

# BUSN 432 Syllabus

## Course Information

Course Number: BUSN 432

Course Title: Strategic Philanthropy

Credit Hours: 3

Sections	Times	Location
500	9:10-10:00am	WCBA 102
501	10:20-11:10am	WCBA 102
502	11:30-12:20pm	WCBA 102
503	12:40-1:30pm	WCBA 102

## Instructor Details

Instructor: Kyle Gammenthaler

Office: 231

Phone: 979-845-1037

E-Mail: [kyleg@tamu.edu](mailto:kyleg@tamu.edu)

Office Hours: **TBD**

Use this link for Zoom Office Hours. If you are in the waiting room then that means I am meeting with another student.

<https://tamu.zoom.us/j/3655535530>

## Course Description

From the Ancient Greeks to Andrew Carnegie to Bill Gates, philanthropic leaders have taken on communities' social problems for many generations. Not until recently has this idea of philanthropy been formalized into a strategic approach to change the world. Foundations, both community based or corporate, serve as a model for making effective philanthropic decisions. The tenets and principles found in these organizational structures easily translate into the individual giver's decision making processes as well. Contrary to popular belief, philanthropy does not simply pertain to individuals and organizations with millions and billions of dollars. We each have time, talent, and treasure that can be used wisely in an effort to better our society. At the core, effective use of these resources makes you and I philanthropic leaders.

Throughout the course, you will have the opportunity to make philanthropic grant decisions because of the generous contributions, from The Philanthropy Lab and Aggieland Credit Union, to nonprofits located in the Brazos Valley. In this capacity, you will learn how to research, evaluate, and select nonprofits for investment, as well as how to measure and assess the impact of grant dollars.

## **Course Prerequisites**

*Acceptance into course through application process.*

## **Course Learning Outcomes**

*This course allows the student to blend academic knowledge with practical experience by learning from required assignments, personal reflection and invited guest speakers. By the end of the course, the student can expect to:*

- 1. Defend a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.**
  1. Understand how an inclusive mindset can be applied as a strategic philanthropic practice.
  2. Understand how a social impact mindset can be developed as one notices a problem, learns more, and finds opportunities to act.
- 2. Describe the nature of philanthropy and how it operates in a community setting.**
- 3. Participate in the philanthropic process**
  1. Identify opportunities to utilize diversity and inclusion as tools within the philanthropic process.
  2. Develop critical thinking skills by engaging with local nonprofit organizations, evaluating the organizations, and determining effective decisions-making strategies with student peers.
- 4. Improve written and oral communication in the form of reflection and presentations.**

## **Textbook and/or Resource Materials**

### **Required Reading - purchase**

*Just Mercy* by Bryan Stevenson

### **Selected Readings (Available through TAMU LIBRARY - No need to purchase)**

*The Essence of Strategic Giving: A Practical Guide for Donors and Fundraisers* by Peter Frumkin

## **Grading Policy**

Class Engagement **100 points**

Just Mercy Book Report **150 points**

Process Reflections **150 points**

Philanthropic Autobiography **150 points**

Giving Goal Submission **50 points**

Group Grantmaking Documents **200 points**

Final Briefings **200 points**

-----

**1000 total points**

## **Assignments**

1. **Participation/Attendance (Individual and Group):** Discussion is an integral component to your success in this course. All of your classmates, and myself, have much to learn from your own experiences. I expect you to be **present, prepared, engaged, and contributing to discussions** in either small group discussions, whole class discussions or both. In the case of university-excused absence, I will provide an alternative assignment to demonstrate the “engaged and contributing” part of participation.
2. **“The Other Side” Book Report:** Throughout the semester, you will read *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson and write a 800-1000 word reflection. The rubric and guiding questions can be found on Canvas: **Due March 26th**
3. **Process Reflections:** You are expected to keep a journal of your thoughts and experiences throughout the entire class. I want you to see how your mindset and approach to philanthropy changes as the semester progresses. Your entry could be in response to a reading from class, a change in mindset, a response to a difficult situation, or anything else that gives a glimpse into your experience. You are required to submit 7 total entries that span the entire semester. There is no specific length for each entry, but each entry should be at least a page of double spaced writing. **During the semester, I will ask for journal entries that we could use as blog posts to share our experience with the Mays Business School and Texas A&M community.**
  - o **Due Dates**

