

OAM 421/621

[DRAFT, 1/12/25]

Philanthropy Lab

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Course Description & Objectives

According to The Atlanta Journal-Constitution (AJC), Atlanta had the highest level of income disparity among U.S. cities with over 100,000 inhabitants.¹ This experiential learning course will introduce students to the role of philanthropy, both individual and corporate, play in solving public problems, particularly with regard to income inequality in Atlanta. Topics covered in the course will include the history and theory of philanthropic giving in the U.S. as well as leading strategic and equitable philanthropic management approaches. We believe that Philanthropy is best learned by doing. During the course, students will form their own “mini-foundations” that will be challenged to identify and make grants totaling \$75K-\$100K to Atlanta nonprofits, incubated by the [Center for Civic Innovation](#) and / or currently funded by [United Way of Greater Atlanta](#), that are addressing inequity in innovative ways.

In this capacity, all students will learn how to:

- Tackle issues of inequality both in the workplace (as stakeholder within organizations) and in the community (as civically engaged participants)
- Research, evaluate, and select nonprofits for investment
- Establish effective partnerships and support community-driven change through skill-based volunteerism and advocacy
- Approach problem solving through lens which leverages innovative possibilities informed by past experiences including failed efforts

Additionally, graduate students enrolled in the class will learn how to:

- Make compelling cases for change through effective op-ed writing communications

¹ Jackson, Dylan. 2022. "Atlanta has the highest income inequality in the nation, Census data shows." *AJC*, November 28. See also Berube, Alan. 2018. "[City and metropolitan income inequality data reveals ups and downs through 2016.](#)" Brookings Institution.

About Philanthropy Lab

The course is taught in partnership with the Philanthropy Lab. Based in Fort Worth, Texas, the Philanthropy Lab aims to expand student interest and participation in philanthropy. The Lab and its partners have invested \$16.3 million through 33 partner schools to facilitate experiential courses on philanthropy for more than 5,000 students. Learn more at thephilanthropylab.org/.

In addition to grantmaking, students are also invited to develop and post their own giving pledges to be posted on The Philanthropy Lab's website and evaluate their grants two years later. Alumni representatives of each class are invited to apply to participate in the annual [Ambassadors Conference](#) along with other post-class engagement opportunities. Since 2020, Emory's Philanthropy Lab course has made more than 50 grants to local nonprofits totaling nearly \$400,000.

Instructors

[Brian Goebel](#), Managing Director, Goizueta's Business & Society Institute

Brian serves as the Managing Director of the Business & Society Institute, a research center within Emory University's Business School that addresses complex challenges confronting people and the planet through academic discovery and purposeful action.

He oversees the Institute's growing portfolio of activities focused on racial justice, climate change, and inclusive economies. Brian is also a Lecturer in Organization & Management teaching BBA and MBA courses focused on philanthropy, social impact management, and certified B Corps.

Brian's experience in the nonprofit sector includes efforts focused on addressing homelessness at United Way of Greater Atlanta and co-founding a volunteer-led 501(c)3 organization to aid citizens impacted by disaster. He currently serves on the boards of the Georgia Social Impact Collaborative (GSIC) and 21st Century Leaders.

He has a Master's in Business Administration (MBA) from Emory's Goizueta Business School and a Bachelor of Arts (BA) degree in sociology from the University of Michigan. Brian worked in the private sector as a management consultant with Deloitte Consulting before returning to Emory in 2015.

[Tené Traylor](#), Executive Director, Black Wealth Data Center at Johns Hopkins University Bloomberg Philanthropies Center of Excellence

Tené leads the Black Wealth Data Center (BWDC), which works to help practitioners and policymakers address racial wealth disparities by making relevant data available so they can develop and implement effective programs and policies to increase racial wealth equity. Prior to joining BWDC, she led the Urban Institute's Center on Nonprofits and Philanthropy, which worked across all sectors to increase the impact of actors on the front lines of social change.

Tené is a national expert in place-based philanthropy, equity, and civic leadership, particularly in the South, where she has honed a 20+ year career in the nonprofit and philanthropic sector at several organizations including The Kendeda Fund, The Community Foundation for Greater Atlanta, United Way of Greater Atlanta, and The Zeist Foundation. She has experience in community development, neighborhood transformation, HIV/AIDS, interfaith relations, affordable housing, education justice/reform, criminal justice, and economic justice/community wealth building.

