



LEAD 340 | Spring 2017

Giving to Learn: Philanthropy in Theory and Practice

Instructor: Dr. Vida L. Avery, Resource Development Specialist, Harris County Department of Education

Email: PhilanEdu@aol.com

Location: Rayzor Hall, Rm. 113

Time: Wednesdays – 4:00-6:50pm

Philanthropy has its roots in religious beliefs, and in values and principles of civic participation. Throughout history, civilizations have used personal resources to assist those who were less fortunate. Philosophies supporting civic participation and shared approaches to problem solving were readily embraced by early settlers of the New World — government was distant and weak, which forced settlers to join together and help each other to build community and support the public good. In 1630, John Winthrop preached "A Model of Christian Charity" to Puritans bound for New England, emphasizing the obligation of the rich to care for the poor, and the obligation of the poor to do the best they could.

~ An American Tradition, US Trust¹

Philanthropy has garnered much attention over the past few decades with the rise of millionaire and billionaire philanthropists, who are creating a new lens from which to view philanthropy. These individuals include Bill and Melinda Gates, Warren Buffet, Mark Zuckerberg, Laura and John Arnold, and Nancy and Richard Kinder. However, philanthropy in the United States is not just about wealthy people, big foundations, or money. According to Giving USA, charitable giving in the US in 2015 rose to \$373 billion, with only 16% coming from foundations; 5% from

¹ "An American Tradition," US Trust, Bank of America Private Wealth Management, [http://www.ustrust.com/ust/pages/ArticleViewer.aspx?Title=From-Best-Practices-to-Next-Practices; Beardsley, John "A Model of Christian Charity by John Winthrop 1630,"](http://www.ustrust.com/ust/pages/ArticleViewer.aspx?Title=From-Best-Practices-to-Next-Practices;Beardsley,John%20%22A%20Model%20of%20Christian%20Charity%20by%20John%20Winthrop%201630%22) Accessed July 5, 2016, http://winthropsociety.com/doc_charity.php.

corporations and 9% from bequeaths. The remaining 71% came from individuals. Per capita giving by US adults reached \$1,101 and the average US households reached \$2,124.²

Several reports indicate that the US is one of the most generous countries where its people are and continue to support nonprofit organizations and the philanthropic world.³ This is also true about the city of Houston. Being the nation's fourth largest city with over 2.3 million residents and more than 145 different languages spoken, Houston is ranked the most generous city in the nation.

As one of America's largest cities, Houston has recently become one of its most prosperous, driven by growth in the oil, housing, and tech industries. This rising wealth has inspired tremendous philanthropy, changing the city's external look and its internal functions. According to Charity Navigator, Houston sits near the top among major U.S. metros in total philanthropic assets, percentage of income given to charity, and financial health of its largest charities. In 2015, the organization ranked Houston number one, just ahead of San Diego, in overall philanthropic culture.

~ Scott Beyer, Forbes⁴

Although this is the case, what exactly is philanthropy? How does one define it?

Most people would define philanthropy as that of giving of one's **time** (volunteer hours, days of service), **talent** (using one's expertise/knowledge/skills to benefit a cause) or **treasures** (financial contribution). However, with the growing number of Millennials, who think differently than their parents or grandparents do, the definition is changing.

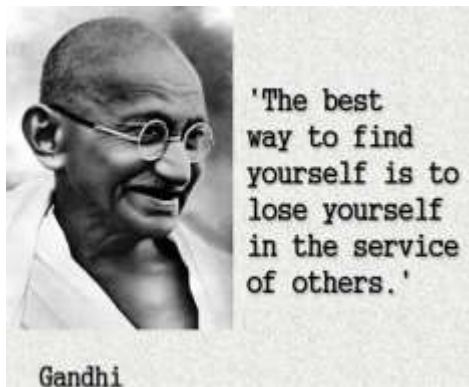
Research has found that Millennials are "ushering in this new age of philanthropy." With this new age comes two other aspects of Millennials' lives that are helping to redefine philanthropy: Voice and Ties (Network). According to the Case Foundation, "the power of **voice** remains vital and Millennials admire giving or donating one's voice as a tangible form of philanthropy. Voice involves aligning yourself with a cause or issue and advocating as an unofficial (or official) spokesperson. Whereas, network [**ties**] involves



² "Highlights, an overview of giving in 2015," Giving USA™ 2016, Accessed July 5, 2016, <http://givingusa.org/product/giving-usa-2015-report-highlights/>.

