester and get feedback on your writing for this course. Located in Moody Library 2nd floor West, the UWC offers free assistance to you at any stage of the writing process (brainstorming, researching, outlining, drafting, revising, editing). In their feedback, the consultants focus on higher order concerns, such as content, thesis, evidence, and organization, before grammar or style. The UWC tutors will not proofread, edit, or write your paper for you, but they will equip you with a toolbox of strategies to improve your writing, research, and editing skills. Please take the assignment prompt, your paper/text, and other materials you might need with you to your appointment. Please include my name as the professor, and a report will automatically be sent to me after your session. You can set up an appointment online at [www.baylor.edu/uwc](http://www.baylor.edu/uwc), call the UWC at (254)710-4849, or stop by in person.
  
13. **Military Student Advisory:** Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.
  
14. **First Generation College Students:** Baylor University defines a first-generation college student as a student whose parents did not complete a four-year college degree. The First in Line program at Baylor is a support office on campus for first-generation college students to utilize if they have

any questions or concerns. Please contact First in Line at [firstinline@baylor.edu](mailto:firstinline@baylor.edu), call 254-710-6854, or visit [www.baylor.edu/firstinline](http://www.baylor.edu/firstinline) to learn more about the services available.

## 15. Sexual and Gender-Based Harassment and Interpersonal Violence Policy:

### *Civil Rights Policy and Sexual and Interpersonal Misconduct Policy*

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age (over 40), citizenship, genetic information or the refusal to submit to a genetic test, past, current, or prospective service in the uniformed services, or any other characteristic protected under applicable federal, Texas, or local law (collectively referred to as Protected Characteristics).

If you or someone you know would like help related to an experience involving:

1. Sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix), or contact us at (254) 710-8454, or [TitleIX.Coordinator@baylor.edu](mailto:TitleIX.Coordinator@baylor.edu).
2. Harassment (excluding those issues listed in #1) or adverse action based on Protected Characteristics, please visit [www.baylor.edu/equity](http://www.baylor.edu/equity), or contact us at (254) 710-7100 or [Equity@baylor.edu](mailto:Equity@baylor.edu).

The Office of Equity and Title IX understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, advocacy services, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.**

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential Resources who do not have to report include those working in the Counseling Center, Health Center and the University Chaplain, Dr. Burt Burlison.

### **Texts and Readings:**

- Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).
- Seeing White Podcast Series, Season 2: <https://www.sceneonradio.org/seeing-white/>
- Various Articles Posted in Canvas

### **Course Outline:**

This course serves as an important function both in the development of philanthropic learning, but also in directly supporting Baylor's Solid Gold Neighbor initiative by producing grants into the Waco non-profit community to support work in the areas of Economic Development, Education, Health, Cultural Wealth, and City Growth. Throughout the semester, you will be asked to step out of your comfort zone

and into the community in order to learn, engage, and serve using your God-given time, talent, and treasure (well, treasure you are stewarding!).

This course is not like any you have taken before, nor will it be like any you will take. This is one of your most unique opportunities to have a lens into the world and work of foundations and philanthropy both in learning and action. Each week we will have significant expectations of you that will shape and frame your outlook in this field, but also prepare for a life of philanthropic engagement. We ask that because this course is highly professional that you strive to meet this level of professionalism with business or business-casual dress each week. You will be a representative of Baylor University each day, many of which occur outside class, and we care to leave a positive image and impact on the Waco community.

This course is complex. There are a lot of moving pieces. Therefore, it is imperative for you always to keep the big picture in view. Throughout the course, you will wear two different “hats,” often swapping them from moment to moment. Mentally, this is not easy, so please prepare accordingly. Your primary—and most important—hat is that of a Board Member. Our ultimate decisions about what to do with the money belongs to the overall Board of Directors. Each person has one vote, and although we will always strive toward consensus in our decisions, we will ultimately make them democratically. Certain procedural questions will belong to the Board as well, and we will decide these throughout the semester (such as what to do in the event of a tie, or whether it will be beneficial to designate leadership/executive roles).