Tené has a Master's in Public Administration (MPA) with a concentration in public policy and nonprofit administration from the University of Georgia and a Bachelor of Arts degree in political science from Georgia

State University. She is on the board of Atlanta Housing Authority, The Center for Community Progress, Georgia Grantmakers Association, and the co-founder and past board chair for the Atlanta Wealth Building Initiative (now Kindred Futures).

Dena Kimball, Lecturer, Goizueta Business School

Dena is a senior leader with a 25+ year record of building teams, securing millions in funding, and guiding \$1B in philanthropic initiatives. Her career has encompassed a 360° perspective in the social sector including development and program building, leading a community-based organization, directing a large-team at a national nonprofit, running a philanthropic foundation, and serving on a diverse array of nonprofit boards. No matter her role in the sector, Dena is a devoted developer of others with a particular interest in supporting the next generation of social changemakers.

From 2014-2024, she served as the Executive Director and Fund Advisor for Girls Rights for The Kendeda Fund where she led staff and philanthropic portfolios focused on climate change, equity, community wealth building, girls' rights, gun violence, sustainable design as well as place-based initiatives in Atlanta and Montana. Dena developed the Fund's 10-year strategy to achieve \$1B spend-out goal while positioning its grantees around the world for a strong future.

Prior to her work at Kendeda, she served in a number of leadership roles at nonprofit organizations including Teach for All, Teach for America, and Girl Ventures. Dena has also served as part-time instructor at the University of Georgia teaching classes on social enterprise and nonprofit management. She has a Master's in Public Policy (MPP) with concentrations in nonprofit management and education policy from Harvard's Kennedy School of Government and a Bachelor of Arts degree in political science from Emory University. She serves on the board of the Arthur M. Blank Family Foundation and The Temple Atlanta.

Course Materials

We will consume a mix of academic articles, book chapters, cases, podcasts, videos and popular press pieces to develop a well-rounded, but critical understanding of the intersection of philanthropy and inequity. *All readings, videos, and podcasts must be completed prior to coming to class.* All readings are available online via links in the syllabus, Course Reserves, or Study.net (Harvard Business Materials). You will be responsible for everything in the readings or videos / podcasts, even if we don't discuss everything in class. Additionally, we will learn from professionals in the field who will be joining us throughout the semester as guest lecturers and / or panelists.

Course Grant Funding Pool & Funding Requirement Specifics

In support of experiential learning, Emory University donors and the National Philanthropy Lab will contribute funds as follows to the 2025 course.

- **Guaranteed Funds (\$75,000):** Contributions from generous local donors (\$50,000) and United Way of Greater Atlanta (\$25,000)
- **Incentive and Bonus Funds (Up to \$35,000):** Student Giving Goal Incentive (\$1,000 per enrolled student, max of \$25,000, minimum of 75% of students must participate to qualify for funding); Philanthropy Lab Emory President Participation Bonus (\$500 per enrolled undergraduate student, max of \$10,000)

Note that incentive and bonus funding is contingent upon the actions of Spring 2025 enrolled students and participation of Emory University President Greg Fenves in class giving ceremony at the end of the semester.

Per funding requirements, each student will complete two surveys (one at the start of class and the other at its conclusion) from the National Philanthropy Lab. If at least 90% of enrolled students participate in both surveys and 75% of class submits their Giving Goal, Emory will receive \$25,000 to use for 2025 class grants or “bank” for future class to utilize.

Additionally, students will be required to review, initial and return course participant agreement at the beginning of course via the National Portal—Emory is required to have at least 80% of enrolled students complete (our goal is 100%). More instructions will be provided on optional giving goal submissions and other incentives in class including instructions on how to access the National Portal.

Assignments

Assignments for this course include participation, four short written assignments, and one team project.

