

ENTR 430.01
TOPICS IN ENTREPRENEURSHIP: STRATEGIC PHILANTHROPY
SYLLABUS – SPRING 2023
T 3:00 – 5:00 PM (EVERY OTHER WEEK)
COBA ROOM 116 / 1 CREDIT HOUR

To educate students for Christian service and leadership throughout the world. (ACU Mission)

To glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world. (ACU COBA Mission)

To explore God's design for the stewardship of resources, both time and money, for Kingdom purposes. To ignite and accelerate the joy of giving and provide meaningful opportunities for philanthropic engagement. (Course Mission)

1 Chronicles 29:11: "Yours, O Lord, is the greatness and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours. Yours is the kingdom, O Lord, and you are exalted as head above all."

Faculty Contact Information

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Student Leader Representation

This course is offered only to student leaders who are juniors and seniors and are nominated by their academic department and/or student organization. The course targets 20 to 25 student leaders each semester, with approximately half nominated from entrepreneurship and business faculty and student organizations. The other half of the course includes nominations from the following campus partners:

- Athletics Department
- Black Student Union
- Center for Pre-Health Professions
- College of Arts and Sciences
- College of Biblical Studies
- College of Education and Human Services
- Hispanos Unidos
- Honors College
- LYNAY
- Student Government Association

Course Description (from ACU Course Catalog)

Short course, interdisciplinary, varying topics. See semester schedule for current offerings. May be repeated as content varies. Some courses may charge fees for materials, travel, and/or equipment.

About This Course

This course presents a very unique educational opportunity – one which is found in only a handful of select universities. An anonymous donor has given you a generous gift – \$50,000, to give away. What a blessing and joy it will be for you and your classmates to impact the lives of others! Yet, it will also require much from you – such as an examination of your own philosophy on giving and interests as well as the philosophy and interests of others. It will require an examination of the intended recipient(s) of charity and the proposed impact of the gift. First, we'll ask some foundational questions: What is philanthropy, and from whence did it come? Who is a philanthropist? Why do philanthropy and how is it done? We will also explore God's design for the stewardship of resources, both time and money, for Kingdom purposes.

We will also take a look at our own community. What are its needs and how are those needs being met? What are the needs not being met, and what might be done to fill these gaps? With the dollars the class has been given, how might we most strategically meet these needs? Further, we must also ask a few questions of ourselves: What have I been given? How have I stewarded the resources that I have? What can I give? What are the values I most want to pass along? What impact does my faith have upon my personal philanthropic ethic?

This semester you will function in a few capacities, dancing back and forth between different roles. Collectively we'll operate as a foundation board of directors, deciding in our "Board Meetings" how and where to give our money. In your work with a smaller group of teammates, you'll function like a foundation program officer, cultivating relationships with nonprofits, assessing their needs and effectiveness, and perhaps advocating on their behalf to the larger board of directors. Near the end of the course you'll function like the employee of a nonprofit organization, writing grant evaluations to be considered by future classes. Finally, you will be functioning as an individual as you contemplate and make plans concerning the role philanthropy will play in your life. In each of these roles you'll be developing experience that will serve you for a lifetime – as a professional, as a philanthropist, and as a citizen.

Prerequisites

Students must receive approval from the course instructor.

Course Objectives

The primary learning objectives of this course are listed below along with the assignments used to assess your achievement of each objective.

Objective	Related Assignment(s)
Examine issues related to a specific area of or current development in entrepreneurship	Group Project
Identify and reflect on the subject matter's role in the student's entrepreneurial journey	Journal Assignment

Canvas

The learning management system for this course is Canvas. It is important that you are familiar with this system and how it operates. You will receive an email with a link that will allow you to access the course. You will be required to set up an account or use an existing one. You will need access to the Internet and a supported Web browser. If you need technical assistance at any time during the course or to report a problem with Canvas, please contact Team 55.

Course Materials

A collection of articles and video lectures will be available on Canvas. In addition, a list of supplemental materials will be posted.

Grades and Assignments

All grades will be given on a 100 point scale. Final grades will be determined as follows: A = 90 or higher; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

Class assignments and the percentage of the final grade represented by each assignment are listed below. Detailed descriptions of the assignments are included later in this syllabus.

Assignment	Individual / Group	Percentage of Final Grade
Journal	Individual	30%
Group Project	Group	70%

While we are happy to discuss any grade that you receive, please note that you must wait 48 hours before talking with us about your grade on a particular assignment.

Attendance Policy

Class attendance and participation are extremely important. You cannot participate if you are absent and therefore should plan on attending every class. Please notify me at least 24 hours in advance if you know that you will miss a class session.

If you reach two (2) unexcused absences, you will be dropped from the course. This number will be reduced on a pro rata basis for university excused absences. Please note that being late to class two (2) times will also be considered one (1) unexcused absence.

