



BAYLOR
UNIVERSITY

PHILANTHROPY & PUBLIC SERVICE PROGRAM



Philanthropy & the Public Good

PPS 4310

Baylor University

Spring 2019

Tuesdays 12:30-3:15 PM

The James E. Wood Seminar Room, Carroll Library 323

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“You can give without loving, but you can never love without giving.”

Victor Hugo, *Les Misérables*

“That we don’t necessarily become generous by doing acts of generosity is an indication that we need to think hard about what it means to be generous. To be a generous person certainly will manifest itself in generous acts, but generosity is a virtue that’s more fundamental than the giving of gifts. To be generous is to have a disposition toward life and in particular toward other people that’s welcoming. A generous person is a person of hospitality who is ready to share their life with others but also, and even more important, to have others share their lives with them.”

-Stanley Hauerwas, *The Character of Virtue*

“Ask for help when you need it, and give help when you can. I think that is how we serve God—and each other and ourselves—in times as dark as these.

-Kristin Hannah, *The Nightingale*

“God flows through all of us, to some degree.”

-Oscar Hijuelos, *Mr. Ives’s Christmas*

COURSE DESCRIPTION & OBJECTIVES

The basic premise of this class is that, thanks to some very generous donors, you are now the stewards of tens of thousands of dollars, and your job is to give it all away. The decisions about where that money will go reside with you, not me. So welcome aboard. You're in charge of the decisions. You're the Board of Directors.

If this is your task, how on earth do we proceed? Although you'll quickly discover that there are millions of ways we could do good with these funds, and there are many deserving places we could direct them, this is, in fact, not going to be easy. Should we focus attention on homelessness? Hunger? Health? Education? Human achievement in the arts or research? Refugees? Legal assistance? Something else? Should we consider sending the money abroad, to places where the needs might be direr and the dollar might go further? Or should we consider keeping it here in Waco, where it might cultivate the flourishing of our neighbors and our community? Should we look upstream, to the causes of problems? Or downstream, to their symptoms and effects? Should we consider big organizations, where we might fuel successful initiatives already afoot? Or small organizations and startups, where the effects will be felt more acutely within the organization? Is it wise to give all the money to one place or to break it up and spread it around? Should we focus on an organization's past, its present, or its future?

Believe it or not, I actually have a simple answer to every one of these questions: *yes*.

Yes, we should attend to homelessness and hunger and health and all the rest—or at least consider them. Yes, we should consider what our money can do abroad, at the same time we consider what it should do right here, across the street perhaps. Yes, we should consider these big thorny problems, both upstream and downstream. Yes, there is advantage to supporting successful ongoing work, just as there is merit to supporting new and small organizations. Yes, it might be wise to give all the money to one organization. Yes, it might also be wise to spread it around. And yes, we need to know what an organization has done, even if that's not any sort of guarantee for what an organization *can* do and *aspires* to do.

The problem, of course, is that the money is far more finite than the possible ways we might use it—or even the possible ways we *should* use it. If there are many ways to do good, how might we decide what good we want to do? How might we figure out what it means to do the *most* good?

There are twenty of you, and chances are, there are just as many ways to reckon with these questions. Clearly, then, we have some hard work and difficult choices ahead of us.

So if the money—as extravagant as it is—is finite, what if we began with the belief that money is not our only resource this semester? What if we added to the money a dose of imagination? What about a measure of knowledge? And love. And time. And talent. And influence. What if we began to understand our callings, our purpose in this class and on this earth, in a grander way—not just as people who can direct money to combat problems, but as people who can promote, in myriad ways, the flourishing of others. What if, to quote Richard Gunderman, “the greatest gifts any human being could ever share with us, or any of us could ever share with another, is assistance in becoming the best persons, families, and communities we are capable of being”?

Suddenly, doesn't the basic premise of the class—to steward money and give it away—seem like only part of the equation? Suddenly now, aren't we asking bigger and deeper questions?

If we do it right, the work you do in this class will change you, and it will change others. That's the thing about philanthropy. It's ostensibly about “voluntary action for the public good”—a solid definition we'll use this semester—but philanthropy can achieve far more than some abstract “public good.” When we set out to benefit someone else; when we attempt to see the world from someone else's perspective; when we probe at deep questions about why and how and where to give; when we hold thoughtful conversations with thoughtful people; when we encounter new ideas and broaden our understandings about how the world works and how we operate in it; when we give of ourselves to someone else—these things change our very character. We can't help but become someone different, someone better. That, my friends, gets to the heart of our shared work this semester: we set out to promote someone else's flourishing, and in so doing, we, too, become better versions of ourselves.

