US 10: INTRODUCTION TO CIVIC AND COMMUNITY ENGAGEMENT
Winter Quarter 2018
UCI Course Syllabus

Lecturers: Leah Ersoylu & Victoria Bredow
Class location: Social and Behavioral Gateway Buidling
Class Time: Tuesday 12:30 to 3:20pm
Office Hours: By appointment please email: lfraser@uci.edu, vlowerso@uci.edu

To give away money is an easy matter and in any man'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 man's power nor an easy matter. (Aristotle)

According to the National Philanthropic Trust, in May 2015, there were **over 1,521,000 charitable organizations** in the United States, and, in 2016, giving by Americans (including individual giving, and giving by foundations, corporations and through bequests) topped **$389 billion** (2.1% of our gross domestic product).

Course Description
This course provides students with a foundation for understanding the role of community engagement, social action and philanthropy. In this course, students will examine key works that inform contemporary thinking about community engagement and philanthropy. Students will examine and critique strategies for social change. The course will involve hands-on engagement with philanthropy in the form of students making decisions about the distribution of a $50,000 fund generously donated by The Philanthropy Lab. The course includes lectures, discussions, a group presentation, written papers, readings, and participation in a philanthropy lab project.

The course will examine all levels of philanthropy- from individual to institutional and government. We will discuss the role and structure of foundations, measurement and evaluation processes and partnerships. We will examine the history, status, and composition of philanthropic giving in the United States, as well as the unequal distribution of resources that has been a major driver of the giving. We also examine critiques of the philanthropic sector—including strong critiques of what has been dubbed “the nonprofit industrial complex”.

Giving away money sounds simple, but it is not. There are endless questions to consider. Why do you want to give? What drives you to be engaged? How do you balance your self-interest with the community interest? How do we know what would actually “help” someone if they have needs and lived experience we can never comprehend? How much money does it take? What is the ideal period of time? In collaboration with/leveraging what else? How do we know funds are being used in the most effective and efficient ways?

Required Readings
David Callahan. 2017. *The Givers: Wealth, Power, and Philanthropy in a New Gilded Age*. New York: Alfred A. Knopf. (referred to as “Callahan”)

Eric Liu. 2017. You’re More Powerful Than You Think: A Citizen’s Guide to Making Change Happen. (referred to as “Liu”)

Deena Margolis & Leah Ersoylu. 2015. "*How to Implement a Funder Supported Advocacy Effort".* The Foundation Review. V7, Issue 1.

David Stroh. 2015. Systems Thinking for Social Change: A practical guide to solving complex problems, avoiding unintended consequences and achieving lasting results. (referred to as "Stroh")

Decision-Making Tools:

- Bridgespan Group, "How to Research a Nonprofit—Moderate Approach."

http://www.bridgespan.org/Philanthropy-Advice/Researching-Nonprofits/Due-Diligence-Tool/How-to-Research-a-Nonprofit%E2%80%94Light-Touch-Approach.aspx#.VduoMvlVhBc

- MindTools, "Decision Matrix Analysis." (C)https://www.mindtools.com/pages/article/newTED_03.htm
- The Bridgespan Group/GiveSmart, "Donor Decision Tool." (C) https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool

Additional Readings *(*During the course, students will each be required to identify and read 3 of the items from the Supplemental Reading List.)*

Learning Outcomes

By the end of the semester, students will:

Knowledge

1. Understand the theory and history of philanthropy in the US, and understand various critiques of the field
2. Understand how individuals and groups create and sustain change
3. Deepen your understanding of social issues and the role systems play in sustainable change

Skills

4. Develop skills for success working in community settings
5. Learn to work effectively as members of a diverse team
6. Develop your own interests and commitment to community engagement and service.