- *Process Reflections 1 & 2 – End of Week 3*
- *Process Reflections 3 & 4 – End of Week 7*
- *Process Reflection 5 (specific prompt on Canvas) – End of Week 13*
- *Process Reflections 6 & 7 – End of Course*
- **Philanthropic Autobiography:** Based on our class discussions, readings, and out of class experiences, please write a 500 word statement on how you plan to best use your time, talent and treasure. What are your philanthropic goals and how do you plan to enact them in your daily life? What drives and motivates you to be a philanthropist? **Due May 5th**
- **Giving Goal Submission:** *more details will be provided in class - Due May 5th*
- **Group Grantmaking Process:** The group assignments make up the bulk of the coursework and will be explained in greater detail on eCampus and in class.
- **Due Diligence:** Students will conduct their due diligence on 2 of the final 10 nonprofits. Through extensive research, interviews with CEO and/or key staff at the nonprofit, and site visits, the group will assist in compiling grant proposals for the chosen organizations. The nonprofit's needs and desires will guide the editing of these proposals. Therefore, it is important to have clear dialogue with the nonprofit. More details and guidelines on this written document will be explained further in class. **Due April 10th**
  - *This includes interview notes/transcript, "site visit" notes and reflection, and final grant proposals.*
- **Presentations:** The third and final component of each group's grantmaking process is to present both of the nonprofit organization proposals to their fellow board members/peers. These presentations are meant to communicate your findings to your fellow board members and provide insights on your recommendation(s) for funding. Your group is expected to provide clear outcomes on what the money would achieve. Each group will give 2 separate 12-15 minute presentations time for for Q/A. **Due April 10th**
- **Final Decision Discussion:** The course culminates in the students acting as a board of directors to debate and discuss how the funding should be distributed. This is a crucial component to the class and should be approached with the utmost responsibility by each student. As a class, you will come to a collective decision on where the money is to be distributed. Some of the presented organizations will receive funding, some may not, and others may receive a different amount than asked for. This is all perfectly acceptable as this is how decisions are made on a foundation level. As a class, you will narrow down your list of nonprofits and associated dollar amount(s) over the span of 4 class periods. Once the decision is made, notification will be sent to the awarded recipients and to those not awarded funding. The only rules are that at least 2 nonprofits should be chosen as recipients and you can't just simply split the money evenly across the organizations. These are tough decisions, but the material and classes leading up will prepare you for this experience. **Due to the importance of these final meetings, unexcused absences during this time will drop your final grade by one letter grade for each missed class. April 21st -28th**

## Late Work Policy

All assignments must be completed before the beginning of the class on which the assignment is due unless otherwise stated.

Given the structured nature of the class, late work is unacceptable and unproductive. However, I do understand that working with nonprofit partners brings some unique challenges in accomplishing certain tasks. If you are having any issues completing an assignment on time, please let me know as early as possible so that we can figure out the best course of action.

*Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. (See [Student Rule 7.](#))*

## COVID-19 Statement

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

## Course Schedule

**Required Readings are in the corresponding module in the "Modules" section of Canvas.**

### Check Celebration: the evening of May 3rd

<b>Week 1</b>	
Class 1 -	NO CLASS
Class 2 - January 18th	Introductions and Overview of Semester
Class 3 - January 20th	Team Building
<b>Week 2</b>	
Class 1 - January 23rd	Nonprofit Organization Primer
Class 2 - January 25th	\$10 Debrief
Class 3 - January 27th	4 Stages of Philanthropy