Here are our goals a little more specifically:

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

POLICIES, CUSTOMS, EXPECTATIONS, AND RESPONSIBILITIES

1. **Syllabus Note:** This syllabus is your *sine qua non* guide for the course, and it is expected that you have read and understood it in its entirety. This represents my current plans and objectives. As we go through the semester, specific plans may need to change to enhance the class learning opportunities. I will always communicate changes clearly and early.
2. **Be prepared:** I expect every person to read *all* the assigned texts in advance of class and prepare for discussion by taking notes.
3. **Honor your colleagues:** Your role in this class is probably different from other classes. You are all members of one Board of Directors, so you must work collaboratively. This means, above all, showing one another respect. Always treat seriously any comment offered in earnest, and please respect the person who offers it. Please also challenge ideas with which you disagree, something we all owe to one another since we are working collaboratively and making decisions together. Our ideas, and our challenges to one another's ideas, should always aim to make us better.
4. **Always act in good faith.** This course is designed to be *collaborative*, but there will always be a temptation for it to become *competitive*. Please, for everyone's sake, do all that you can to avoid a competitive mindset. No one is supposed to "win" or "lose" in this process. Just because you nominated or researched an organization, it is not "your" organization. Just because someone else nominated or researched an organization, it is not "their" organization. These are all *our* organizations; we simply have varying levels of expertise. Please resist any urge to trade votes, form alliances, or take advantage of others' good faith. We will be open and candid with one another, and we will challenge one another. But please, always act in good faith, with **the Board's interests above your own**. Failure to act in good faith can result in severe consequences, including the loss of voting status and failure in the course.
5. **Attendance.** Pursuant to the policies of the Honors College, 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. Given the nature of our work together, you simply shouldn't miss class. If you are going to be absent, please let me know in advance.
6. **Make-up work:** Except for university-approved absences, students are not allowed to make up missed daily assignments. This includes activities missed by being late for class or leaving early.
7. **Adherence to the Baylor University Honor Code.** Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other

act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. You may use online resources to study for this course, but you must do so in ways that are consistent with all aspects of the Baylor University Honor Code (see, specifically, Section III.C.12 and Section III.C.16). As a Baylor student, I expect you to be intimately familiar with all aspects of the Honor Code, which can be found at this link: <http://www.baylor.edu/honorcode/>

8. **Learning Assistance and Accommodations.** If you need any help throughout the semester, please know that I am available as a resource, and I am glad to help. Also, we have many resources available to you on campus. [The Paul L. Foster Success Center](#) offers a wide variety of academic assistance. Additionally, any student with a documented disability needing classroom accommodations should contact the [Office of Access and Learning Accommodation](#) as soon as possible.
9. **Sexual and Gender-Based Harassment and Interpersonal Violence Policy:** Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). For more information on how to report, or to learn more about our policy and process, please visit www.baylor.edu/titleix. You may also contact the Title IX office directly by phone, (254) 710-8454, or email, TitleIX.Coordinator@baylor.edu.

OUR GRANTMAKING PROCESS: AN OVERVIEW

This course is complex. There are a lot of moving pieces. Therefore, it is imperative for you always to keep the big picture in view.

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

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

Phase I:

Phase I will involve independent research in which every student will nominate four nonprofit organizations for the Board to Consider this semester. You will research the organization on the internet and complete a one-page Organization Profile. There are 17 students, so there will be 68 Organization Profiles, which will be compiled into a single document for each Board Member to read in advance of a February 4 vote. Following that vote, 27 organizations will move forward to Phase II.

Phase II:

In Phase II, each student will focus on three organizations, conducting deeper research on the organizations to which you’re assigned. This will include financial analysis, along with every bit of information the internet can provide about an organization. In Phase II, undergraduates will work in teams of two, and graduate students will work as a team of one. Each team will draft a 3-page White Paper, which the entire Board of Directors will read in

advance of an February 26 discussion and vote. Following that vote, 8 organizations will move forward to Phase III.

