

## **NBA 5035 – Philanthropic Leadership**

**1.5 credits**

**Prerequisites – none**

**Breazzano 321**

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*We make a living by what we get but we make a life by what we give. Unknown*

*Charity is just writing checks and not being engaged. Philanthropy, to me, is being engaged, not only with your resources but getting people and yourself really involved and doing things that haven't been done before. Eli Broad*

*The best philanthropy is not just about giving money but giving leadership. The best philanthropists bring the gifts that made them successful – the drive, the determination, the refusal to accept that something can't be done. Tony Blair*

### **Course Description, Fall 2024**

This course is designed to provide students with instruction and experience in philanthropic leadership with a special emphasis on philanthropic leadership through personal giving and non-profit board membership. If you are taking this course because you are interested in leading a non-profit organization, you will gain insights into your future philanthropic supporters and how you, as a leader, can position a non-profit for fundraising and other successes. The four pillars of the course are:

1. Self-reflection on motivations and contributions; critical reflection on the purpose of philanthropy and non-profit organizations in society
2. Types of non-profit boards and board governance
3. Philanthropic expectations of board members and criteria for giving
4. Collective decision making

Students will make grants to Tompkins County non-profit organizations. Funding for these grants comes from our partner organization, [The Philanthropy Lab](#). The total amount of funding available depends on course enrollment and an incentive structure. Anticipating an enrollment of ~12 students in the course's first year with full participation by the students in the course incentive structure, the class should have ~\$30,000 to donate within Tompkins County. Each student will be a member of the NBA 5035 Foundation Board of Directors, and each student, given that they meet course attendance and participation requirements, will have equal weight when voting. As the instructor, I am setting three guideposts for giving: (1) All grant recipients must be 501(c)3 organizations working in Tompkins County, NY with at least two years of activity; (2) 20% of our total grant amount will be split evenly among the non-profits with whom you conduct site visits or otherwise substantially supported our learning in the course;

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(3) grants will be for general operating support. Beyond setting these guideposts, I serve as an advisor to the board, but am not a voting member.

In order to execute this grant-making process, each student will have two team-based responsibilities. First, each student will join a research and site visit team that consists of three or four members. Students will self-select into groups that research three non-profit organizations in areas such as: (1) education; (2) the arts and humanities; (3) health and human services; (4) climate; and (5) funding non-profits. Recommendations will be provided, and there will be flexibility in each area for students to identify and recommend organizations to research and visit. Areas of research include: mission of the organization; goals of the organization and strategy for reaching these goals; performance of the organization in achieving its goals; organizational structure; board structure; and funding model. The ultimate goal of this research is to help students determine which type of organization they would like to support both via board service and philanthropically.

Second, each student will join a programmatic team that carries unique opportunities. The programmatic teams are (1) Giving Book Team (communication/fundraising) – part of being on a board is fundraising. One way our board is going to raise funds is through the creation of a “giving book.” Over the course of the semester, you will learn how local non-profit organizations raise funds via printed documents, virtual documents, videos, etc. You will determine the best way to raise funds to support the NBA 5035 Foundation Board, and execute this vision with the help of your colleagues; and (2) Giving Ceremony Team (communication/publicity) – most non-profit organizations benefit from publicity about the good work they are doing. By making a grant to an organization, you are conveying your belief in their good work. In the case of the NBA 5035 Foundation, the Philanthropy Lab also incentivizes the course with an additional \$500 per student if the university president attends the Giving Ceremony. The Giving Ceremony Team will develop a strategy for publicity of the NBA 5035 Foundations grants for the express purpose of celebrating the good work of the organizations awarded. A staff member from Alumni Affairs and Development will assist with logistics for the Giving Ceremony. There will be plenty of room for creativity in designing the “ceremony.”

### **Class dates and location**

Fridays, 10:10 AM – 11:25 AM in Breazzano 321

### **Course Instructor**

Carla Ingrando

Major Gift Officer, Alumni Affairs and Development, Cornell SC Johnson College of Business  
Visiting Instructor, Johnson Graduate School of Management

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Office Hours: by appointment, contact via email

**Readings and other instructive materials** (e.g., podcasts, short videos) will be assigned weekly, with most of the assigned reading frontloaded to the first half of the semester. Readings are intended to inform and educate, not overwhelm, and are good practice in terms of how to prepare for board meetings. Two primary texts for the course are:

*The Everyday Philanthropist: A Better Way to Make a Better World*, Dan Pallotta

*Giving Done Right: Effective Philanthropy and Making Every Dollar Count*, Phil Buchanan

The primary texts are available via the Sage Management Library, the Cornell Bookstore, and other vendors.

