
PHILANTHROPY & THE PUBLIC GOOD

CCS 4310, FALL 2014

TUESDAY-THURSDAY 12:30-1:45

Draper 200

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“No, no, we are not satisfied and will not be satisfied until justice rolls down like water and righteousness like a mighty stream.”

--Dr. Martin Luther King, Jr.

“It is one thing to say with the prophet Amos [and Dr. King], ‘Let justice roll down like mighty waters,’ and quite another to work out the irrigation system.”

--William Sloane Coffin

“To give away money is an easy matter, and in any [person’s] power. But to decide to whom to give it, and how large and when, and for what purpose and how, is neither in every [person’s] power, nor an easy matter. Hence it is that such excellence is rare, praiseworthy, and noble.”

--Aristotle

“The divine mandate to use the world justly and charitably, then, defines every person’s moral predicament as that of a steward. But this predicament is hopeless and meaningless unless it produces an appropriate *discipline*: stewardship. And stewardship is hopeless and meaningless unless it involves long-term courage, perseverance, devotion, and skill.”

--Wendell Berry

COURSE DESCRIPTION & OBJECTIVES

Our friends at The Once Upon a Time Foundation have given you a generous gift—\$100,000, in fact. Their request? Simply for you to give it away.

How difficult can that be? Plenty of people will want it, and plenty deserve it. But I suspect you'll pretty quickly agree with me (and Aristotle) that this is going to be hard work—very hard work. So before we can jump straight to giving it away, we have a few important tasks. First, we'll ask some foundational questions: What is philanthropy? Who is a philanthropist? Why do philanthropy? How? And to what ends?

As we ask those questions throughout the semester, we'll also take a close look at our own community. What are its needs? How are those needs being met? Where are there gaps? What good things are happening elsewhere that aren't happening here? And is it possible that our money, smartly invested, might make a major impact on our community and our neighbors?

But there are also some things we must ask of ourselves: Who am I? What are my values? What do I have? What have I been given? Do I steward those gifts with the sort of "courage, perseverance, devotion, and skill" described above by Wendell Berry? And finally, what can I give?

This semester you will function in a few capacities, dancing back and forth between three 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 five 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 applications that will be considered by the larger board.

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.

Here are our goals for the semester:

1. To understand the nature of the philanthropy and nonprofit sectors—their histories, theories, ethics, and practice.
2. To research and understand public concerns in Waco, specifically in these key areas:
 - a. health, wellness, & basic human needs;
 - b. education, leadership, & mentoring;
 - c. culture, arts, & the environment;
 - d. human services & civil rights; and
 - e. community improvement and development.
3. To understand and participate in the grantmaking process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.
4. To fund Waco-area nonprofits in ways that fit with our clearly articulated goals, priorities, and needs assessment.
5. To develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.

OUR PROCESS OUTSIDE THE CLASSROOM: AN OVERVIEW

This semester we will deal with public concerns that are complex and messy—things like food insecurity and housing, education and the environment, arts funding and access to legal services, mental and physical health. Because these concerns are complex, they'll require strong partnerships, teamwork, and our very best thinking as we aim to address them. I have established

partnerships with about 75 Waco-area nonprofits, and I have grouped these nonprofits into five basic issue areas:

1. Health, Wellness, & Basic Human Needs
2. Education, Leadership, & Mentoring
3. Culture, Arts, & the Environment
4. Human Services & Civil Rights
5. Community Development & Community Improvement

Each of you has been placed onto a team that will focus on one of these issue areas and the nonprofit organizations grouped therein.

We have \$100,000, and it is our job to determine how best to invest it. Our semester will build toward our final decisions about how to make grants aimed at addressing the public concerns that we prioritize, but before we get there, there is a process we must follow. That process will include a few elements: 1) research about our nonprofit partners; 2) conversations with them about they do, *could* do, and *want* to do to address specific concerns; 3) decisions about what specific concerns we want to prioritize; 4) research about the scope and magnitude of these concerns here in Waco; and 5) deliberation together about the smartest ways to spend our \$100,000. Here's how we'll do that.