Phase III:

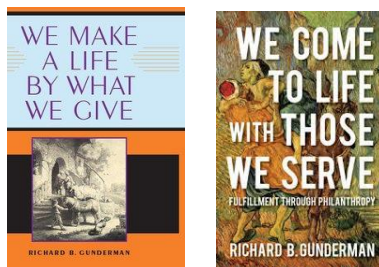
In Phase III, each student will focus on two organizations, joining a team of 4-5 program officers. The group will make a site visit to the organization (if it's in Waco) or conduct a thorough Skype interview (if it's outside Waco). Phase III research is thorough, asking each of the 8 organizations how they might utilize grants of varying sizes and projecting whether those grants will be successful. Phase III research will attempt to turn over every stone at an organization so that the Board of Directors can make an informed decision about grant awards. Each team of program officers will produce an 8-page Briefing Book for each organization, and the Board of Directors will read all Briefing Books. There will be a period of time for asking questions and seeking clarifications before each team of Program Officers then makes a presentation to the Board. Following these presentations, we will have a two-part Executive Session to make our final grant decisions. The first part will occur during class on April 23. The second part will occur that evening—a meeting that will last *as long as it takes* for us to make final decisions.

After we've made these decisions on April 23, we will work together to draft evaluation instruments that we will use two years hence to evaluate the grants we've made. Finally, on May 6, we'll throw a party, inviting all our grant recipients to attend the Grant Awards Reception at McLane Stadium.

For the sake of simplicity, here is a table summarizing our three-phase grantmaking process:

Phase	Assignment	Type of Research & Analysis	Total Number of Organizations the Class Will Consider	Number of Organizations Each Student Will Work On	Group Size	Total Pages Each Person or Group Will Write	Total Pages Each Person Will Read
Phase I	Organization Profile (Due January 28)	Internet research & brief analysis	68	4	1	4 (1 page each)	64
Phase II	White Paper (Due February 18)	More thorough internet research & financial analysis	27	3	2 for undergrads 1 for grad students	9 (3 pages each)	72
Phase III	Briefing Books (Due late March)	Site visit, comprehensive analysis, and clear picture of what a grant would be used for	8	2	4-5	16 (8 pages each)	48

REQUIRED MATERIALS



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

Gunderman, Richard B. *We Come to Life with Those We Serve: Fulfillment through Philanthropy* (Bloomington, IN: Indiana University Press, 2017).

ASSIGNMENTS & GRADING

Board Contribution (60 points): Your informed participation is vital to the success of this class and, more importantly, to the success of this entire philanthropic venture. This portion of your grade hinges on a couple of measures, particularly the extent to which you are a thoughtful, reliable, collegial, and informed member of our classroom/boardroom community. This includes a few things. For one, it means you are a leader and active participant in discussions surrounding our texts. These texts are essential in helping us become imaginative, mindful, and strategic, and that happens when the texts come alive in our discussion. It is essential that you read well and be active in our discussions. Being a good board member also means offering collaboration and input as we work together on our grantmaking decisions. Receiving a good grade means demonstrating your full engagement with this process. Your contribution will be assessed at three intervals throughout the semester (20 points each time): **February 12, March 26, and May 6.**

Discussion Points (35 points): Seven times throughout the semester, you will turn in a short document called “Discussion Points.” It will be based on your assigned reading for the day. As you read, plan to make at least two consequential contributions to the class discussion, and write these down in about a paragraph each. A planned contribution (a “discussion point”) can take the form of a question that will lead us into discussion, an illustration of a point in the reading, a disagreement with the reading, a connection to our work outside the classroom, or a contrast with other readings from the semester. It should always spark conversation. Students will be called on throughout the discussion to raise a discussion point for the group to consider. These will be submitted in hard copy at the conclusion of each class. Each is worth 5 points and will be evaluated based on the quality and value of the contribution.

Organizational Profiles (40 points): By **Monday, January 28 at 5:00 PM**, you will submit a one-page Organizational Profile for each of the 4 nonprofit organizations you are nominating for the Board’s consideration this semester. In advance of the assignment, I will provide specific guidance on formatting and content. You will submit the profiles via email to Laken, but **please do not put your name on the document.** Each document will be graded out of 10 points.

White Papers (60 points): By **Monday, February 18 at 5:00 PM**, you will submit a three-page White Paper on each of the 3 Phase II organizations for which you are serving as Program Officer. In advance of the assignment, I will provide specific guidance on formatting and content. You will submit the profiles via email to Laken. **Please do not put your name on the document, but make sure the text of your email identifies the two Program Officers who worked on the White Paper.** Each White Paper will be graded out of 20 points.

Briefing Books + Presentations (80 points): In Phase III you will be assigned to two organizations—one “A Organization” and one “B Organization.” You will submit an 8-page Briefing Book for each of the two to which you are assigned. Briefing Books for “A Organizations” are due via email to Laken by **Sunday, March 24, at 11:59 PM**. Briefing Books for “B Organizations” are due via email to Laken by **Sunday, March 31 at 11:59 PM**. The Briefing Book will be organized around a logic model, and in advance of the assignment, I will provide specific guidance on formatting and content. Each member of the team will be assessed by the other members of the team to ensure that everyone carries sufficient weight. Additionally, the presentation will be factored into your grade. Each Briefing Book/Presentation combo will be graded out of 40 points.