Type	Component	Points	%	Due Date
Individual (All)	Participation	50	25%	-
Individual (All)	\$10 Challenge Discussion Post	10	5%	1/28/25
Individual (All)	Personal Philanthropic Profile & Giving Goal	10	5%	2/04/25
Individual (All)	Position Papers (Pick 1 of 3 Options)	30	15%	Various
Individual (Grad)	Op-Ed (Grad Students Only)	30	-	4/15/25
Individual (All)	Letter to Future You	20	10%	4/22/25
Team	Charter	10	5%	2/11/25
Team	Giving Philosophy	20	10%	2/18/25
Team	Grant Making Rubric & Finalist Interview Guide	10	5%	3/18/25
Team	Grant Recommendations Report & Presentation	25	12.5%	4/08/25
Team	Final Funding Briefing Package	15	7.5%	4/15/25
	Undergraduate	200	100%	
	Graduate	230	100%	

Individual Components

Participation (50 points or 25%)

Learning is a social process, and thus it is important for your education and the education of your fellow classmates that you come to class ready to think and engage. *Attendance alone does not count as active participation.* Students will be expected to participate in each session in a thoughtful, productive, and engaging manner by raising thought-provoking questions, listening attentively, sharing your own examples and experiences, participating in polls if applicable, and generally making the classroom a vibrant, civil, and interesting place to be for 3 hours each week.

- Class participation will also incorporate feedback from the team peer evaluation survey which will take place at the end of the semester

Some of us are more introverted than others; if this includes you, please do not hesitate to make an appointment with the instructors within the first few weeks of class to discuss other strategies for participation.

\$10 Challenge Canvas Discussion Post (10 Points or 5%) – Due 1/28/25

We will distribute \$10 to everyone enrolled in class. You will be asked to use the \$10 to make whatever impact you wish. Reflecting on your \$10 experience, you will be asked to write up a short post of how you used the money and why via Canvas discussion post and also create a creative deliverable that helps tell your giving story (more details to be shared in class).

Personal Philanthropic Profile (10 Points or 5%) – Due 2/04/25

Reflecting on your \$10 experience along with your own interests and values, you will be asked to write your own philanthropic profile. What causes do you currently support and why? Which philanthropist do you most look to model and why? What philanthropic goals, such as volunteering, advocating, donating, or serving on a board, have you set for yourself in both short and long term? What proposed DRAFT Giving Goal do you have for yourself to post on the Philanthropy Lab website? Your 1,000 word reflection and profile should be uploaded to Canvas before class on the due date.

Position Paper (30 points or 15%) Due Dates Vary See Below

You will be asked to write ONE short position paper over the course of the semester. The purpose of the paper is for you to reflect on the course material (article, podcast, or film/video) and take a stand on a current philanthropic debate. Each 1,000 word paper should be uploaded to Canvas before class on the due date.

More details on each paper including response prompt will be provided at least two weeks prior to their due date. You may choose from the following options:

- Position paper 1 – Due 1/28/25 (Inequity in Atlanta)
- Position paper 2 – Due 2/18/25 (Impactful Sector Innovations)
- Position paper 3 - Due 3/04/25 (Changemaking Careers)
- Position Paper 4 - Due 4/29/25 (Montgomery Experience)

Op-Ed (30 Points)- Due 4/15/25 (Graduate Students Only)

The New York Times is credited with launching the first modern op-ed page in 1970 to promote discussion and learning about issues that matter to readers and community members. Op-eds, which are typically 750 words long, are now found in all major print and online newspapers and other digital platforms. They are often used by social impact leaders to advocate for change. In 2018, researchers Alexander Coppock, Emily Ekins and David Kirby published "The Long-lasting Effects of Newspaper Op-Eds on Public Opinion" in the Quarterly Journal of Political Science. A summary of their research findings can be found in [Yale News](#).

- Part 1: Identify an effective op-ed focused on an issue you care about (500 Words)
 - Identify the op-ed including providing link to full version
 - Explain why you selected this op-ed
 - Identify the audience(s) that the author was targeting to reach
 - Describe what elements of the op-ed made it particularly effective
- Part 2: Write your own op-ed (750 Words)
 - Utilizing the OpEd Project's [Tips and Tricks resource page](#), write your own 750-word op-ed. Where possible, weave in insights / frameworks from our class this semester
- Part 3: Identify your ideal place to publish (250 Words)
 - Tell us what newspaper or platform/outlet you would submit your op-ed for publishing and why

Each 1,500-word paper should be uploaded to Canvas before class on the due date.

Letter to Future You (20 points or 10%) – Due 4/22/25

At the end of the course, we would like each student to reflect on what they learned and write themselves a letter to remind their future self in the year 2034 (10 years from now) of key lessons they learned along with any key commitments / goals that they have for their future self. Your letter should contain 1,000 words 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 at least three giving goals that you want to remind yourself to remain committed. More details will be given later in the semester. Your 1,000 word letter should be uploaded to Canvas before class on the due date.