³ "America, New Zealand and Canada top list of world's most generous nations," February 2016, <http://www.independent.co.uk/news/world/americas/america-new-zealand-and-canada-top-list-of-world-s-most-generous-nations-a6849221.html#gallery>; "The World's Most Generous Nations [Infographic]," FORBES, <http://www.forbes.com/sites/niallmccarthy/2016/01/05/the-worlds-most-generous-nations-infographic/#fe237e0766d6>.

⁴ "Houston's Wealth Drives a Culture of Philanthropy," April 2016, <http://www.forbes.com/sites/scottbeyer/2016/04/08/houstons-wealth-drives-culture-of-philanthropy/#12d4085e5f1f>.



capitalizing on your vast bank of personal or professional relationships to expose other people to a cause – advocating on a much larger scale.”⁵

By enrolling in this course, you have selected to network and to participate with colleagues at other prestigious universities around the country. Through a generous gift of \$50,000 from The Philanthropy Lab, the class will determine how resources are received and then distributed to community organizations. The class will set a mission statement and adopt procedures for making the “Inaugural

Awards.”

Therefore, the purpose of this course is to create the opportunity for students to have a valuable grounding in the role of philanthropy in addressing social issues along with gaining an in-depth understanding of partnering nonprofit organizations and the issues they address. This opportunity will also help students develop the capacity to exercise civic leadership by better understanding themselves, their responsibilities as citizens, the complexity of social issues, and the mechanisms for creating sustainable change in the city of Houston and communities beyond.

COURSE FORMAT

The Center for Civic Leadership (CCL)’s mission is *to foster engaged citizenship through integrated curricular and experiential learning opportunities*. The approach to the course is based on the demonstrated value of experiential learning because it will provide an avenue from which students develop knowledge, skills and values from direct experiences outside a traditional academic setting that will stimulate academic inquiry.

The academic study of philanthropy and community organizational response will be integrated with your application of that knowledge to a grant-making experience. Because you will **research** a social issue in the actual context of specific communities and through extensive interactions with the organizations that address those issues, you will gain valuable insight into those issues.

Organizations you will vet already have an established relationship with the CCL; and thus, you will learn about the partners CCL works with and will invest back into those partnerships. Since you are selecting an organization to fund, you will have an investment in the process and in the proposed activities of the organization.

Through the grant-reviewing/making process, you will also gain insight into the management and operations of nonprofit organizations. In the end, you will learn to be **stewards** of philanthropic funds and will develop an appreciation for ensuring that your disbursement of those funds align with the values and goals developed through critical analysis.

⁵ “How Millennials are Changing the Definition of Philanthropy,” February 2014, <http://casefoundation.org/blog/millennials-changing-definition-philanthropy/>.

This will be an active course. During the semester, we will read various books, articles and documents and discuss them. The instructor has the knowledge to impart, but very much sees herself as a facilitator. She will keep lecturing to a minimum. Each class is three hours. The first two hours will consist of lectures, discussions and guest speakers. The last hour is the students' Lab Activity – to work within your teams. Please bring laptops for every class.

Please *prepare* for class beforehand and be ready to *participate* in the discussion. Students will meet leaders from the nonprofit and philanthropic community. Be prepared to *engage* them. During the semester, students will visit projects or programs in Houston. Be ready to *observe*.

COURSE OBJECTIVES

The students will:

- Study the history and major theories about philanthropy
- Articulate values in addressing social issues
- Analyze organizations' responses and approaches to social issues
- Create a Call for Proposals (Request for Proposals) and Guidelines for Evaluation
- Review and evaluate grant proposals submitted in response to a Request for Proposals
- Present their rationale for selecting a nonprofit organization's proposal for funding
- Present and award the nonprofit organization

COURSE REQUIREMENTS

1) Professionalism

Students will interact on a frequent basis with prospective grantees as they conduct site visits and gather information from them. Please remember that you are representing not only yourself and this class when you do so, but also Rice University and the Center for Civic Leadership. During such interactions and at all times, students are expected to maintain the highest standards of professionalism, including respecting and maintaining agency confidentiality and that of their clients. This also means showing professionalism in the classroom and respecting classmates, as well as their ideals, beliefs and values.