All other readings will be available in Canvas.

Course materials posted on Canvas are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Date	Learning Objectives	Deliverable
August 30	Get to know each other, your motivations for learning more about philanthropic leadership; discuss Philanthropy Lab support for course	Access to Phil Lab portal (in class); complete pre-course survey (in class); discuss optimal days/times for site visits
September 6	Experience different ways of doing good; decision-making  Guest speaker: Melinda Oakes, Triad Foundation	Read: <i>The Everyday Philanthropist</i> (entire book should take 45 minutes – 1 hour); read Melinda’s bio (link in Canvas)
September 13	<i>Introduction to philosophies of doing good and practical ways to give of your time, talent, financial resources</i>	Read: <i>Giving Done Right</i> , pages 1-61; \$10 Challenge #1
September 20	Giving goals and strategy  Guest speakers: George Ferrari, CEO, Community Foundation of Tompkins County	Read: <i>Giving Done Right</i> , pages 63 -106; <i>Ten Basic Responsibilities of Non-profit Boards</i> (in Canvas); <i>Good Governance for Non-profits</i> (in Canvas) review NBA 503 [5] Foundation Board Charter (in Canvas)

September 27	<p>Working with non-profit partners</p> <p>Guest speaker: Gloria Coicou, MPA, Chief Inclusion and Community Engagement Officer, Community Foundation of Tompkins County</p>	<p>Read: <i>Giving Done Right</i>, pages 107-158; CFTC Site Visit Guidelines (in Canvas); Site Visit Evaluation Guide (in Canvas)</p>
<b>October XX – tentative</b>	Group site visit	TBD
October 4	<p>Bringing it all together – conversation with Phil Buchanan, author of <i>Giving Done Right</i></p>	<p>Read: <i>Giving Done Right</i>, 159-193</p>
October 11	<p>Develop awareness of the depth and breadth of non-profit organizations in Tompkins County</p> <p>Panel with Fall 2023 grantees</p>	<p>Read: panelist bios (in Canvas); about each organization (links provided in Canvas); research questions (in Canvas)</p>
<b>October 11 – 1 -2:30 p.m.</b>	<p>Impact of Philanthropy in Tompkins County</p> <p><i>Site Visit to Youth Farm Project</i></p>	TBD
October 12-15		<b>Fall Break</b>
October 18	<p>Impact of and Opportunities through The Philanthropy Lab + Reading 990s</p> <p>Philanthropy Lab visit -- Bethany Cale and Lexi Peterson</p> <p>Guest Speaker: TBD</p>	
October 25	<p>Build awareness of breadth and depth of non-profit organizations in Tompkins County and their and their impact</p>	Group presentations
November 1	<p>Build awareness of breadth and depth of non-profit organizations in Tompkins County and their and their impact</p>	Group presentations
November 8	<p>Align giving philosophy with giving decisions; implement board charter</p>	Grant award deliberations

November 15	Align giving philosophy with giving decisions; implement board charter	Grant awards deliberations, cont'd if necessary
November 21	Experience the importance of publicity for non-profit organizations	Giving Ceremony
November 22	The Joy of Giving/Fundraising as a Board Member  <i>Guest: Dan Mansoor, '79 ENG, '80MBA</i>	TBD
November 27-December 1		<b>Thanksgiving Holiday</b>
December 6	Motivations for and Practicalities of Giving  <i>Guests: TBD</i>	
December 13	Assess your personal growth as a philanthropic leader over the course of the semester	Giving Goals uploaded to Phil Lab portal; \$10 Challenge #2

### Individual Components

**\$10 Challenge 1: Your current, personal approach to philanthropy (10%)**  
(second week of class)

You will receive \$10 on the first day of class. You will be asked to use the \$10 to make whatever impact you wish. Reflecting on your \$10 experience, write a one-page essay (single or double-spaced) reflecting on why you did what you did. As a part of your reflection, please consider the question, “what change did you want to effect with your \$10?”

**\$10 Challenge 2: Letter to Future You (20%)** (due on the date of the final exam)

At the end of the course, you will reflect on what you learned and write a letter to your future self of key lessons learned this semester (or earlier) with any key commitments/goals that you have for yourself. Your letter should be 2-3 pages (single or double-spaced) and should identify a specific philanthropist that you would like to emulate and at least three specific advice statements for your future self along with any giving goals that you want to remind yourself to remain committed to in the future.