Capstone Assignment (25 points): Your final exam is a Capstone Assignment, which has two parts: First, you will write an essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw heavily from your reading throughout the semester, bringing those readings to bear on your own thinking about philanthropy (so make sure you take good notes or mark up your reading). I’ll provide more details and a writing prompt as the time approaches. The second part of the assignment is a hand-written “thank you” note to our donors. The essay will be due via email by **6:30 PM on May 11**. The notes are to be handed in at our Grant Awards Reception.

SUMMARY:

Board Contribution: 3 x 20 = 60 points
Organizational Profiles: 4 x 10 = 40 points
White Papers: 3 x 20 = 60 points
Briefing Books + Presentations: 2 x 40 = 80
points
Discussion Points: 7 x 5 = 35 points
Capstone Essay: 25 points
300 points total

SCALE:

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

COURSE SCHEDULE

PHASE I: 68 ORGANIZATIONS

JANUARY 15

Pre-Class Work:

- Read the poem "[Okay](#)," by Lowell Jaeger

In-Class Work:

- Course introduction
- Philanthropic autobiography
- Establish our values and norms and consider signing a pledge
- Discuss "Okay"

Post-Class Work:

- Begin identifying your 4 Phase I organizations
 - Work on the \$10 Challenge
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JANUARY 22

Pre-Class Work:

- Robert L. Payton & Michael M. Moody, "Voluntary Action for the Public Good," excerpt from *Understanding Philanthropy*, pp. 27-61 (available on Canvas)
- Craig Dykstra, "What is a Grant?" excerpt from *Giving Well, Doing Good* (available on Canvas)
- Richard Gunderman, "Imagining Philanthropy," *We Make a Life by What We Give*, pp. 1-12
- The Bridgespan Group, "[Defining Success](#)"
- Prepare Discussion Points #1

In-Class Work:

- Pitch Day
- Reading discussion

Post-Class Work:

- Prepare Organizational Profiles for submission (**due by Monday, January 28, at 5:00 PM**)
- Complete \$10 Challenge

JANUARY 29

Pre-Class Work:

- Peter Frumkin, “The Idea of Strategic Giving,” excerpt from *The Essence of Strategic Giving* (available on Canvas)
- Gregory Boyle, “And Awe Came Upon Everyone,” excerpt from *Barking to the Choir* (available on Canvas)
- Richard Gunderman, “What Are We Part Of?” *We Make a Life by What We Give*, pp. 63-72
- Prepare Discussion Points #2
- Submit Organizational Profiles (with no name on them) via email to Laken by **Monday, January 28, at 5:00 PM**

In-Class Work:

- Reading discussion
- \$10 Challenge discussion
- Philanthropy Roundtable: Ashley Allison (Waco Foundation) and Tom Stanton (Rapoport Foundation)
- Discuss Grant Letter from The Philanthropy Lab
- Reflect on the process of selecting 4 organizations for Phase I
- Discuss the move from Phase One to Phase Two and criteria for evaluating Organizational Profiles

Post-Class Work:

- Begin reading Organizational Profiles, scoring them as you go
- Prepare to rank them and turn in your rank by **Monday, February 4, at 5:00 PM**

PHASE II: 27 ORGANIZATIONS

FEBRUARY 5

Pre-Class Work:

- Read all Organizational Profiles and submit your Top-27 rank (which may not include organizations you submitted) to Laken by **Monday, February 4, at 5:00 PM**
- Gunderman, “Four Gifts,” *We Make a Life by What We Give*, pp. 19-29
- Elizabeth Lynn & Susan Wisely, “[Four Traditions of Philanthropy](#)”
- Prepare Discussion Points #3

In-Class Work:

- Reveal results, reflect, organize groups, and “draft” organizations for Phase II
- Reading discussion
- Financial strength in nonprofits: Class guest Leslie Mitchell on financial analysis (Director of Finance at the Waco Foundation)

Post-Class Work:

- Begin working on White Papers

FEBRUARY 12

Pre-Class Work:

- Richard Gunderman, *We Come to Life with Those We Serve*, Chapters 1, 2, 5, and 6
- Gunderman, "How Much and How Well?" *We Make a Life by What We Give*, pp. 132-139
- Prepare Discussion Points #4

In-Class Work:

- Reading discussion
- Discuss White Papers and report Phase II progress
- Worktime with partners/teams
- Class Guests: Aramark Giving Council (12:30)

Post-Class Work:

- Finish preparing White Papers (**due Monday, February 18, at 5:00 PM**)

FEBRUARY 19

Pre-Class Work:

- Submit White Papers (with no name on them) via email to Laken by **Monday, February 18, at 5:00 PM**
- Richard Gunderman, *We Come to Life with Those We Serve*, Chapters 7-8
- Prepare Discussion Points #5

In-Class Work:

- Reflect on White Paper process
- Logic Models
- Reading discussion

Post-Class Work:

- Read White Papers, scoring them as you go.