Determination of Grade

25% -Individual Class participation. The class will be discussion-based. It is expected that all participants should show up prepared to discuss the assigned readings for each and every class. In addition, we will be having guest speakers some classes, and it is important that all students prepare well for these guests and be ready to ask them questions. Faculty will record participation in each class. Students will receive the following: **0 (absent); 1 (attending class but not contributing); 2 (contribution to class discussion); 3 (significant contribution to class discussion).**

Grading class participation, we take both quantity and quality into account. Examples of high-quality comments follow:

Offering analytic insights (e.g., instead of simply reporting case facts, explain what you think is happening or what the case protagonist should do and *why*)

Relating experiences in class exercises and the analysis of written cases to more broadly generalizable concepts in the readings

- Helping class participants recognize the generalizable ideas and dynamics in the exercises and case materials through other "real-world" examples (e.g., sharing personal experiences, making connections to current events or other cases)
- Drawing conceptual connections across class sessions
- Relating class discussion to material covered in other core courses

Finally, high quality contributions are *always respectful* of other class participants. This includes being cognizant of the amount of airtime one is taking as well as the potential to offend other class members. We do not expect you always to agree. *Students are encouraged to challenge one another's thinking* and to debate conflicting perspectives.

If you would like, you may submit an optional 2-3 paragraph personal statement on how you contributed to the class. If you submit a statement, it is **due on the day that would be the final exam via Canvas.**

10%- Student presentation of 1 reading and write-up of that reading. From the list of recommended readings, students will identify and read 3. Students will sign up online to present their reading, following a prompt provided on a certain date. Presentations, including Q&A from peers will be approximately 15 minutes each.

35%- Group Participation/ Project. The student teams will be graded on their final work; as a part of that grade, peer-evaluations will be incorporated into each student's grade. (Project Assignment 1 (P1) - 5%; Project Assignment 2 (P2) – 10%; P3 & Presentation (includes group participation) – 20%)

1**0%- Completion of Changemaker Proposal** for how best to increase philanthropy engagement on UCI Campus. (each student is responsible for submitting a proposal for discussion/consideration by the class; class then takes key elements from different proposals and crafts one single proposal to Philanthropy Lab).

10%- Individual Giving Philosophy. Students, as a part of the Philanthropy Lab gift, are to submit in writing their own personal giving pledge and philosophy. Prompt TBD.

10%- Completion of Philanthropy Lab Introductory Letter (students must initial hard copy and return to professor) and completion of both pre and post-tests.

Policies

Dropping the Course

This course includes working in a group and with external organizations. To support mutual responsibility within and outside the class, no drops are permitted after the end of week two, and it is greatly preferred that you do not add or drop after week one. Please do NOT come to talk to me about trying to drop this class after the second week. It will only be an uncomfortable situation for us both, and in the end, the policy is firm.

Class Participation

By actively participating in class you can develop your professional skills for design. Here are some examples of how you can participate:

1. Treat all with respect – be constructive in all discussions
2. Come to class prepared – read carefully prior to class meetings and post reading reflections on time

3. Be an active listener – be attentive, be engaged, use in-class technology with discretion
4. Ask challenging questions
5. Comment, build on, or clarify others' contributions
6. Post useful or interesting information to the class discussion list or the class website

Quality of Written Assignments

Reports should be well organized, thoroughly proofread, and free from grammatical errors. Each assignment will have "quality of written assignments" as a graded component worth at least 10%. If English is not your first language, I recommend you check out the UCI writing center at http://www.writing.uci.edu/writingcenter.html during Week 1 or 2 in the quarter.
In addition to the above recommendations, all assignments should include the following information:

Your name and e-mail address
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Assignment number and name (e.g., Reading Reflection 1)

Late Assignments
You can turn in your assignments up to two days late for half-credit. Later than that, and no credit.

Attendance
Students are expected to attend all lectures on time. It is your responsibility to make up the content by meeting with other members of the class. If you make a habit of missing class, it will reflect in your participation grade.

Contacting the Instructor
You are welcome to ask a question about an assignment, to share an interesting article or resource, to request additional time for an assignment (because of significant health, personal, or educational matter), or similar communication. Please note the following guidelines:

- Email or before/after class are the preferred and most reliable methods of contact. Please **include US10 in the subject line of all emails.**
- Whenever appropriate, please **copy the class listserv with your question or comment** as your fellow students might have the answer or the same question.
- E-mail concerning assignments **might not be replied to if it is sent within 36 hours of an assignment due date**
- **If your question concerns your grade, please follow the re-grading policy** (see below)
- E-mail that is sent on **Friday afternoon or over the weekend** is not likely to be **replied to until Monday or Tuesday of the following week**
- **If you don't receive a reply within 2 days or so, please resend your e-mail** or ask about it during class

Re-grading Policy

To have work re-graded, you must submit a **Re-grade Request within one week of when your work was returned.** The request must be a single page, printed on paper or sent by e-mail. It should contain the following information:

- Re-grade Request
- Your name, email address, date the original assignment was due, date you are turning this in.
- An explanation for why you believe you deserve a higher grade.