**Upload Giving Goal to Philanthropy Lab Website (10%)** Modeled after the Warren Buffet and Bill Gates Giving Pledge, the purpose of The Philanthropy Lab Giving Goal is to provide an opportunity for students to demonstrate philanthropic leadership to others and to form personal philanthropic goals for the future. To complete the challenge, you should take an excerpt from your “Letter to a Future You” (e.g., one or more of your advice statements) and upload it to the Philanthropy Lab website. You can choose to be anonymous or attach your name to your giving goal. Examples can be found here:

<https://thephilanthropylab.org/giving-goals/>

## Team Components

Students in the course will build and function as their own foundation board – one type of non-profit board service that they may be invited to pursue as they advance in their careers – and which also mimics the individual decision-making process you might go through as an individual philanthropist.

The NBA 5035 Foundation Board will have an allocated pool of funds available (final amount to be confirmed based on final student enrollment count at drop/add) to invest in registered 501(c)3 organizations in Tompkins County, New York. In this way, students will experience giving of their time, talent, and treasure.

### **Research and site visits (20%)**

You will self-select into groups to research an important social issue and interview representatives from 3 local non-profit organizations that are addressing this issue in Tompkins County. Your interaction with local non-profits will focus on understanding their mission, goals and strategy, organization structure, including board structure, and funding model. Each group will: (1) summarize their visit using the template provided; (2) present on 1-3 organizations from your visits as candidates for NBA 5035 Foundation funding. Presentations should be 5-10 slides.

### **Board Practicum (20%)**

Once you have reviewed the NBA 5035 Foundation Board's giving philosophy and charter, conducted site visits, made presentations about the organizations you visited, the board will meet to make funding decisions. Grading is based on constructive participation in the conversation and decision-making processes of the board. Please note that per the board charter, students who miss more than 4 classes (including site visits) are *\*not\** eligible to be full voting members of the board.

### **Giving Ceremony (20%)**

The giving ceremony builds awareness for the organization(s) you have chosen to support. This can be done through an in-person celebration event, a press release, solicited articles in local news publications, and/or other creative means.

**Grading** is S/U.

The reason for this is that each person's success in the course is dependent on the work of others in the course. This is because the nature of philanthropy is *collaborative*. Each one of you needs the help of the other students in the course to make good decisions about giving. A second thing to consider is that the stakes in the course are very real for the organizations with which you are working. That is, collectively, you as the NBA 5035 Foundation Board make grant

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decisions that affect an organization's ability to meet their objectives, creative change, alleviate suffering, etc. in our local community. As such, we need everyone giving their all (most of the time) to be successful together.

**Bibliography** - an "\*" by the text means that it is assigned reading. All other items are for your reference. I'd welcome additions that you may find throughout the semester.

Brest, Paul and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*, 2<sup>nd</sup> Ed. Stanford, CA: Stanford University Press, 2018.

\*Buchanan, Phil. *Giving Done Right: Effective Philanthropy and Making Every Dollar Count*. New York: Hachette, 2019.

Clifford, Stephanie. "The Inside Story of Mackenzie Scott, 60-Billion-Dollar Woman." Online @ medium.com

Giridharadas, Anand. *Winners Take All: The Elite Charade of Changing the World*. Penguin Random House, 2018.

Gunderman, Richard B. "Imagining Philanthropy," in *Make a Life By What We Give*. Bloomington and Indianapolis: Indiana University Press, 2008, pp. 1-12.

\*Ingram, Richard T. "Appendix I," in *Ten Basic Responsibilities of Nonprofit Boards*. Washington, D.C.: BoardSource, 2015, pp. 91-95.

\*Laughlin, Fredric L. and Robert C. Andringa. "Got Good Governance?" in *Good Governance for Nonprofits: Developing Principles and Policies for an Effective Board*. New York: AMACOM, 2007, pp. 1-14.

Lewis-Kraus, Gideon. "Do Better." *The New Yorker*. August 15, 2022 (print edition). Published online as "The Reluctant Prophet of Effective Altruism."

\*Pallotta, Dan. *The Everyday Philanthropist: A Better Way to Make a Better World*. New Jersey: Wiley, 2023.