2) Code of Academic Conduct – The Honor System at Rice University (Honor Council)

One of the oldest traditions at Rice is the honor system administered by the student Honor Council, whose members are elected annually by the student body. Adopted by a vote of the student body in 1916, the system requires each Rice student to help ensure the validity of all examinations and assignments by adhering to a strict code of academic integrity. Students agree to report any suspected violations of the Honor Code to the Honor Council, which is responsible for investigating reported violations and recommending penalties where warranted. As a reminder of their commitment, students write and sign the following pledge on all work covered by the Honor Code: On my honor, I have neither given nor received any aid on this (exam, paper, project, assignment). *Source:* http://students.rice.edu/students/Honor_System.asp.

3) Americans with Disabilities Act for Students with Special Needs

If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 /

adarice@rice.edu / x5841) to determine the accommodations you need; and 2) meet with me to discuss your accommodation needs.

4) **Class Participation & Attendance (10%)**

Class participation, preparation and attendance are mission critical! Everyone brings different perceptions and ideals, cultural capital, to this dialog about organizations and how they function. Prepare for each class by reviewing the readings, taking notes, and being ready to provide an open and comfortable atmosphere in which to share comments and participant. Most importantly, be present! Some of your points will also come from your participation in the philanthropic chat, #WhyIGive, on Twitter – Tuesdays (7pm – 8pm). Use the #WhyIGive hashtag along with #RicePhilanEdu.

5) **Reading Notes (10%)**

This is a writing/reading-intensive class, particularly in the early parts of the semester. Readings will provide the foundation on which students and their team will structure their Philanthropic Framework. Students are expected to come to class having read and digested all of the reading assigned for that day. For each day readings are assigned, unless otherwise noted, students are expected to produce reading notes covering each assigned reading. Reading notes will be collected and evaluated *at random* from part of the class two or three times during the semester, **so you must always bring your three-ring binder (see below) containing your notes with you to class.**

Three-ring Binder

Each student will be expected to have a three-ring binder in which to store: 1) all reading notes; 2) all written student exercises; 3) miscellaneous class notes; 4) individual notes related to your participation in team activities; and 5) any other class documents that become relevant over the course of the semester. Please bring binder with you to class every day.

6) **Two Reflection Papers (25%)**

Reflection Paper #1 (10%): Due February 1, 2017 – “Philanthropic Autobiography”

This paper (2-4 pages) will address the students’ current philosophy and experience of giving, drawing on times that they have donated money, volunteered time, provided talent, ties or voice to a social cause. What are key values or principles that motivated this giving? What are the origins of these values? In this context, describe your attitudes toward and ways of thinking about your relationships to others. Connect your views and experiences to course readings, as support for, elaboration of or further illustrations of your points. Cite course readings in APA/Chicago Style (??).

Reflection Paper #2 (15%): Due April 12, 2017 – “Experience of Participating in the Grant Making Process,” This paper (5-7 pages) will give students the opportunity to wrap up and reflect on the experience of participating in the grant making process this semester. Students are expected to return to their earlier values, beliefs and motivations about giving and reflect on whether (and how) the class experience has caused those beliefs to change.

Most importantly, this paper will allow students to think about whether or not they will engage in philanthropy in the future – and, if so, how will you approach your plan for giving? The instructor expects students to again draw from the readings over the course of the semester and reflect on how they have affected the student’s future engagement with philanthropy.

7) **Philanthropic Framework & Presentation (20%)**

Students are divided into four or five teams. Each team is allocated \$10,000 to distribute in the form of a grant to a nonprofit based in Houston. The nonprofits are divided into the following categories and each team will be the advocate for one cause.

- Children & Youth
- Environment & Sustainability
- Human Services & Civil Rights
- Hunger & Homelessness
- International Development
- Neighborhood & Community
- Policy/Advocacy



The teams will review up to five nonprofits that CCL already partners with and, as a team, decide which two the team will initially present. The team will later select the final one and present the finalist. Teams must consider all aspects of the nonprofit – mission, vision, program effectiveness, capacity of management and board of directors to lead the organization, and fiscal strength –before providing a grant award.

The Philanthropic Framework is two parts. Each team will have to:

a) ***Part I – Teams (Name - Corresponds with the Nonprofit Category)***

- Team Name
- Vision and Mission
- Set of grant making guidelines that will, in turn, help to focus the team on what issues and nonprofits they intend to support and why.
- Research up to five organizations and select two

b) ***Part II –Philanthropic Framework Team Presentation***

• ***Philanthropic Framework Presentation #1 (10%): Due March 8, 2017***

Each team will have 15 minutes (5 minutes Q&A) to present its framework – brief introduce itself to the class, including your mission, logic model, your two grantees and why you selected them. Teams will also explain the kind of information they would like to collect at the site visit; questions/issues on which they would like advice from the class. After all teams have presented, as a class, we will revise the guidelines to create one set for all teams.