Your second hat is that of a Program Officer. As a Program Officer, you will review, research, and develop expertise about certain nonprofit organizations, which you will report back to the Board for its consideration. For part of the semester you will do this alone, and for part of the semester you will do this as part of a team of Program Officers. The temptation will always be for you to consider the organizations you’ve researched to be “your” organizations. Please always avoid this temptation, remembering that your primary responsibility is to be a Board Member. The course will proceed in three phases.

#### Phase I:

Phase I will involve independent review of applications submitted for funding by nonprofit organizations for the Board to consider this semester. You will be asked to review all applications, fill out an assessment tool, and be prepared for a vote on **9/15/20**. Following that vote, 20 organizations will move forward to Phase II.

#### Phase II:

In Phase II, the 20 remaining applicants will be scheduled for a short in-person presentation on Tuesday, **10/6/20**. As the board, you will be responsible for notifying organizations they have or have not been selected into Phase II, preparing them for the presentation, and organizing the day of activities in our class. After all 20 have presented and you have filled out your assessment tool, another vote will take place on **10/13/20**. Following that vote, 10 organizations will move forward to Phase III.

#### Phase III:

In Phase III, each student will focus on two organizations, joining a team of 4-5 program officers. The group will make a site visit to the organization. Phase III research is thorough, asking each of the 10 organizations important questions about their leadership, structure, funding, and proposed grant idea including whether those grants will be successful. Phase III research will attempt to turn over every stone of an organization so that the Board of Directors can make an informed decision about grant awards. Each team of program officers will produce an 8-page Briefing Book for each organization, and the Board of Directors will read all Briefing Books. There will be a period of time for asking questions and seeking clarifications before each team of Program Officers then makes a presentation to the full

Board. Following these presentations, we will have an Executive Session to make our final grant decisions. The Executive Session will occur the evening after Board presentations—a meeting that will last *as long as it takes* for us to make final decisions, currently scheduled for **11/10/20**.

After our two funding partners make their decisions on **11/17/20** in a similar presentation, we will work together to draft evaluation instruments that we will use two years hence to evaluate the grants we've made. Finally, on **11/23/20**, we'll throw a party, inviting all our grant recipients to attend the Grant Awards Reception.

### **Requirements for Credit:**

*Board Contribution (20%):* Your informed participation is vital to the success of this class and, more importantly, to the success of this entire philanthropic venture. This portion of your grade hinges on a couple of measures, particularly the extent to which you are a thoughtful, reliable, collegial, and an informed member of our classroom/boardroom community. This includes a few things. For one, it means you are a leader and active participant in discussions surrounding our texts. These texts are essential in helping us become imaginative, mindful, and strategic, and that happens when the texts come alive in our discussion. It is essential that you read well and be active in our discussions. Being a good board member also means offering collaboration and input as we work together on our grantmaking decisions. Receiving a good grade means demonstrating your full engagement with this process.

*Discussion Points (10%):* Several times throughout the semester, you will turn in a short document called "Discussion Points." It will be based on your assigned reading for the day. As you read, plan to make at least two consequential contributions to the class discussion, and write them down in about a paragraph each. A planned contribution (a "discussion point") can take the form of a question that will lead us into discussion, an illustration of a point in the reading, a disagreement with the reading, a connection to our work outside the classroom, or a contrast with other readings from the semester. It should always spark conversation. Students will be called on throughout the discussion to raise a discussion point for the group to consider. These will be submitted in hard copy at the conclusion of each class.

*Various Support Projects (20%):* Throughout the semester you will be assigned a project with at least one other student in order to share the load of the work with fellow board members. The nature of this work goes beyond evaluation and presentations and dips into the real-world of boards where often members are asked to roll their sleeves up to support the needs. The current projects to be assigned are:

- Phase I Cut Decision Facilitators (2 students)
- Phase II Presentation Day Facilitators (3 students)
- Phase II Cut Decision Facilitators (2 students)
- Phase III Internal Presentation Day Facilitators (2 students)
- Phase III Decision Night Facilitators (2 students)
- Phase III Ambassador Council/Aramark Council Presentation Day Facilitators (3 students)
- Awards Ceremony Facilitators (3 students)

*Briefing Books + Presentations (30%):* In Phase III you will be assigned to two organizations—one "A Organization" and one "B Organization." You will submit an 8-page Briefing Book for each of the two to which you are assigned. Briefing Books for "A Organizations" and "B Organizations" are due via email to both professors by **Sunday, 11/09/20 5:00 PM**. The Briefing Book will be organized around a logic model, and in advance of the assignment, we will provide specific guidance on formatting and content.