Payton, Robert L. and Michael P. Moody. *Understanding Philanthropy: It's Meaning and Mission*. Bloomington and Indianapolis: Indiana University Press, 2008.

Reading, Amy. "On Gifts." <https://openbooksb.substack.com/p/chapter-4-on-gifts>

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Reich, Rob. *Just Giving: Why Philanthropy is Failing Democracy and How it Can do Better*. Princeton and Oxford: Princeton University Press, 2019.

Singer, Peter. *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically*. New Haven and London: Yale University Press, 2015.

The Bridgespan Group. "Quick Guide to Conducting a Nonprofit Site Visit." [www.GiveSmart.Org](http://www.GiveSmart.Org)

The Bridgespan Group. "Philanthropic Sourcing, Diligence, and Decision-Making: An Equity-Oriented Approach." <https://www.bridgespan.org/insights/philanthropic-sourcing-diligence-and-decision-making-an-equity-oriented-approach>

Tierney, Thomas J. and Joel L. Fleishman. *Give Smart: Philanthropy that Gets Results*. New York: Perseus Books Group, 2011.

Wagner, David. *What's Love Got to Do with It? A Critical Look at American Charity*. New York: The New Press, 2000.

### **Academic Integrity**

You are expected to abide by the Johnson School Honor Code and the Cornell University Code of Academic Integrity. Any work you submit must be your own or your fair share of a team project. It is a violation of the Honor Code to seek or use case or problem-specific help from others (online or in person) who have previously studied the same case or problem. Individuals who provide case or problem-specific help to current students are also in violation of the Honor Code.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

The Johnson Honor Code can be found on the Johnson Launchpad at <https://launchpad.johnson.cornell.edu>.

The Cornell University Code of Academic Integrity and related resources can be found at <http://theuniversityfaculty.cornell.edu/academic-integrity/>

Students should not use ChatGPT or other generative AI when completing assignments, including homework, papers or exams, unless expressly told to do so by their instructor (e.g., because the assignment intentionally involves generative AI in some way). That policy is consistent with Johnson's goal to have students engage directly with course material and develop their own knowledge of course concepts.

### **Access to Learning**

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Cornell University is committed to ensuring access to learning opportunities for all students. Student Disability Services (SDS) is the Cornell office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

**Students with Disabilities:** Your access in this course is important to me. Please request your accommodation letter early in the semester, or as soon as you become registered with SDS, so that we have adequate time to arrange your approved academic accommodations.

- Once SDS approves your accommodation letter, it will be emailed to both you and me. *[Optional, if applicable to your course: It is your responsibility to also email your accommodation letter to [insert name and title].]* Please follow up with [me, TA, etc.] to discuss the necessary logistics of your accommodations.
- If you are approved for exam accommodations, please consult with [me, TA, course staff, etc.] at least two weeks before the scheduled exam date to confirm the testing arrangements.
- If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers; reach out to me or SDS right away.
- If you need an immediate accommodation, please speak with me after class or send an email message to me and SDS at [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu).

If you have, or think you may have a disability, please contact Student Disability Services for a confidential discussion: [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu), 607-254-4545, [sds.cornell.edu](http://sds.cornell.edu).

### **Intellectual Property**

As a graduate school of business education, Johnson places a tremendous value on intellectual property, defined as “any product of the human intellect that the law protects from unauthorized use by others” (Cornell Law School Legal Information Institute). As a business leader, you should respect and protect intellectual property at Johnson and the University, as well as within the community of business scholars. This is the same behavior that will be expected of you in your organizations. It is a **theft** of intellectual property to photocopy, scan, or otherwise unlawfully obtain course packets, course textbooks, solutions to assignments, etc., for this or any other Cornell class. It is also **theft** to distribute intellectual property without authorization (e.g. uploading assignments, answer keys, and/or exams to external websites, sharing exams or other materials with future students in the class). Stealing intellectual property or distributing intellectual property without authorization are considered violations of the Johnson Honor Code and of our community’s ethical standards.

### **Caring Community**

At Johnson, you are part of a diverse, caring community of students, faculty, and staff that takes its responsibility to look out for one another very seriously. Please remember that your mental health and emotional well-being are just as important as your physical health. If you need help, or if you believe a classmate needs help, please reach out to the course instructor or to any member of the Johnson [Student Services](#) staff. You can also find a comprehensive list of consultation and support services available to meet the emotional, physical, social, and spiritual needs of the entire university community at <https://caringcommunity.cornell.edu/>.