• ***Philanthropic Framework Presentation #2 (10%): Due April 19, 2017:***

At the end of the semester, each team will make a presentation explaining the organization they are awarding the grant to, their selection process and explaining why. This presentation should include:

a) brief introduction of the team, mission and logic model; b) brief overview of the nonprofit and the intended use of funds; c) description of the organization and its mission and history; d) general population served, location and financial status; e) the amount you propose to give to the organization and why you proposed that amount; f) how the organization intends to use the funds; g) an anticipated results and outcomes of the award; h) why you support this organization?

Provide compelling reasons for the selection of this organization and the grant purpose – include key learning from the site visits and other due diligence investigations of the organizations – and provide evidence that the organization is worth funding, given the criteria for judging organizations developed in class.

Each team is allotted 20 minutes to make their presentation and defend their grants. The intention is to present a persuasive argument designed to inform others about what you want to do and why. Class members will have an opportunity to critique the presentations made by other teams.

Each team will provide a copy of the presentation to the instructor and a written recommendation, including all of the above information. The grade on the final project is based on the content of the recommendation AND the strength of the presentation.

8) Site Visit Information Form (5%): Due: April 19, 2017

A completed form for each of the two site visits teams conduct.

9) Team Briefing Book (30%): 1st Draft Due: March 22, 2017 | Final Due: April 26, 2017

Each team will develop a single, three-ring binder Briefing Book that addresses the following:

Section 1: Introduction

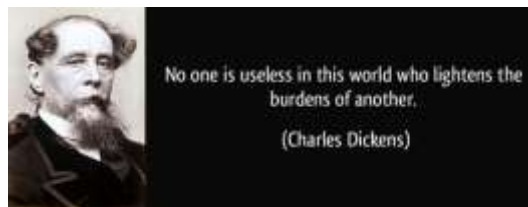
a) Team members, team name, vision and mission
b) Team's topic and public concern that your team focuses on – analyze the dimensions of those concerns as well as the process and rationale by which you made funding decisions. Include:

- Research the social problem/issue that your team will address.
- What is the history of the problem/issue in Houston?
- What is the current extent of the problem/issue?
- What efforts are currently underway to solve it?
- Why does the problem/issue require your team's attention?
- Why is it important?

c) Brief description of the 4-5 organizations that were considered.

Section 2: Logic Model

Section 3: Finalist - Nonprofit Organization's Information



- a) Organization mission, history and governance (board of directors)
- b) Management structure
- c) Services and programs
- d) Target group
- e) Geographical location
- f) Fiscal capacity and strength
- g) The amount you propose to give the organization and why
- h) How the organization intends to use the funds
- i) Anticipated results and outcomes
- j) Why support this organization?
- k) Name and contact information for the key contact person at the organization
- l) Site Visit Information Form

Section 4: Team Philanthropic Framework Presentations (#1 and #2) – include copies of your presentation (3 or 4 slides to a page)

Section 5: Request for Proposal | Grant Application

Section 6: Evaluation of the Request for Proposal | Grant Application

Section 7: Selection Process Final Two Nonprofits to Present | Selection Process for Finalist

Section 8: Grant Funding Letter | Grant Agreement Form (*if necessary*) | Grant Funding Denial Letter

Section 9: Evaluative Grantee Annual Report

Section 10: Citation for Ceremony | Presentation of Awards

Content of the write-up and presentations are graded for clarity and sharpness of the ideas articulated. If students have any doubt about their ability to express ideas appropriately, please see the instructor. The Center for Written, Oral and Visual Communication in the Fondren Library on the second floor mezzanine provides assistance. Also, there are two really good books on writing: 1) [Elements of Style](#) by William Strunk Jr. & E.B. White and 2) [On Writing Well](#) by William Zinsser.

10) Citation & Presentation for the Inaugural Award Ceremony – *Both due: April 26, 2017*

Citation

Teams will create a 100-word statement about the organization selected to receive an award that could be used as a press release (and can be incorporated into your presentation at the reception).

Presentation

Teams will create a 3-5 minute PowerPoint presentation of the award to your organization at the reception. The PowerPoint should consist of 2-3 slides including the following information.