Team Components

The philanthropic investments in the class will be made through teams which will act as its own mini -foundation and will have 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 from the Center for Civic Innovation and / or United Way of Greater Atlanta network.

A portion of additional bonus money earned from Philanthropy Lab incentives will be allocated through a class discussion near the end of the semester. Teams will be assigned based on student type (undergraduate or graduate) and impact interest area preferences which will be collective through short survey

Each mini-foundation team will be assigned one of the course instructors as a grant making coach. Roles on each team include:

- **Finalist Interview Process Rep (1 Student)** – Responsible for serving as contact for outreach and coordinating logistics associated with interviews of finalist grantees. Interviews will be conducted in person outside of class the week of March 25th. In community sites for interviews will be provided for student teams. More information to be provided
- **Investment Committee Rep (1 Student)** – Each team will nominate one member to serve on the community investment committee, which will finalize each community's grant recipients and amounts along with representing their team at class bonus fund discussion at end of semester
- **Evaluation Rep (2 Students)** – Reps will serve as evaluation leaders for their team which includes committing to following up on grants with organizations over the next 2 years

Team Charter (10 points or 5%) – Due 2/11/25

Leveraging the template provided on Canvas, each student team will complete a team charter that documents the strengths and skills of each team member (assets) along with rules and structure that will govern and inform the way you work, how you communicate, resolve differences, and make decisions. Please leverage template on Canvas.

Team Giving Philosophy (20 points or 10%) – Due 2/18/25

Matching the practices of successful foundations, each student team will prepare and present to the class a statement document that outlines their mission, values, priority focus areas, broad theory of change, along with any other qualification priorities related to potential grantees. Please leverage template on Canvas.

Grant Making Rubric & Finalist Interview Guide (10 points or 5%) – Due 3/18/25

In advance of finalist interviews, each team will submit scoring rubric along with an interview guide which will serve as critical tools in assessing organizations that you meet with and determining funding decisions. Sample rubric and interview guide leading practices will be shared on Canvas.

Grant Recommendations Report & Presentation (25 points or 12.5%) – Due 4/8/25

Working closely with your assigned course instructor who will serve as your mini-foundation's coach, you will plan, execute, and summarize key learnings from your grant identification process. Each team will complete a summary and present to class. Summaries will include more details on your team's giving philosophy, priority

impact focus area, top 5 organizations considered along with final funding recommendations (who, why, and how much).

Please leverage template on Canvas. Each team will be assessed on quality of content in slides along with presentation delivery. Teams will be asked to share DRAFT recommendations during class on 4/1/25.

Funding Briefing Package (Mock Media Release & Funding Detail Doc) (15 points or 7.5%) – Due 4/15/25

Building on all of the previous team assignments completed earlier in the semester, each team will assemble two items:

- A mock media release (750 words) or short video (up to 4 minutes) summarizing their foundation’s name, mission, giving philosophy, grantees funded along with amounts, along with specific outcomes that they hope their funding can bring about. decision rationale / rating, recommended funding amounts, and, if applicable, funding restrictions
- Set of Funding Detail Documents that provide key information on each grantee your team has selected to fund which are required to be reported to the National Philanthropy Lab office along with Emory Goizueta Business School for payment processing. Please leverage template on Canvas

Montgomery Experiential Learning Module

An optional session for this Spring’s course will be an experiential learning module consisting of a day trip to Montgomery, Alabama to learn more about and experience first-hand the work of the Equal Justice Initiative (EJI). EJI is a private, 501(c)(3) nonprofit organization, founded by Bryan Stevenson (author of acclaimed book Just Mercy), committed to ending mass incarceration and excessive punishment in the United States, to challenging racial and economic injustice, and to protecting basic human rights for the most vulnerable people in American society. More details to be provided once travel module details are confirmed. All students enrolled in the course will be provided transportation, meals, and admission to all experiences – no out of pocket costs for students are anticipated. Learn more about EJI at <https://eji.org/about/>.