In the month of September you will operate like a program officer as you begin learning about the partner organizations to which you've been assigned. You'll read their websites, learn about their programs and financials on Guidestar (or another information service), and search media for stories and information about the organizations. Once you have an understanding about who they are and what they do, you will contact the organizations directly to begin talking with them about their work. They'll be expecting to hear from you, and when you reach out, they'll answer your questions while they also try to capture your imagination. They'll also be prepared to help you research and understand more about the issues they deal with.

During October we will use all of this knowledge to begin a process of narrowing down toward the issues we want to address and the organizations we want to fund. In early October we will have our first Board Meeting, which is a time for deliberation and democratic action: you will work collectively to narrow our 75 organizations down to about 20 organizations (at least 4 per team). Switching back to your program officer role after that, you and your team will begin in earnest to conduct research about the concerns you want to address. For example, if your team decides to address food insecurity, you will begin figuring out the scope, magnitude, and core causes of food insecurity in Waco, with your partner nonprofit organizations assisting with your research. Your team will also work with your finalist organizations to schedule a visit. During this visit you will be prepared with questions about the organization and will go on-site to see and learn more about their work.

November will be devoted to working with the 20 finalist organizations as you narrow down to the final 5-10 grant recipients. Your research will be in full swing at this point, and it will inform the class's decisions about which organizations will receive grants. We will conduct a two-part Board Meeting in mid-November to make decisions about which organizations will receive grants, and once we have determined our recipients (but before we determine how much they'll receive), you will switch hats again, going to work for the grant-receiving organizations. With their help, you will write grant proposals requesting pieces of the \$100,000 pie. You'll then, individually, write a proposal for exactly how you think our \$100,000 should be allocated. That proposal will inform our final discussion in the final Board Meeting. It's there that we'll decide how much to give to whom.

Finally, in December, the fun: we'll throw a party and present big checks to our final grant recipients.

OUR PROCESS INSIDE THE CLASSROOM: AN OVERVIEW

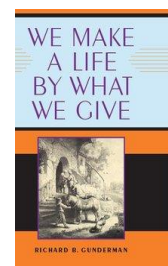
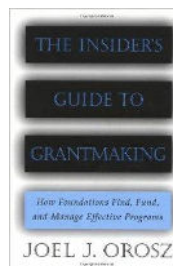
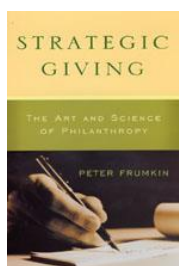
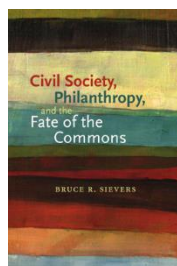
The things we do in class are all designed to inform our work in the community and our decisions about how to give our \$100,000. Early in the semester we will devote a lot of energy to reading and classroom discussion; we have a lot to learn. Our first readings are designed to help us understand civil society and the role of philanthropy in addressing public concerns. We'll then narrow into strategy: how best can we utilize our resources to address the concerns we want to address? Then we'll move into the practical: how precisely do we go about doing that? Later in the semester, we'll turn some focus on ourselves and think about our own philanthropy now and going forward.

In addition to reading and discussion, we will also hear from an amazing variety of guests—directors of family foundations, community foundations, and corporate foundations; experts on policy issues, fundraising, and Waco's biggest concerns; plus seasoned givers who have thought deeply and well about how they give.

We will devote some of our class time to work with our teams. Some will be devoted to group discussion. Sometimes I will lecture. And sometimes we'll work together on case studies designed to help us anticipate the issues that will arise as we do philanthropy.

In each of these things, our goals are very practical: we are equipping ourselves to make the best use of the \$100,000 that we're privileged to give away.

REQUIRED MATERIALS



Sievers, Bruce R. *Civil Society, Philanthropy, and the Fate of the Commons* (Medford, MA: Tufts University Press, 2010).

Frumkin, Peter. *Strategic Giving: The Art and Science of Philanthropy* (Chicago: University of Chicago Press, 2006).

Orosz, Joel J. *The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs* (San Francisco: Jossey-Bass, 2000).

Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).

COURSE POLICIES & PROCEDURES

ATTENDANCE: Pursuant to the [policies](#) of the College of Arts & Sciences, a student must attend at least 75% of all scheduled class meetings to earn course credit. Any student who does not meet this minimum standard will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings. Please hear me say above all that you simply shouldn’t miss class. This work is just too important. Plus, your grade is tied to your active engagement and participation with the material and your fellow students, so if you want to do well in the course, come to class every day. You are also advised to let me, and your group members, know in advance if you plan to miss.

ADHERENCE TO THE BAYLOR UNIVERSITY HONOR CODE. A copy of the Baylor University Honor Code is available [online](#), and students are expected to adhere to it and to conduct themselves with honesty and integrity. Talk with me if you are confused about citation practices or other research standards. Make sure you understand not only what counts as plagiarism and cheating, but also how to avoid engaging in these practices. If you violate the Honor Code, be aware that your violation will be reported to the Office of Academic Integrity and become part of your student record. Understand that penalties resulting from dishonest conduct can range from failure of the assignment to immediate expulsion from the university. I reserve the right to give you an “F” in the course for *any act* in violation of the University Honor Code.

LEARNING ACCOMMODATIONS: Any student with a documented disability needing classroom accommodations should contact the [Office of Access and Learning Accommodation](#). If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710.3605, and the office is in the Paul L. Foster Success Center, Sid Richardson Room 190.

ATTIRE: This course is different from any other course you have taken or will take. Almost every time you come to class, you will be interacting with a professional—be that a local foundation or nonprofit director, a seasoned philanthropist, a business professional, or someone from a corporate foundation (we’ll visit with reps from Wal-Mart, ConAgra, and Kellogg). In each of these interactions, the stakes are real: we’re professionals dealing with \$100,000. Since we are professionals, we should dress like it. Professional attire is expected each time you show up to class. If you have questions about this, or if this presents a problem, please talk with me early in the semester.

CONNECT: By enrolling in this class you have entered a network with colleagues at prestigious universities around the country. Our friends in the Philanthropy Lab have built some ways for us to connect with other colleagues in the consortium via Facebook and Twitter. If you use social media, please “Like” [The Philanthropy Lab page](#) on Facebook and follow [@ThePhilLab](#) on Twitter, and be sure to take advantage of these relationships and join the conversation.

ASSIGNMENTS & GRADING

BRIEFING BOOK & PRESENTATION (50%): Your biggest assignment for the semester comes in the form of a briefing book, about 40-50 pages in length, 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 Waco programmatically to address those concerns; what innovations and best practices can be found elsewhere to address those concerns; what gaps in services exist in Waco; your theories of change 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. In the days ahead I will provide you with some additional details, along with sample books compiled by our colleagues at Harvard. One portion of the book will be due on **October 16**. More will be due **November 4 or 6**, when you will also **present** much of this information to the class. Final copies are due **December 4**.

ENGAGEMENT (30%): Your informed participation is vital to the success of this class and, more importantly, to the success of this unique venture. In fact, it is so important that it constitutes 30% of your grade. For our purposes, engagement is far more than just participation in classroom discussion. That will be important, of course, but under this "engagement" heading, I am also including a more subjective assessment of the degree to which you are invested in this process. What we're doing is important work. In many courses, you are learning information and tucking it away for some future date and time. In this course, that "future date and time" is *now*, when we'll work with 75 nonprofit organizations to make \$100,000 in grants. For that reason, you must be engaged in all aspects of the course.

In the early part of the semester, we'll be reading and absorbing a lot of information about the nonprofit and philanthropic sectors, and this information will be of vital importance to us as we make grants in the last part of the semester. For that reason, we must learn it well. And while there aren't exams in this course to test your knowledge, there will be no hiding; you must *learn* the information because we will *use* the information. Every time there is assigned reading, you should come to class with some **written takeaways** from the reading. This is open in length and format, but it should focus on the things that will be important in your decision making and grant making. Many of the written takeaways from your reading will also appear eventually in your briefing book, so please make sure you do this well the first time. Most class periods will begin with a team meeting in which you discuss these takeaways and compile them for ongoing use. Your write-up should be based on two important questions:

1. *What* from this reading is going to matter as we evaluate and make grants to local nonprofits?
2. *Why* will it matter?