- Name of the Organization
- Pictures of the organization and/or its clients (get permission from the organization regarding using their clients' pictures)
- Brief description of what the organization does.
- Your team's reasons for choosing to fund the organization.

11) Inaugural Award Ceremony: May 3, 2017

One of the highlights and culminating experiences of the course is the awards ceremony and reception. This is an opportunity for all class members and their guests to spotlight each grantee's work and for each team to award symbolic checks to representatives of the selected organizations. Location & Time: TBA.

Grade Calculation

Class Participation & Attendance	10%
Reading Notes	10%
Reflection Papers (2)	25%
Site Visit Information Form	5%
Philanthropic Framework & Presentation	20%
Team Briefing Book	<u>30%</u>
Total	100%

Grading Scale

A	100 – 94	C	76 – 74
A-	93 – 90	C-	73 – 70
B+	89 – 87	D+	69 – 67
B	86 – 84	D	66 – 64
B-	83 – 80	D-	63 – 61
C+	79 – 77	F	60 – 0

* * *

To laugh often and to love much; to win the respect of intelligent persons and the affection of children; to earn the approbation of honest critics and to endure the betrayal of false friends; to appreciate beauty; to find the best in others; to give of oneself; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to have played and laughed with enthusiasm and sung with exultation; to know that even one life has breathed easier because you have lived ~ this is to have succeeded.

~ Bessie A. Stanley

* * *

Social Media Connections

The Philanthropy Lab also made it possible to connect with other colleagues in the consortium via Facebook and Twitter. If you use social media, please “Like” [The Philanthropy Lab](#) on Facebook, follow [@ThePhilLab](#) on Twitter and be sure to take advantage of these relationships and join the conversation.

Also connect to and “Like” the [Center for Civic Leadership](#) and [Philanthropy and Education](#) on Facebook and follow [@RiceCCL](#) and [@PhilanEdu](#) on Twitter.

COURSE READINGS



Books

Avery, Vida L. *Philanthropy and Higher Education: A Fateful Hour Creating of the Atlanta University System*. New York: Palgrave Macmillian, 2013.

Brest, Paul and Hal Harvey. *Money Well Spent: Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press, 2008.

Tierney, Thomas J. and Joel Fleishman. *Give Smart: Philanthropy that Gets Results*. New York: PublisAffairs, 2011.

Tompkins-Stange, Megan E. *Policy Patrons: Philanthropy, Education Reform, and the Politics of Influence*. Massachusetts: Harvard Education Press, 2016

Zinsmeister, Karl. *The Almanac of American Philanthropy*. Washington, DC: The Philanthropy Roundtable, 2016.

Tentative Schedule

LEAD 340 | Spring 2017

Giving to Learn: Philanthropy in Theory and Practice

Read selections and watch videos before class. Always bring your Laptop/iPad to class.

Week 1: January 11, 2017 – RECEIVE SYLLABUS

- Students will receive course syllabus.
- Complete The Philanthropy Lab Pre-Course Survey: Students can access the survey by clicking the following link: https://qaz1.az1.qualtrics.com/SE/?SID=SV_8q9LzfbroDfi0Lj
- Take Personality Test: <https://www.16personalities.com/> (10-12 mins)

Week 2: January 18, 2017 - INTRODUCTIONS & OVERVIEW OF CLASS

View: Fulton, “You are the Future of Philanthropy,” TED Talks, 13:45 minutes.
https://youtu.be/_mLeSPk3ddE.

Read Selections: Orosz, “Making Sense of the Grantmaking Universe,” pp. 25-37.

Lab Activity:

- Select Teams
- Get to know your teammate

Week #3: January 25, 2017 – UNDERSTANDING PHILANTHROPY

The love of humankind to promote the welfare of others, expressed especially by the generous donations to good causes.

Reminder: Philanthropic Autobiography (Reflection Paper #1) due next week.

Reading Selections:

- Avery, *Philanthropy and Higher Education*, pp. 13-45.
- Beardsley, "A Model of Christian Charity, by John Winthrop 1630." The Winthrop Society.
- Leonhardt, David. “What Makes People Give?” *The New York Times Magazine*.
- Soskis, “The Importance of Criticizing Philanthropy.” *The Atlantic*.
- Tierney and Fleishman, *Give Smart*, “What are my Values & Beliefs?” p. 21.
- Zinsmeister, “How Philanthropy Fuels American Success,” p. 11, and “Statistics on US Generosity,” *The Almanac of American Philanthropy*, p. 1113.