The instructor will consider your request. If the instructor is convinced by your argument, your work will be re-graded. If not, the instructor will send you an e-mail explaining why. No re-grades will be considered for late work. Re-grades may be lower than original grades.

Accommodations:
If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, please check out the Disability Center online or visit them in person at 100 Disability Services Center, Building 313 Irvine, CA 92697-5130

Counseling Center:
If you find that personal problems, content from this course that is upsetting, study and time management difficulties, etc. are adversely impacting your successful progress at UCI, please check out the Counseling Center online or in person at 203 student services 1.

Technology Requirements:
You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must be able to save word processing files in a .doc or .docx (Microsoft Word) or .pdf format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class. Please submit all papers and materials (unless otherwise noted in the course schedule) through Canvas online. NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL. **NO EXCEPTIONS**.

Class information and announcements will be communicated through Canvas and through your UCI email address. To access Canvas, you will need your UCI Net ID and password. If you do not know these, please contact OIT.

Plagiarism & Cheating:

The instructor cannot and will not tolerate academic dishonesty. For more information, refer to the UCI Student Handbook. The UCI campus policy on plagiarism can also be found on the Registrar's website, under "Academic Honesty Policy".

In assignments that involve a group *you will ALL be held EQUALLY responsible for any plagiarism*, regardless of who actually wrote what in the paper/presentation. Do not claim that your partner was the one who actually plagiarized. You are responsible for content with your name on it. Everything you turn in WILL BE CHECKED FOR PLAGIARISM. The penalty for plagiarism and cheating is *at a minimum* to receive a 0 on the assignment and have the case reported to the Dean of Undergraduate Education office. Particularly flagrant cases may receive more severe punishment (notably failing the course).

I cannot emphasize to you enough how strongly I feel about plagiarism and cheating. It will NOT be tolerated. If you have any questions, please come to me and ask. It is much better to ask before than to be caught after.

What is cheating?

- Supplying or using work or answers not your own.
- Providing or accepting assistance with completing assignments or examinations.
- Interfering in any way with someone else's work.
- Stealing an examination, solution, paper topic, etc. from the teacher.

What is plagiarism?

- Copying a paper from a source text without proper acknowledgment.
- Buying a paper from a research service or term paper mill.
- Turning in another student's work with or without that student's knowledge.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper from a term paper website.

You should be EVER WATCHFUL about plagiarism. It can creep up in the strangest and most unexpected places, and I will be on guard at all times in search of it. In academia, the only thing we have is our ideas. If you do not respect other people's ideas, you cannot be a successful, moral, and ethical academic.

Generally, when you use ideas and/or words gathered from some other source, you will either quote that source directly or you will paraphrase or summarize that work. You MUST let the reader know which you are doing.

1. If you quote the source directly, you must

a. put quotation marks before and after that person's words;
b. let the reader know the source by (1) putting a footnote or endnote number at the end of the quotation, or (2) putting at least the source's name in parentheses after the quotation marks (such as when being taken from fieldwork).

2. **If you paraphrase** (a paraphrase is about the same length as the original, but in different words) or if you summarize (a summary is a severely shortened version of the original), you must
a. introduce the source in some manner at the beginning of the passage being paraphrased (or summarized) so that the reader can tell where your idea stops and the other person's begins;
b. state the ideas taken from the source in your own words and your own arrangement. It is possible to plagiarize sentence patterns as well as exact words.

****A useful rule to check every time you paraphrase or summarize: if, when you are summarizing, you use more than three words in in a row from the source materials, you should think about using quotations around those words. This is not a bad thing. You want to use the quotes!
b. provide the exact source citation/reference for the ideas that you are summarizing. In formal writing, you can do this with a footnote, endnote, or other formal reference. In less formal writing, you can mark it inline or as a note at the end of your writing. Either way, make sure the reader knows where to find the source and gives proper credit to the original author.