<b>Week 3</b>	
Class 1 -Jan 30th	Historical Voices and Influences
Class 2 - Feb 1st	Rise of Foundations and Today's Philanthropy
Class 3 - Feb 3rd	Strategic Philanthropy
<b>Week 4</b>	
Class 1 - Feb. 6th	Mock Grant Activity (without context on purpose)
Class 2 - Feb 8th	Mock Grant Debrief
Class 3 - Feb 10th	GUEST SPEAKER
<b>Week 5</b>	
Class 1 - Feb 13th	Motivations in Philanthropy
Class 2 - Feb 15th	When Philanthropy Fails...
Class 3 - Feb 17th	GUEST SPEAKER
<b>Week 6</b>	
Class 1 - Feb 20th	Flash Talks - Native American Philanthropy
Class 2 - Feb 22nd	Flash Talks - Madam Walker
Class 3 - Feb 24th	Flash Talks - Next Gen Philanthropy
<b>Week 7</b>	
Class 1 -Feb 27th	Scoring Workday
Class 2 - March 1st	Board Meeting to Discuss Scoring Results
Class 3 - March 3rd	Deep Dive Questions
<b>Week 8</b>	
Class 1 - March. 6th	GUEST SPEAKER
Class 2 - March 8th	Nonprofit Finance Questions
Class 3 - March 10th	TBD
<b>Week 9</b>	
Class 1 - March 13th	NO CLASS

Class 2 - March 15th	NO CLASS
Class 3 - March 17th	NO CLASS
<b>Week 10</b>	
Class 1 - March 20th	Nonprofit Leadership Case
Class 2 - March 22nd	Nonprofit Strategy Case
Class 3 - March 24th	Site Visit Prep
<b>Week 11</b>	
Class 1 - March 27th	Just Mercy Discussion
Class 2 - March 29th	Site Visit Day (Half from 9:30-11:00 and Half from 1:30-3:00) - I'll write excused absence
Class 3 - March 31st	NO CLASS Site Visit Makeup
<b>Week 12</b>	
Class 1 - April 3rd	Philanthropy Lab Items
Class 2 - April 5th	Former Student Evaluation Presentation
Class 3 - April 7th	NO CLASS - READING DAY
<b>Week 13</b>	
Class 1 - April 10th	Briefings (12 minutes) - 4 groups
Class 2 - April 12th	Briefings (12 minutes) - 3 groups
Class 3 - April 14th	Briefings (12 minutes) - 3 groups
<b>Week 14</b>	
Class 1 - April 17th	Debriefs (8 minutes) - 5 groups
Class 2 - April 19th	Debriefs (8 minutes) - 5 groups
Class 3 - April 21st	Final Deliberations - Setting Expectations
<b>Week 15</b>	
Class 1 - April 24th	Final Deliberations

Class 2 - April 26th	Final Deliberations
Class 3 - April 28th	Final Deliberations
<b>Week 16</b>	
Class 1 - May 1st	Measuring Success and Evaluation
Class 2 - May 2nd	Check Celebration Details
Check Celebration - Mays 3rd	Celebrate!

## University Policies

This section outlines the university level policies. The TAMU Faculty Senate established the wording of these policies.

### Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

### Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

## **Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

## **Americans with Disabilities Act (ADA) Policy**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

## **Title IX and Statement on Limits to Confidentiality**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s [Title IX webpage](#).

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline

### **Mays College Policies**

#### **Statement on Inclusion**

Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability. Diverse perspectives, talents, and identities are vital to accomplishing our [mission](#) and living our [core values](#).

**The following resources are available to support you in promoting an inclusive culture:**

- [Stop Hate Website](#) – Report hate/bias incidents
- [TAMU Office for Diversity Resources](#)
- [Department of Multicultural Services](#) – Educational/developmental programs to foster inclusion
- [Counseling and Psychological Services](#) – Support for mental health and emotional well-being

### **Mays Food and Beverage Policy**

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is

necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.

### **Mays Food and Beverage Policy**

Students' work on all graded items should be completed independently. Using work completed by someone else is considered academic dishonesty. Meaning, you may not use another person's work to satisfy your course assignments. This includes, but is not limited to, another person's work obtained through face-to-face conversations, phone calls, text messages, instant messages, chats, Slack exchanges, email messages, social media posts, tutoring sites, questions/answers on discussion forums, blogs, etc.