Lab Activity: Begin initial discussion of nonprofits. (*Briefing Book – Section 1c*)

Week #4: February 1, 2017 – WHO GIVES, WHY & THE RESPONSIBILITIES

Assignment Due: Philanthropic Autobiography – Reflection Paper #1

Reading Selections:

- Avery, *Philanthropy and Higher Education*, pp. 46-75.
- Blackburn, “The Giving Pledge: Billionaires Promise to Donate at Least Half Their Fortunes to Charity,” ABC News, August 4, 2010.
- Brest, *Money Well Spent*, “Promise of Strategic Philanthropy,” p. 3; “Analyzing Problems & Developing Solutions,” p. 37.
- “Forty U. S. Families Take Giving Pledge: Billionaires Pledge Majority to Philanthropy.” Press Release, Seattle, August 4, 2010.
- “Remarks of Bill Gates, Harvard Commencement 2007.” Harvard Gazette, June 2007.
- Singer, “The Why and How of Effective Altruism,” TED Talk (video).
- Singer, “What Should Billionaires Give – and What Should You?” *The New York Times Magazine*.
- Tompkins-Stange, *Policy Patrons*, “Prying Open the Policy Window,” p.1-16.
- Zinsmeister, “Great Men and Women in American Philanthropy,” *The Almanac of American Philanthropy*, p. 82; “Philanthropy Hall of Fame,” p. 86 (select one to read about).

Review: Myers, Narayanswamy & Soo Oh, “How America Gives.” *The Chronicle of Philanthropy*, January 5, 2015. <https://philanthropy.com/interactives/how-america-gives#search>.

Lab Activity: Meet with your team. (*BB, Section 1a*)

Reading Selections: Once your team has selected a problem/issue, read about that area. Zinsmeister, “Major Achievements of American Philanthropy,” *The Almanac of American Philanthropy*, p. 255.

Resource: “A Step-by-Step Exercise for Creating a Mission Statement,” nonprofituhub, <http://nonprofituhub.org/wp-content/themes/nonprofituhub/img/landing-pages/mission/nonprofituhub-missionstatement.pdf>.

Week #5: February 8, 2017 – STRATEGIC PHILANTHROPY

Guest Speaker: Kelli King-Jackson, Sr. Program Officer, The Simmons Foundation, Inc.
Topic: Being a Program Officer of a Foundation

Reading Selections:

- “17 More Families Join Giving Pledge and Commit Majority of Wealth to Philanthropy.” PR Newswire Press Release.
- “Forty U. S. Families Take Giving Pledge: Billionaires Pledge Majority to Philanthropy,” Press Release, Seattle.
- Avery, *Philanthropy in Higher Education*, pp. 77-100.
- Brest and Harvey, *Money Well Spent*, “Solving Problems Through Program Strategies,” p. 59.

- Carnegie, “The Best Fields of Philanthropy.” *The North American Review*, 1889, pp. 682-698 and “The Gospel of Wealth.” *The Gospel of Wealth and Other Timely Essays*, pp. 1 – 44.
- Costello, Ratcliffe and Slugg, “Charitable Giving – A Structured Approach,” U. S. Trust.
- Field, Ann. “Why The Zuckerberg LLC Is Good For Impact Investing.” *Forbes*, December 10, 2016.
- Singer and Isaac. “Mark Zuckerberg’s Philanthropy Uses L. L. C for More Control.”
- Tompkins-Stange, *Policy Patrons*, “There are basically Two Kinds of Foundations,” pp. 53-68.
- Zinsmeister, “Good Charity, Bad Charity?” *The Almanac of American Philanthropy*, p. 26.

Lab Time: (*BB, Section 1b*)

- Select a new Recorder; Research the social problem/issue that your team will address.