Evaluation

Grades for this course are based on the scheme outlined above. The grades for this class will have an *anticipated* distribution according to the suggested guidelines of the BBA, MiM, or MBA program office. Contact the instructors if you have concerns about your grade as the semester progresses. *However, under no circumstance will grades be discussed after the final class.*

BBA Grading Scale	
Grade	Points
A	186-200
A-	180-185
B+	174-179
B	165-173
B-	160-164
C+ or below	159 and below

MBA Grading Scale	
Grade	Descriptive Definition
DS	An honors grade recognizing work of exceptional quality.
HP	Work of a very good quality as evidenced by a solid mastery of all course concepts.
PS	Work of good quality as evidenced by a solid mastery of most course concepts and techniques.
LP	Work of below standard or marginally acceptable quality.
NC	Work of unacceptable quality.
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Academic Dishonesty

Academic dishonesty will not be tolerated under any circumstance. This includes unintentional plagiarism of previously published material. Artificial Intelligence (AI) tools, such as Chat-GPT and Google Gemini, can be a useful starting point for many assignments and grant decision related research. However, they are also prone to include inaccurate information. Therefore, AI tools may be used to assist with aspects of assignments, but like other traditional research you should cite sources. Additionally, we encourage students to use AI thoughtfully given its climate impacts as discussed by [Scientific American](#).

All students enrolled in any course or program at the Goizueta Business School are expected to abide by the Goizueta Honor Code. This Honor Code shall have jurisdiction over cases of academic misconduct that occur in any course within the Goizueta Business School, regardless of the degree program in which the accused student is enrolled.

Access, Disability Services, and Resources

Students may request additional time on quizzes and other accommodations by contacting the Office of Accessibility Services. Please notify the instructor during the first week of class if you would like such accommodations. Learn more at <https://accessibility.emory.edu/students/>.

Additional Course Policies

1. Follow Emory University's COVID19 guidelines to ensure a safe learning environment. See guidelines at <https://www.emory.edu/forward/>. If any class sessions are required to pivot to virtual due to COVID19 concerns, students should join via Zoom.
2. Show up to class on time and be ready to engage, including having completed required reading and other assigned content.
3. Express your ideas and respect the ideas of others.
4. For in-person sessions with guest speakers, please listen and be an active participant. Please put away phones and laptops to help focus attention on our guest(s).
5. Discuss all absences via e-mail with the instructors at least 24 hours in advance. However, this does not guarantee the absence will be excused. Absences for "super days" and other interviews are not considered excused.
6. Late assignments will be accepted on a case-by-case basis. Please reach out proactively to instructors in advance of the deadline regarding extension requests. Late submissions may be subject to grade reduction.
7. Discuss grade concerns as they arise and not at the end of the semester. Specific concerns about assignments must be submitted in writing within 48 hours of receiving the grade.
8. Anyone who has difficulty securing course materials, housing, or food and believes this may affect their course performance is urged to contact Campus Life and, if comfortable, the instructors to navigate potential resources available. Learn more at <http://success.emory.edu/>.

Course Schedule, Topics, Prep Items, and Homework Overview (Please note items below are DRAFT and subject to change)