FEBRUARY 26

Pre-Class Work:

- Read all 27 White Papers and prepare a tentative top-10 rank
- Prepare to discuss and ask questions about the 27 organizations (especially the ones you have ranked particularly high or low)

In-Class Work:

- Executive Session #1: Discussing all 27 organizations and voting on the final 8
- Assign groups and organizations for Phase III
 - For Phase III, we will designate 4 "A Organizations" and 4 "B Organizations" so we can stagger visits and due dates. Each student will work on one "A" and one "B" organization.

Post-Class Work:

- Organize and plan site visits

PHASE III: 8 ORGANIZATIONS

MARCH 5

Pre-Class Work:

- Organize and plan site visits
- Do deep research on assigned organizations

In-Class Work:

- Plan and/or conduct and/or debrief site visits

Post-Class Work:

- Continue research and site visits
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MARCH 12 (SPRING BREAK)

No class meeting

MARCH 19

Pre-Class Work:

- Conduct and/or debrief site visits

In-Class Work:

- Conduct and/or debrief site visits
- Work on Briefing Books
- Individual meetings with Dr. Hogue

Post-Class Work:

- Work on Briefing Books
 - Prepare Briefing Book A for submission by **Sunday, March 24, at 11:59 PM**
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MARCH 26

Pre-Class Work:

- Submit Briefing Book A via email to Laken by **Sunday, March 24, at 11:59 PM**
- Read all "A" Briefing Books and prepare questions

In-Class Work:

- Google Doc rotations for “A Organizations”
- Process discussion
- Giving Goal Discussion
- Work on “B” Briefing Books

Post-Class Work:

- Prepare Briefing Book B for submission by **Sunday, March 31, at 11:59 PM**
- Prepare Presentation for “A Organizations”

APRIL 2

***Dress code this week is business or business casual**

Pre- Class Work:

- Submit Briefing Book B via email to Laken by Sunday, **March 31, at 11:59 PM**
- Prepare presentation or “A Organizations”
- Read all “B” Briefing Books and prepare questions

In-Class Work:

- “A” Presentations
- Google Doc rotations for “B Organizations”

Post-Class Work:

- Prepare presentation for “B Organizations”

APRIL 9 (DIADELOSO)

No class meeting

APRIL 16

***Dress code this week is business or business casual**

Pre-Class Work:

- Prepare presentation for “B Organizations”
- Read Gunderman, *We Come To Life With Those We Serve*, Chapters 9-10 and Afterword
- Prepare Discussion Points #6

In-Class Work:

- “B” Presentations
- Aramark Presentations (2:30)
- Reading discussion
- Process discussion

Post-Class Work:

- Deliberate intentionally about your decisions. Feel free to discuss choices informally and ask questions.

APRIL 23

Pre-Class Work:

- Prepare for final decision-making

In-Class Work:

- Executive Session #2 (part one): Making our final decisions

Post-Class Work:

- Executive Session #2 (part two): Making our final decisions
 - **We will meet at 7:00 PM and stay until we've reached our final conclusions**
- Notify our grant recipients and send invitations to the Grant Awards Ceremony

APRIL 30

Pre-Class Assignments:

- Read Christian Smith & Hillary Davidson, *The Paradox of Generosity*, pp. 1-8 (Canvas)
- Read Christian Smith and Michael O. Emerson, *Passing the Plate*, pp. 11-27 (Canvas)
- Read Gunderman, "Ethics and Metaphysics," *We Make a Life by What We Give*, pp. 191-197
- Prepare Discussion Points #7

In-Class Assignments:

- Reading discussion
- Collaborate to create evaluation instruments
- Designate evaluation leaders
- Reflect on our grants and our experience

Post-Class Assignments:

- Work on your Capstone Essay

MONDAY, MAY 6

Grant Awards Reception, 1:00 PM

Part of the Capstone Assignment due

SATURDAY, MAY 11

Capstone Assignment due to Dr. Hogue via email by 6:30 PM