3. You must also provide a footnote, endnote, or reference for ANY chart, graph, figure, table, summary, or other data taken directly from another source as well as anything that you state in text that comes from such a visual reference. You should also be sure to check copyright to determine whether you are even allowed to use this figure in the first place. Google and Flickr both have advanced search engines that allow you to only find images that are allowed to be used (typically with attribution through Creative Commons or another similar body).

For example, the text here on plagiarism has been *generously borrowed* and slightly modified from the UTC Center for Advisement and Student Success. Likewise, the course materials have been replicated over the years from my own work in the philanthropy field as well as from Gillian Hayes, who previously taught this course, as well as other Philanthropy Lab courses from Harvard and Tulane which provided a template for the philanthropy aspects of this course. These contributions to these materials are incredibly appreciated.

Course Structure

Week 1: YOUR POWER & PHILANTHROPY

Materials:

From instructors: class powerpoint, Philanthropy Lab letters to sign, and assessment tool handout

Class Objectives:

An overview of what philanthropy has done/can do on a global and local level and introduction to the contextual challenges in philanthropic problem solving. Understanding the concept of "giving" and its related "moral hazards" and how individuals interpret/design their own application of philanthropy.

Class 1 Learning Objective:

By the end of today's session, students will be able to

- Explain the general societal rationale for giving and their own instincts and perspectives on giving/philanthropy
- Articulate the ground rules/protocols/roles and responsibilities of group members and their group, as well as the team values of their group.
- List 5 nonprofits 501c3 organizations that your group may be interested in funding
- Discuss and sign the Grant Letter and take the pre-test for Philanthropy Lab

Discussion Questions:

1. What is the rationale for giving to society? How do personal philosophies intersect with ideas about improving society? What are your initial instincts about giving to a particular cause or organization?
2. As you think about your own "lifetime practice" of philanthropy, can you imagine it is really a practice or just episodic intervention?
3. What is philanthropy, and why engage in such practices – charity, duty, justice?

In-class activity:

BREAK INTO TEAMS: Choosing a philanthropy topic
Today you will each be assigned to your Project Group. In this class, have your first group meeting. Meet as a group. You can do this during class time. It is good at this meeting to take time to establish general working hours for each of your teammates. When is it reasonable to expect to meet? get work done? respond to email? Share contact info. This may be email, cell phones, whatever you like best. Set up a communications covenant, which is basically fancy wording for agree on **HOW you will communicate**, **HOW OFTEN**, and **what to do if someone has gone AWOL**.

Individual Task 1: *Discuss Grant Letter, Individual Giving letter assignment & additional Opportunities from Philanthropy Lab. *GRANT LETTER SIGNED TODAY. *PRE-TEST FOR CLASS TAKEN TODAY.*

Team Task 1: Meet with your team. First, appoint someone to act as a "**facilitator**" – someone who will guide team conversations for the day, and a **recorder to take minutes** for this week—these roles will rotate every session. Get to know your teammates. What are your initial thoughts and experiences on giving? What do you believe you can add to the group process? What values and beliefs do you bring to the group? Discuss how your team can negotiate a set of team values that is agreed to by all team members. **Create a first draft of your team values statement, post that draft to your team page on the course Canvas site.**

Team Task 2: Begin brainstorming for the issue your "foundation" aka your team will fund. E.g. health, homelessness, etc

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Week 2: PUBLIC PROBLEMS, COMPLEX SOLUTIONS

READ BEFORE CLASS: Beginning Chapters from Liu (Part I & II) and from Stroh (Ch 1,2,3)

Class 2 Learning Objective:

By the end of today's session, students will be able to

- Explain the three concept of power (Lui)
- Compare and contract conventional and systems approaches to social change (Stroh)
- Understand the role of power and systems through the lens of implicit bias

Class Objective: Understand the role of power and systems in making social change. What power do you as an individual hold? Why does citizen power matter? What are the 3 concepts of power Liu identifies? Why do systems matter in tackling these complex issues? How do these concepts of citizen involvement and systems impact our thinking on philanthropy- its purpose and structure?

Class 2 Learning Objectives:

Assignment Due: Implicit bias results- GROUP DISCUSSION
Go to https://implicit.harvard.edu/implicit/ and take AT LEAST THREE of the hidden bias tests (under social biases, on left side). Bring your results with you to class. We will break into small groups and discuss.

Individual Task 1: By today's class please sign up for a presentation date (to present the given reading you chose from the reading list on canvas and below).