In addition to these write-ups, your engagement will be assessed based on your ability to work collegially with your team, your contributions to the work of your team, evidence that you have learned and understood course material, your contributions to class discussion, and your general interest and buy-in to this important project.

INDIVIDUAL PROPOSAL (5%): On **November 18** you will turn in an individually authored 5-7-page proposal for how we'll grant our \$100,000. By this point we will have held our Board Meetings to decide on our 5-10 grant recipients. But there will be much work left to do as we decide how to divide up our funds. The first 4-5 pages of this essay will argue which organizations should receive funds and how much they should receive, providing the best justifications you can offer for your decisions. In the final page of your essay, you should talk about what kinds of compromises you would be willing to make as we enter collective deliberation about how to allocate the funds.

CAPSTONE ESSAY (15%): Your final assignment is a capstone essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw from your reading throughout the semester, especially the Gunderman book. But the point is to bring those readings to bear on your own thinking about philanthropy. I'll provide more details and a writing prompt as the time approaches. The essay will be due by **6:30 PM on December 13**.

GRADING SUMMARY:

Briefing Book & Presentation: 50%
Engagement: 30%
Individual Proposal Essay: 5%
Capstone Essay: 15%

GRADING SCALE:

90-100= A
87-89= B+
80-86= B
77-79= C+
70-76= C
60-69= D
0-59= F

SCHEDULE

WEEK ONE: WHAT IS CIVIL SOCIETY? WHAT IS THE PUBLIC GOOD?

August 26:

- Last names A-L: Watch (or read) Bill Gates's 2007 Harvard Commencement Address (available from: <http://www.youtube.com/watch?v=zPx5N6Lh3sw> or <http://news.harvard.edu/gazette/story/2007/06/remarks-of-bill-gates-harvard-commencement-2007/>)
- Last names M-Z: Listen to "I Was Just Trying to Help," *This American Life*, episode 503 (just the first 34 minutes, which is the Prologue and Act One) (available from: <http://www.thisamericanlife.org/radio-archives/episode/503/i-was-just-trying-to-help>)

August 28:

- Sievers, *Civil Society, Philanthropy, & the Fate of the Commons*, pp. 1-44

WEEK TWO: PHILANTHROPY & THE PUBLIC SPHERE

September 2:

- Sievers, *Civil Society, Philanthropy, & the Fate of the Commons*, pp. 84-144

September 4:

- Andrew Carnegie, "The Gospel of Wealth" (Blackboard)
- Frumkin, *Strategic Giving*, pp. 1-29
- Orosz, *The Insider's Guide to Grantmaking*, pp. 1-24

WEEK THREE: DEVELOPING A THEORETICAL FRAMEWORK FOR PHILANTHROPY

September 9:

- Frumkin, *Strategic Giving*, 29-89, 114-124

September 11:

- Frumkin, *Strategic Giving*, 125-173

WEEK FOUR: BUILDING THEORIES OF CHANGE, LEVERAGE, AND SCALE

September 16:

- Frumkin, *Strategic Giving*, 174-216

September 18:

- Anne Mackinnon and Natasha Amott, "Mapping Change: Using a Theory of Change to Guide Planning and Evaluation," *Grantcraft* (Available from: http://www.grantcraft.org/assets/content/resources/theory_change.pdf)
- Excerpt from Anderson, Andrea A., "The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development," Aspen Institute Roundtable on Community Change (Available from: http://www.dochas.ie/Shared/Files/4/TOC_fac_guide.pdf). Read pp. 1-27.
- Skim Paul Brest & Hal Harvey, *Money Well Spent*, Chapter 3 (Blackboard)

WEEK FIVE: GRANTMAKING AND GIVING STYLES

September 23:

- Orosz, *The Insider's Guide to Grantmaking*, pp. 25-95

September 25:

- Frumkin, *Strategic Giving*, pp. 253-292

WEEK SIX: GIVING STYLES & ETHICS

September 30:

- Gunderman, *We Make a Life by What We Give*, pp. 19-29, 132-139
- Michael E. Porter and Mark R. Kramer, "Philanthropy's New Agenda: Creating Value," *Harvard Business Review* (November-December 1999). (Available on Blackboard)
- Joel L. Fleishman, "Foundation Strategy in Practice," from *The Foundation*, pp. 127-147.