#	Date		Session	Topics	Items to Read / Steam	Individual HW	Team HW / Milestones (MS)
1	TU	1/14	<p>Our Journey: Introductions and Course Overview</p> <p>Philanthropy Fundamentals: Origins, Purpose, Successes, and Failures</p>	<p><u>Our Journey:</u> Introduction to instructors and class peers; Syllabus / learning journey overview; Rationale for course’s focus on inequity in Atlanta; Commitments to each other; Key requirements and expectations from National Philanthropy Lab</p> <p><u>Philanthropy Fundamentals:</u> Meaning / Definition; Historic Roots and Evolution in U.S; Current U.S. Giving Landscape</p>	<p>Required</p> <ul style="list-style-type: none"> Course Syllabus EmoryBusiness.com. 2024. “Philanthropy Lab Awards \$90K to 13 Atlanta Nonprofits.” May 22. “Four Traditions of Philanthropy (or is it five?).” YouTube. IU Philanthropy. January 25, 2024. <p>Optional:</p> <ul style="list-style-type: none"> Lilly Family School of Philanthropy. 2024. “Giving USA: U.S. charitable giving totaled \$557.16 billion in 2023.” June 25.. Urban Institute. 2024. “Five Charitable Giving Trends to Watch.” June 3. 		
2	TU	1/21	<p>Philanthropy's Challenges & Opportunities Strengths, criticisms, and changemaking principles</p> <p>Virtual Grant Info Session Introducing Class Grants to the CCI Community</p>	<p><u>Philanthropy's Challenges & Opportunities:</u> Successes and failures of philanthropy; Criticisms of philanthropy; “Old Gospel” vs. “New Gospel of Wealth”; What 2020 Taught Us; the changemaking power of all forms of capital (S.M.I.R.F)</p> <p><u>Grant Info Session:</u> Virtual Grant Info Session with CCI Community (final ~45 minutes of class)</p>	<p>Required:</p> <ul style="list-style-type: none"> Philanthropy Lab National Foundation Agreement Letter (via Portal) Walker, Darren. 2015. “Why Giving Back Isn’t Enough.” The New York Times, December 17 Ford, Celia. 2024. “Are We Actually in the Middle of a Generosity Crisis?” Vox. July 10. Joseph, James. 2016. “Private Philanthropy and the New Normal: Reimagining the Potential of a Foundation.” Speech to Richmond Memorial Health Foundation. September 6. 2016. <p>Optional:</p> <ul style="list-style-type: none"> Dorsey, Cheryl. 2020. “Overcoming the Racial Bias in Philanthropic Funding.” Stanford Social Innovation Review. May 4. Kramer, Mark and Steve Phillips. 2024. “Where Strategic Philanthropy Went Wrong.” Stanford Social Innovation Review. Summer. 	<p>National Lab Agreement Letter acknowledgement (via Portal)</p> <p>Pre-Course Survey National Lab Course (Via Portal)</p> <p>Pre-Course Emory Class Survey via Qualtrics</p>	<p><i>MS: Grant Virtual Info Session with CCI Community</i></p> <p><i>MS: Grant Applications Open</i></p>
3	TU	1/28	<p>Inequity in Atlanta & Role of Philanthropy in Addressing <i>From “Atlanta Way” to Brighter Day</i></p>	<p>What is inequity and why does it matter; What does inequity look like in Atlanta; How has history of city / region contributed; What are the drivers of inequity; What are ways to eliminate inequity; The sector's historic approach to</p>	<p>Required:</p> <ul style="list-style-type: none"> Pendergrast, Mark. 2017. <i>City of the Verge</i>. Chapter 4. Access via course reserves. Smith, Nathaniel. 2020. “Atlanta Must Lead the Way in Advancing Racial Equity.” Atlanta Magazine. June 5. 	<p>\$10 Challenge Recap Post & Collage</p> <p>Position Paper #1: Inequity in Atlanta</p>	

				tackling inequity (“Atlanta Way”); What has worked, what has not; Promising new principles and approaches; Debrief \$10 Challenge	<ul style="list-style-type: none"> Atlanta Wealth Building Initiative. 2023. “Building a Beloved Economy.” November Review Metro Equity Atlas Website <p>Optional: Annie E. Casey Foundation. 2019. “Changing the Odds: Promise and Progress in Atlanta.”</p>		
<i>1/28: DROP/ADD DEADLINE FOR UNDERGRAD BUSINESS STUDENTS</i>							
4	TU	2/4	<p>Defining Your Philanthropic Identity: Personal values, goals, and commitments</p> <p>Team Onboarding Workshop: Giving Cubes Game</p>	<p><u>Defining Your Philanthropic Identity:</u> Discuss role of personal interest and values in philanthropy; Strengths and challenges that personal interests bring about; Madam C.J. Walker’s Gospel of Giving example; Learning from the Kendeda Fund / Diana Blank</p> <p><u>Team Time:</u> Getting to know one another via Giving Cubes Game</p>	<p>Required:</p> <ul style="list-style-type: none"> The Bridgespan Group. “Clarifying Your Aspirations.” Freeman, Tyrone McKinley. 2020. <i>Madam C.J. Walker’s Gospel of Giving</i>. Introduction. Access via course reserves. YouTube Video: Madam C.J. Walker’s Gospel of Giving Black Women’s Philanthropy Lindsay, Drew. 2023. “\$1 Billion of ‘Trust-Based Philanthropy’: Before MacKenzie Scott, There Was Diana Blank.” The Chronicle of Philanthropy. June 13. <p>Optional:</p> <ul style="list-style-type: none"> Herzog, Patricia Snell. 2019. “Why You Should Give Your Money Away Today.” The New York Times. December 3. 	Philanthropic Profile Write-Up Submit Giving Goal to Philanthropy Lab Portal	<i>MS: Mini-Foundation Teams Announced</i>
5	TU	2/11	<p>Civic Entrepreneurship in Atlanta: Meet Center for Civic Innovation (CCI)</p> <p>Team Giving Philosophy Workshop: Building Your Team’s Strategy</p>	<p><u>Civic Entrepreneurship in Atlanta:</u> What is civic entrepreneurship? How does it align / challenge traditional philanthropy? How has the Center for Civic Innovation (CCI) worked to support new changemaking leaders with proximity to problems; In what ways can our class grant funds make an impact</p> <p><u>Team Giving Philosophy:</u> Setting strategy in advance to guide grant making; Key questions; Targets and goals to consider; Integrating trust-based and equity principles</p>	<p>Required:</p> <ul style="list-style-type: none"> Georgia Tech x Center for Civic Innovation. 2020. “What is Civic Innovation: Four Strategies for Contributing to a More Equitable Society.” October 13. Jonker, Kim and William Meehan. 2014. “Mission Matters Most.” Stanford Social Innovation Review. February 19. Wong, Nate, Andrea McGrath. 2020. “Building a Trust-Based Philanthropy to Shift Power Back to Communities.” Stanford Social Innovation Review. November 20. <p>Optional:</p> <ul style="list-style-type: none"> TedX Peachtree (video), 2016. “Rohit Malhotra: Restoring Trust in Government.” Civic Innovation Fellowship Program Overview Goizueta Library Research Guide (See Canvas) 		<p>HW: Team Charter</p> <p><i>MS: Applications Close 2/12; Teams Begin Application Review</i></p>