Each member of the team will be assessed by the other members of the team to ensure that everyone carries sufficient weight. Additionally, the presentation will be factored into your grade.

**Capstone Assignment (20%):** Your final exam is a Capstone Assignment, which has two parts: First, you will write an essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw heavily from your reading throughout the semester, bringing those readings to bear on your own thinking about philanthropy (so make sure you take good notes or mark up your readings). We will provide more details and a writing prompt as the time approaches. The second part of the assignment is a hand-written “thank you” note to our donors. The essay will be due via email by **5:30 PM on 12/4/20**. The notes are to be handed in at our Grant Awards Reception.

**Grading Scale:**

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 60 – 69% = D
- 0 – 59% = F

**Tentative Schedule of Activities:**

Date	Week	Topic/Guest Speaker	Readings and Assignments
08/25/20	1	Welcome, Introductions, Solid Gold Neighbor Overview	<ul style="list-style-type: none"> <li>• Read the poem “<a href="#">Okay</a>,”</li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 1 &amp; 2</li> <li>• Prepare 30-60 seconds Personal Biography</li> <li>• Discuss Norms and Values</li> <li>• Write thank you notes to our funders</li> <li>• Introduction to Philanthropy Lab: pre-survey, video &amp; grant letter</li> <li>• Students will be given access to all applicants to begin initial review</li> </ul>
09/01/20	2	Foundations of Philanthropy	<ul style="list-style-type: none"> <li>• Robert L. Payton &amp; Michael M. Moody, “Voluntary Action for the Public Good,” excerpt from <i>Understanding Philanthropy</i>, pp. 27-61 (available on Canvas)</li> <li>• Craig Dykstra, “What is a Grant?” excerpt from <i>Giving Well, Doing Good</i> (available on Canvas)</li> <li>• Richard Gunderman, “Imagining Philanthropy,” <i>We Make a Life by What We Give</i>, pp. 1-12</li> <li>• The Bridgespan Group, “<a href="#">Defining Success</a>”</li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 3 &amp; 4</li> <li>• Philanthropy Lab: Giving Goal, \$10 Challenge</li> <li>• <b>Discussion Points #1 Due</b></li> </ul>
09/08/20	3	Strategic Giving Guest Speaker: Dr. Andy Hogue on Philanthropy Lab	<ul style="list-style-type: none"> <li>• \$10 Challenge</li> </ul>