October 2:

- Kathleen Noonan and Katherina Rosqueta, "I'm Not Rockefeller:" 33 High Net Worth Philanthropists Discuss Their Approach to Giving" Report from the Center for High Impact Philanthropy, September 2008 (Available from: http://www.impact.upenn.edu/images/uploads/UPenn_CHIP_HNWP_Study.pdf)
- Marc J. Epstein & Kristi Yuthas, "Understanding the Problem," from *Measuring and Improving Social Impacts*, pp. 48-62
- Laura Arrillaga-Andreessen, "Determining a Destination: Assess Your Aspirations and Impact," from *Giving 2.0*, pp. 101-126.

WEEK SEVEN: DECISION-MAKING

October 7:

- Katherine Hovde, et al., "What Are We Talking About When We Talk About Impact?" A Paper from the Center for High Impact Philanthropy, September 2013 (Available from: http://www.impact.upenn.edu/images/uploads/130918_WMM_final_draft5.pdf)
- Gunderman, *We Make a Life By What We Give*, pp. 155-163.

October 9: Board Meeting #1: Narrowing to 20

WEEK EIGHT: DUE DILLIGENCE

October 14:

- Orosz, *The Insider's Guide to Grantmaking*, pp. 130-142
- Paul Brest & Hal Harvey, *Money Well Spent: A Strategic Plan for Smart Philanthropy*, Chapter 5 (Available on Blackboard)
- *****Letters of response due***** (one per group to finalist organizations and one per group to those groups who aren't finalists)

October 16:

- Gunderman, *We Make a Life By What We Give*, pp. 140-154
- *****Briefing Book Draft #1 Due*****

WEEK NINE: SITE VISITS

**Site visits will occur during Weeks Nine and Ten, and to help make sure you have enough time to do those, there will be no official class meetings on October 21 & 23. Obviously you won't be able to do all of your site visits during this time, but this will at least ensure that everyone in your group has two shared spaces in your schedule to use for visits. During Week Nine, take time to read:

- Gunderman, *We Make a Life By What We Give*, pp. 1-18, 30-107

WEEK TEN: SITE VISITS & PRACITICAL CONCERNS

October 28:

- Orosz, *The Insider's Guide to Grantmaking*, pp. 96-129

October 30:

- Orosz, *The Insider's Guide to Grantmaking*, pp. 143-166

WEEK ELEVEN: PRESENTATIONS

**Over the course of Week Eleven, read Gunderman, *We Make a Life By What We Give*, pp. 108-131

November 4:

- ******Briefing Book Draft #2 Due/Presentations** (Draft and presentation will suggest 3-4 recipients)

November 6:

- ******Briefing Book Draft #2 Due/Presentations** (Draft and presentation will suggest 3-4 recipients)

WEEK TWELVE: DETERMINING OUR GRANT RECIPIENTS

**Over the course of the week, read Gunderman's *We Make a Life By What We Give*, pp. 164-197.

November 11: Board Meeting #2a: Determining our grant recipients

November 13: Board Meeting #2b: Determining our grant recipients

WEEK THIRTEEN: INDIVIDUAL PROPOSALS

November 18:

- *****Individual Proposal Essay Due*****

November 20:

- Read Classmates' Proposal Essays

WEEK FOURTEEN: FINAL DECISIONS

November 25: Executive Session 3: Final Decisions

WEEK FIFTEEN: PERSONAL PHILANTHROPIC ETHICS

December 2:

- Work on your briefing book

December 4

- *****Briefing Book Final Copy Due*****

FINAL EXAM

Saturday, December 13, 4:30-6:30

- *****Capstone Essay Due*****