6	TU	2/18	<p>Metrics & Tensions: Approaches to Accountability</p> <p>Sector Infrastructure & Trends: Foundational Systems</p> <p>Team Presentations: Giving Philosophy Summaries</p>	<p><u>Metrics, Accountability, and Tensions</u> Philanthropic dollars are, by definition, meant to create positive change. But who defines positive change? Who are philanthropists accountable to- communities? Nonprofits? Their board of directors? External and internal measurement and accountability systems vary widely across the sector. What they are and why they matter; what tensions do leaders have to hold. Robin Hood Foundation Case will be leveraged.</p> <p><u>Sector Infrastructure and Trends</u> What is the social sector; What key infrastructure is essential for it to thrive? What current trends present challenges, opportunities, tension?</p> <p><u>Team Presentations:</u> Each team will take a few minutes to share / present summary of their Team Giving Philosophies</p>	<p>Required:</p> <ul style="list-style-type: none"> ● Ebrahim, Inoor and Cathy Ross. 2012. "The Robin Hood Foundation." Harvard Business School. January. ● Paytner, Ben. 2019. "Stop trying to treat nonprofits "like a business." <i>Fast Company</i>. April 22. ● Tomasko, Laura and Faith Mitchell. 2023. "How Infrastructure Helps the Social Sector Thrive." Urban Institute. January 12. <p>Optional:</p> <ul style="list-style-type: none"> ● Trends in Philanthropy for 2025. Dorothy A. Johnson Center (Grand Valley State University). To be released 1/15/25 	Position Paper #2: Sector Innovations	HW: Team Giving Philosophy
7	TU	2/25	<p>Evaluating Grant Investment Opportunities: Defining Decision Making Criteria</p>	<p>Key decision making criteria to drive decisions; Understanding theory of change; Leading practices to equitably rate organizations; How should you right size your criteria for stage and scale of organizations you wish to support (not one size fits all); Restricted and unrestricted funding pros / cons.</p>	<p>Required:</p> <ul style="list-style-type: none"> ● Grantmakers for Effective Organizations. 2022. "Centering Equity through Flexible, Reliable Funding." May 25. ● Starr, Kevin. 2011. "Just Give 'Em the Money: The Power and Pleasure of Unrestricted Funding." Stanford Social Innovation Review. August 3. 		
8	TU	3/4	<p>Careers in Philanthropy: Leaders Panel</p>	<p><u>Careers in Philanthropy:</u> What does a changemaking career look like? Learn more changemakers that have made an impact through various roles in diverse industries.</p>	<p>Required:</p> <ul style="list-style-type: none"> ● Silverman, Les and Lynn Taliento. 2006. "What Business Execs Don't Know – but Should – About Nonprofits." Stanford Social Innovation Review. Summer 2006. ● Smith, David, Jeanine Becker. 2018. "The Essential Skills of Cross Sector Leadership." Stanford Social Innovation Review. Winter 2018. 	Position Paper #3: Changemaking Careers	<i>MS: Grantee Finalists Identified</i>