			<ul style="list-style-type: none"> <li>• Peter Frumkin, “The Idea of Strategic Giving,” excerpt from <i>The Essence of Strategic Giving</i> (available on Canvas)</li> <li>• Gregory Boyle, “And Awe Came Upon Everyone,” excerpt from <i>Barking to the Choir</i> (available on Canvas)</li> <li>• Richard Gunderman, “What Are We Part Of?” <i>We Make a Life by What We Give</i>, pp. 63-72</li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 5 &amp; 6</li> <li>• Philanthropy Lab: Determine Evaluation Leaders</li> <li>• <b>Discussion Points #2 Due</b></li> </ul>
09/15/20	4	Types of Philanthropy; Phase I Cut Decision; Phase II Begins	<ul style="list-style-type: none"> <li>• Gunderman, “Four Gifts,” <i>We Make a Life by What We Give</i>, pp. 19-29</li> <li>• Elizabeth Lynn &amp; Susan Wisely, “<a href="#">Four Traditions of Philanthropy</a>”</li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 7 &amp; 8</li> <li>• <b>Discussion Points #3 Due</b></li> <li>• <b>Students will submit by email to instructors their Phase I assessment on Monday, 9/15/20 by Noon</b></li> </ul>
09/22/20	5	Corporate Philanthropy Aramark Giving Council	<ul style="list-style-type: none"> <li>• Gunderman, “How Much and How Well?” <i>We Make a Life by What We Give</i>, pp. 132-139</li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 9 &amp; 10</li> <li>• <b>Discussion Points #4 Due</b></li> <li>• <b>Phase I Organizations Notified Non-Selected</b></li> <li>• <b>Phase II Organizations Contacted/Scheduled</b></li> </ul>
09/29/20	6	Logic Models and Evaluation	<ul style="list-style-type: none"> <li>• Listen to Seeing White Podcast, Season 2, Episodes 11 &amp; 12</li> <li>• <b>Discussion Points #5 Due</b></li> </ul>
10/06/20	7	Phase II Presentations	<ul style="list-style-type: none"> <li>• All 20 Organizations Will Present</li> <li>• Students will be put into groups to develop 2-3 main questions that need to be answered to make a decision</li> <li>• <b>Presenters should submit final PPTs to instructors by 5 p.m. on Monday, 10/5/20.</b></li> </ul>
10/13/20	8	Phase II Cut Decision, Phase III Begins	<ul style="list-style-type: none"> <li>• <b>Students will submit by email to instructors their Phase II assessment on Monday, 10/12/20 by Noon</b></li> <li>• Listen to Seeing White Podcast, Season 2, Episodes 13 &amp; 14</li> <li>• Most of the class time will be spent deciding a top 10</li> <li>• Group A and Group B teams/organized will be assigned; site visits will be schedule subsequently</li> </ul>
10/20/20	9	Phase III Site Visits	<ul style="list-style-type: none"> <li>• <b>Virtual Experience Trip #1 – Meet at TBD at 2:00 p.m.</b></li> </ul>
10/27/20	10	Phase III Site Visits	<ul style="list-style-type: none"> <li>• <b>Virtual Experience Trip #2 – Meet at TBD at 2:00 p.m.</b></li> </ul>
11/03/20	11	Phase III Site Visits	<ul style="list-style-type: none"> <li>• <b>Virtual Experience Trip #3 – Meet at TBD at 2:00 p.m.</b></li> </ul>
11/10/20	12	Phase III Presentations	<ul style="list-style-type: none"> <li>• <b>Briefing books for all organizations should be submitted to instructors by 5 p.m. on Sunday, 11/09/20</b></li> <li>• Each team will share presentations responsibilities for all 10 organizations with 5 minutes to present and 5 for Q&amp;A by fellow Board members</li> <li>• <b>Funding Decision Work Sessions Begins at 7:00 p.m., location TBD</b></li> </ul>
11/17/20	13	Baylor/Waco Foundation and Aramark – Board Presentations	<ul style="list-style-type: none"> <li>• Each team will share presentations responsibilities for all 10 organizations with 5 minutes to present and 5 for Q&amp;A by BWF and Aramark attendees</li> </ul>

			<ul style="list-style-type: none"> <li>• This presentation will look much like your prior week's presentation</li> <li>• Be sure to both articulate whether or not the class chose to fund the organization AS WELL AS the classes recommendation for funding by these boards.</li> <li>• <b>Presentations will occur in LOCATION TBD</b></li> </ul>
11/23/20 (Monday)	14	Grant Award Celebration (Class dinner following)	<ul style="list-style-type: none"> <li>• <b>Bring Thank You Notes, Scripts for Introducing Awarded Organizations</b></li> </ul>
11/24/20	14	Independent Work Session	<ul style="list-style-type: none"> <li>• <b>Please use this time away from class to complete your final assignment.</b></li> <li>• Christian Smith &amp; Hillary Davidson, <i>The Paradox of Generosity</i>, pp. 1-8 (Canvas)</li> <li>• Christian Smith and Michael O. Emerson, <i>Passing the Plate</i>, pp. 11-27 (Canvas)</li> <li>• Gunderman, "Ethics and Metaphysics," <i>We Make a Life by What We Give</i>, pp. 191-197</li> <li>• <b>Discussion Points #6 Due by Email</b></li> </ul>
Finals 12/04/20	16		<ul style="list-style-type: none"> <li>• <b>Capstone Assignment due to professors via email by 5:00 p.m. on Friday, 12/04/20</b></li> </ul>