Because this class meets only seven to eight times during the semester, beginning with your second unexcused absence your final grade will be reduced by one letter grade for that absence and each subsequent unexcused absence.

With respect to university excused absences, it is your responsibility to look through the course schedule and inform us at least one week in advance of any conflict you may have. It is very important that we are made aware of your absence prior to class.

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Other Policies

Minimum Course Grade

- If you are majoring in business, you must earn a course grade of "C" or higher.

Attendance

- You may miss one face-to-face session without penalty.
- University-sponsored absences (e.g., band, athletics) will be excused when documentation is provided in advance.
- Ten percentage points will be deducted from your overall grade beginning with the second unexcused absence, and you will be dropped from the course upon your third unexcused absence.

Late Work Policy

- Assignments will not be accepted late.
- If an assignment is due at the beginning of class, it is considered late if it is submitted after the beginning of class. For example, if an assignment is due at the start of class (e.g., 3:00) it would be considered late if a student arrived to class late (e.g., 4:00) and submitted the assignment.

COBA Honor Code

Objective

COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

Competence

To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

Character

A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

Community

A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

Description of Assignments

Journal (30% of Final Grade)

Most weeks throughout the semester you will be presented with a short reading or video to review and provide a reflection. The deliverable can be a written or video reflection, whichever

format allows you to provide the most appropriate analysis of your thoughts on the presented materials.

Group Project (70% of Final Grade)

The course is designed around an evaluation process of grant applications from local nonprofits. Teams and applicants will be assigned by the faculty. The project includes a significant amount of work outside of class combined with class discussions and presentations in class. The most significant deliverable is a briefing book, which you and your team will complete in parts over the course of the semester. This briefing book is basically a summary of your work for the semester. In it you will describe the public concern(s) that your team has focused on, analyzing the dimensions and constituents of those concerns, as well as the process and rationales by which you made funding decisions to address those concerns. The book will include such things as: data about the concern(s) you're addressing; what's happening in Abilene programmatically to address those concerns; what innovations and best practices can be found elsewhere to address those concerns; what gaps in services exist in Abilene; your theories of change, leverage and/or scale for addressing these concerns; information about the nonprofits you've assessed; evaluation metrics; your process for selecting finalists; funding letters; letters declining funding; grant applications; and a host of other items.

(The course schedule is on the following page)

Course Schedule

Wk	Session	CLASS TIME (3:00 - 5:00)		ONLINE (WEEKLY)	
		Class Topic	Project Assignment	Reading / Video	Journal Assignment
1			N/A	N/A	Pre-Course Survey
2	1 (Jan 24)	Course Intro + Grants	\$10 Giving Assignment	Bill Gates 2007 Harvard Commencement Address	Reflection
3			Evaluate grant proposals	Civil Society, Philanthropy, & the Fate of the Commons, pp. 1-30, 45-62	Reflection
4	2 (Feb 7)	Group Analysis + Frameworks of Philanthropy	Evaluate grant proposals	We Make a Life by What We Give, pp. 1-12 The Gospel of Wealth	Reflection
5			Schedule site visits	We Make a Life by What We Give, pp. 19-29 Listen to "I Was Just Trying to Help," This American Life	Reflection
6	3 (Feb 21)	Sample Site Visit	Work on briefing book	Listen to Peter Singer, "The Why and How of Effective Altruism" Listen to Larry S. Temkin, "On Peter Singer, Effective Altruism and Our Obligations to the Needy"	Reflection
7			Conduct site visits	We Make a Life by What We Give, pp. 132-139	Reflection
8	4 (Mar 7)	Reserved for site visits and group meetings	Draft #1 of Briefing Book + Conduct site visits	We Make a Life by What We Give, pp. 99-107	Reflection
9			Conduct site visits	We Make a Life by What We Give, pp. 78-88	Reflection
10	5 (Mar 28)	Group Presentations	Report on site visits + recommendations	N/A	N/A
11			Work on briefing book	We Make a Life by What We Give, pp. 191-197 "Giving Isn't Demanding", The Ethics of Giving	Reflection

Wk	Session	CLASS TIME (3:00 - 5:00)		ONLINE (WEEKLY)	
		Class Topic	Project Assignment	Reading / Video	Journal Assignment
12	6 (Apr 11)	Board Meeting	Draft #2 of Briefing Book	N/A	N/A
13			Develop evaluation metrics	Arthur Brooks, Why Fund-Raising is Fun Henri Nouwen, The Spirituality of Fundraising, pp. 1-40	Reflection
14	7 (Apr 25)	Evaluation	Final Briefing Book	N/A	Personal Statement on Giving
15			Contact grant applicants	N/A	Post-Course Survey
Finals	Dead Day (May 8)	Giving Ceremony	Participate in ceremony	N/A	N/A