Week #6: February 15, 2017 – PHILANTHROPY & ETHICS

Reading Selections:

- Arnold, “Attacks and Vitriol Will Not Deter Me from Supporting Fixes to Public Policy.”
- Avery, *Philanthropy and Higher Education*, pp. 101-121.
- Brest and Harvey, *Money Well Spent*, “Grant Making and Due Diligence,” p. 71.
- La Piana Consulting, “Due Diligence Done Well,” Special Report.
- MacFarquhar, “What Money Can Buy: Darren Walker and the Ford Foundation set out to conquer inequality,” *The New Yorker*, January 4, 2016.
- Orosz, *The Insider’s Guide to Grantmaking*, “The Ethics of Grantmaking,” pp.252-261.
- Reich, “A Failure of Philanthropy: American Charity Shortchanges the Poor, and Public Policy is Partly to Blame,” *Stanford Social Innovation Review*.
- Reich, “What Are Foundations For?” McCoy Family Center for Ethics in Society at Stanford University.
- Tierney and Fleishman, *Give Smart*, “A Monday Morning Checklist,” p.221.
- Walker, Darren, “Toward a New Gospel of Wealth.” Ford Foundation, October 1, 2015.
- W. K. Kellogg Foundation, Logic Model Development Guide, pp. 1-14.

Lab Time: (*Briefing Book – Section 7*)

- Select the two nonprofits as finalists based on your mission statement and logic model.
- Document why you selected these two; explain criteria used in your selection.

Week #7: February 22, 2017 – NONPROFIT DUE DILIGENCE

Reading Selections:

- Bridgespan Group, “How to Research a Nonprofit—Light-Touch Approach,” “Quick Guide to Conducting a Site Visit,” and “Quick Guide to Interviewing a Nonprofit’s CEO.”
- “Private Foundations.” Internal Revenue Services, April 14, 2016.
- “Return of Private Foundation: Form 990.” Internal Revenue Services.
- Tompkins-Stange, *Policy Patrons*, “How Do You Establish a Bottom-up Versus Top-Down Mix,” pp. 69-94.

Lab Activity: (BB, Section 5)

- Request for Proposal; Guidelines and Application

Week #8: March 1, 2017 – FOUNDATIONS & PUBLIC PARTNERS: HOUSTON NONPROFITS

Reminder: Philanthropic Framework Presentations #1 due next class!

Guest Speaker: Ronnie Haggerty, PhD, CFRE, Asst. Vice President, Community Relations, for United Way of Greater Houston; President, AFP-GHC

Topic: Nonprofits in Houston

Reading Selections:

- Beyer, “Houston’s Wealth Drives A Culture of Philanthropy,” *Forbes*, April 8, 2016.
- Galehouse, “The Philanthropy Bug Bites Millennials: The Next Generation Finds Volunteering to be ‘Very Important Obligation,’” *The Houston Chronicle*, April 16, 2015.
- “Houston Gives: A City That Gets It Done.” *The Houston Chronicle*, March 27, 2016.
- Kotkin, “Deep in the Heart of Texas.” *Newgeography*, December 27, 2012.
- Meier and Ruiz, “Patchwork Oversight Allows Dubious Charities to Operate,” *The New York Times*, May 15, 2015.
- Norris, “Charity Fires Director Suing Board Over \$750K Embezzlement,” *NonprofitPRO*, May 10, 2016.
- Peregrine, “Antidote to Nonprofit Scandals: The Sarbanes-Oxley Act,” *The Chronicle of Philanthropy*, July 31, 2012.
- Rojas, “Nonprofit Executive Attacked with Drain Cleaner in Embezzlement Cover Up, Officials Says,” *The New York Times*, April 5, 2016.
- Tompkins-Stange, *Policy Patrons*, “We Wish There was an App for That,” pp. 95-112.
- Waguespack, “Houston’s Heroes: Bayou City’s Top Philanthropists, Charitable Organizations,” *Houston Chronicle*, March 25, 2016.
- Yost, “Three Houstonians Top Philanthropy 50 List of Most Generous Donors.” *Houston Business Journal*, February 10, 2014.
- Zinsmeister, *The Almanac of American Philanthropy*, “Why is Charitable Activity Tax-Protected?” p. 1183.

Lab Activity:

- If time permits, prepare for next week’s presentations.

Week #9: March 8, 2017 – PHILANTHROPIC FRAMEWORK PRESENTATIONS #1

Assignment Due – Presentations #1 (BB, Section 4)

Reading Selection:

Orosz, *The Insider’s Guide to Grantmaking*, “Strategies for Presentations,” 154-163.

Lab Activity:

- Discuss upcoming site visits and site visit form.

- Singer, “Good Charity, Bad Charity,” *The New York Times*, August, 10, 2013.
- Tompkins-Stange, *Policy Patrons*, “Should We Critic the Player or the Game Itself?” pps.127-149.

Lab Activity:

- Discuss and evaluate site visits.
- Re-rank finalists based on your due diligence.
- Decide initial funding recommendations; include criteria for selection.