3/11: SPRING BREAK NO CLASS SESSIONS

9	TU	3/18	Finalist Interview Prep Working Session: Teams in Action	Working session for teams to finalize and communicate finalist grantees for interview next steps including interview guides and expectations.	<p>Required:</p> <ul style="list-style-type: none"> Trust-Based Philanthropy Project. “Guidelines for Interactions with Community-Based Organization Grantees and Their Communities by Firelight.” Chan, Nancy and Pamela Fischer. 2016. “Eliminating Implicit Bias in Grantmaking Practice.” Stanford Social Innovation Review. December <p>Optional:</p> <ul style="list-style-type: none"> Taylor, Jim. 2020. “The Value of Lived Experience.” Boardsource Blog. August 4. 		HW: Grant Making Rubric & Finalist Interview Guide
10	TU	3/25	FINALIST INTERVIEWS	No class session. Offsite finalist interviews			
11	TU	4/1	Team Final Funding Decision Workshop: Working Session	<u>Team Final Funding Working Session:</u> Working Sessions for teams with instructors to finalize and coordinate funding decisions and next steps	<p>Required:</p> <ul style="list-style-type: none"> Silverman, Les and Lynn Taliento. 2006. “What Business Execs Don’t Know – but Should – About Nonprofits.” Stanford Social Innovation Review. Summer 2006. Smith, David, Jeanine Becker. 2018. “The Essential Skills of Cross Sector Leadership.” Stanford Social Innovation Review. Winter 2018. 		HW: Draft Team Funding Recommendations
12	TU	4/8	Team Grant Recs Presentations / Discussion: All Teams Present	<p><u>Team Grant Recs Presentations:</u> All teams present funding recommendations</p> <p><u>Shapiro Family:</u> Philanthropy panel / class discussion</p>	<p>Required:</p> <ul style="list-style-type: none"> None 		HW: Final Team Funding Recommendations Report and Presentation
13	TU	4/15	<p>Bonus Funding Allocation Discussion: Presentation, Discussion, and Decisions</p> <p>PLAB Evaluation & Ongoing Engagement in PLAB: Opportunities for Alumni</p>	<p><u>Bonus Funding Discussion:</u> Facilitated discussion on bonus funds and how they should be allocated</p> <p><u>Eval & Ongoing PLAB Engagement:</u> More info on evaluation efforts including visit from National team representative(s) and past albums along with details on how you can stay involved with class and national network</p>	<p>Required:</p> <ul style="list-style-type: none"> Evaluation reports from class of 2023 and 2024 3 (to be provided in advance of class) 2025 Ambassador Conference Overview 2025 Grant Writing Board Overview 	<p>Op-Ed (Grad. Students Only)</p> <p>Summer Ambassador Summit Applications Due</p>	<p>HW: Final Funding Briefing Package (Mock Media Release & Funding Detail Doc)</p> <p><i>MS: Funded grantees notified of status, invited to Giving Ceremony</i></p>

14	TU	4/22	Self-Reflection & What's Next: Onward Changemakers!	Class recap, Fund disbursement next steps; Evaluation follow up next steps including volunteer assignments; Course feedback survey; Final words / comments	Required: <ul style="list-style-type: none"> ● Milligan, Katherine and Jeffrey C. Walker. 2020. "Self-Inquiry for Social Change Leaders." Stanford Social Innovation Review. April 8. ● Desmond, Matthew. 2023. "America Is in a Disgraced Class of Its Own." The New York Times. March. 	Letter to Future You National PLAB Post-Course Survey Emory Course Feedback Survey	
15	TU	4/29	GIVING CEREMONY 6-8:30 PM	Class and grantee celebration at Emory's Goizueta Business School	-	Position Paper #4: Montgomery Experience	-
-	-	TBD	EJI / Montgomery Trip (To Be Confirmed) (Optional)	Montgomery, Alabama	<ul style="list-style-type: none"> ● Ted Talk (Video), 2012. Bryan Stevenson: We Need to Talk About An Injustice ● Elliot, Debbie. 2022. "A civil rights memorial in Alabama expands to document lynching victims' stories." NPR. April 21. 		