Week #13: April 12, 2017 – PHILANTHROPY & HIGHER EDUCATION

Reminder: Team Philanthropic Framework Presentation #2 due next week.

Reading Selections:

- Avery, *Philanthropy in Higher Education*, pp. 149-181.
- Bridgespan Group, “Donor Decision Tool.”
- Thompkins-Strange, *Policy Patrons*, “These are the New Players,” pps. 17-51.
- Reading to be added at discretion of guest speaker.

Lab Activity: Select a new Recorder.

- Final deliberations. Create criteria for selection. (*Briefing Book – Section 7*)
- Make a funding decision. Select one nonprofit to award grant funds.
- Plan for Team Presentation.

Week #14: April 19, 2017 – FINAL GRANTEE SELECTION – FINAL DEBATE

Assignment Due: *Final Selection Debate* (BB, Section 4); Site Visit Information Form (BB, Section 3, Item l)

Lab Activity:

- Write up:
 - Award/Denial Letters (*Briefing Book – Section 8*)
 - Send finalist Award Letter.
 - Citation for Ceremony (*Briefing Book – Section 10*)
- Prepare for Ceremony Presentation (*Briefing Book – Section 10*)

Resources:

“Sample Letters: Declination, Pending/Request, For Additional Information, Award, Agreement.” Foundation in a Box. <http://bit.ly/2a6dBEA>.

Reminders: Reflection Paper #2 – “Experience of Participating in the Grant Making Process” and Briefing Books due next class.

Week #15: April 26, 2017 – FINAL CLASS – DIVERSITY IN PHILANTHROPY

Assignments Due: 1) Reflection Paper #2 – Experience of Participating in the Grant Making Process; 2) Citation for Ceremony (*BB, Section 10*); 3) Presentation for the Inaugural Award Ceremony (*BB, Section 10*) and 4) Teams’ Briefing Books

Reading Selections:

- Auerbach, “Fostering a Culture of Diverse Philanthropy,” Stanford Social Innovation Review.
- Rovner, “Diversity in Giving: The Changing Landscape of American Philanthropy,” blackbaud. <https://www.blackbaudhq.com/corpmar/giving-diversity/2015-diversity-in-giving.pdf>

Lab Activity:

- Send finalist a reminder of the Inaugural Award Ceremony, including location and time.
- Prepare for Presentation of Awards for the Awards Ceremony

Week #16: May 3, 2017 – INAUGURAL AWARD CEREMONY

Location & Time: TBA

On a date and time to be announced sometime around the end of the class, we will have our Inaugural Award Ceremony. At this time, each team will make a brief presentation introducing their grantee organization and each will award a check to a representative from that organization. Make sure you invite your family and friends to the ceremony.

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Giving to Learn: Philanthropy in Theory and Practice

Week	Date	Topic	Assignments Due
#1	January 11, 2017	Receive Syllabus	
#2	Jan. 18 th	Introductions & Overview of Class	
#3	Jan. 25 th	Understanding Philanthropy: History of Philanthropy & Its Impact	
#4	February 1, 2017	Who Gives, Why & The Responsibilities	Philanthropic Autobiography
#5	Feb. 8 th	Guest Speaker – Strategic Philanthropy	
#6	Feb. 15 th	Philanthropy & Ethics	
#7	Feb 22 nd	Nonprofits – Due Diligence	
#8	March 1, 2017	Guest Speaker – Foundations & Public Partners: Houston Nonprofits	
#9	Mar. 8 th	Group Presentations	Presentations #1 – Initial Grantee Selections
March 13-17, 2017 – SPRING BREAK			
#10	Mar. 22 nd	Guest Speaker – Philanthropy, Nonprofits & Higher Education Grant Process: Initial Grantee Selection – Preparing for Site Visits	1 st Draft of Briefing Book
#11	Mar. 29 th	Grant Process: Site Visits	
#12	April 5, 2017	Grant Process: Assessing the Work & Evaluating Impact	
#13	Apr. 12 th	Group Presentations	Presentations #2 – Final Grantee Selections
#14	Apr. 19 th	Final Grantee Selection	Final Debate
#15	Apr. 26 th	Final Class – Diversity in Philanthropy	*Reflection Paper #2 *Citation for Ceremony *Presentation for the Inaugural Award Ceremony *Teams’ Briefing Books
#16	May 3, 2017	Inaugural Award Ceremony	