Week 3: MISSION VISION VALUES

Reading due today:

Bridgespan Group, “How to Research a Nonprofit—Moderate Approach.”
http://www.bridgespan.org/Philanthropy-Advice/Researching-Nonprofits/Due-Diligence-Tool/How-to-Research-a-Nonprofit%E2%80%94Light-Touch-Approach.aspx#.VduoMvlVhBc

Class 3 Learning Objectives:

By the end of today’s session, students will be able to

- Articulate reasoning and logic for selection of initial slate of nonprofits
- Explain the current state, need, and opportunity of groups social problem in Orange County
- Develop selection criteria for potential grantees that link with appropriate and feasible data collection process for said criteria

Team Task 1:
Begin doing in-depth research into the social issue that your team has chosen to address with your grant. What is the extent of the problem in OC? What efforts are currently underway to solve it? Why does this problem require your team’s attention? Why is it important to address? Write up a one- to two-page summary of your team’s social issue as it relates to Orange County from your team’s perspective and post it to your canvas. You may do this work and write-up collectively or assign individual segments of research and writing to each team member. Make sure that the problem/issue is well-defined and justifies your philanthropic interest—your team will be making a big financial investment in an organization.

Team Task 2:
Prioritize your initial slate of nonprofits, and collectively settle on your four or five top choices. Carefully document why you have prioritized your list as you have, and how you decided on your top “finalists.” Post your prioritized list to your team Canvas page, along with the contact information (contact name, mailing address, email address) for each of the top five organizations. *Your instructors will send letters of introduction to these organizations prior to your contacting the organization.* Bring your list to class, ready to discuss.

Team Task 3: (depending on time as this will come later in the quarter see timeline) Decide what information you will need to get from your “finalists” to help you make funding decisions. Make a distinction between the information you can need “on paper” (mostly financial info) and the information you gather by visiting the organization (developing indicators before to keep in your head, being a keen observer, and taking notes afterward is key!). Develop an “application for funding” that you will send to your finalists. Send out your “applications for funding” to your selected finalists (they will be expecting to hear from you). Make sure to note the deadline by which they need to respond. **In the email to each of your finalist nonprofits, suggest a proposed day and time for a site visit—please note the timeline as to when we recommend students do their learning visits to organizations (if possible) .**

Week 4: GET TO KNOW YOUR UCI—the grantee, the funder, the civic partner

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Readings due today:
MindTools, “Decision Matrix Analysis.” (C)https://www.mindtools.com/pages/article/newTED_03.htm

The Bridgespan Group/GiveSmart, “Donor Decision Tool.” (C)
https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool

Class Objective: Students learn to understand how their institution fits into the philanthropic arena in OC- and beyond.

Class 4 Learning Objectives: by the end of today’s class students will be able to

- Articulate a logical personal perspective on UCI’s responsibility to the surrounding community
- Understand and critique the Campus Compact
- Explain how and why universities play multiple roles in terms of the philanthropic arena (funder, nonprofit, grantee etc)

GUEST SPEAKERS

University-Community Engagement

- Kate Klimow, Vice-Chancellor for Community and Government Relations
- Ashley Vikander, Director of Social Ecology Field Study
- Darlene Esparza, Director of Office of Campus Organizations
- Brian Hervey, Vice Chancellor for Development

UCI as a Non-Profit

- Tom & Elizabeth Tierney
- Julie Hill, Chair of Board of Trustees for UCI

ASSIGNMENT (due next week) Reading Reflection:
This reflection will be a bit different than usual. Please do the instructions, even though I will have no way to know if you do.

- Write a paragraph on what you think UCI's responsibility is to the surrounding community.
- Read: Campus Compact. (2000). Presidents’ declaration on the civic responsibility of higher education (Links to an external site.).
- Write a paragraph on what this article argues is the university's position.
- Write a paragraph describing where your vision and the one you read align and where you think they differ. If reading this changed your mind, tell me that too.

Reflect: How will you get the information you need out of non-profit leaders and board members when you assess your organizations? How else might you assess them? (This might be a good place to think of questions you want answered by the panel and to note when you just aren't sure about something.

Week 5: THEORY OF CHANGE

Readings due today:
W.K. Kellogg Foundation, *Logic Model Development Guide*, pp. 1-14 (C): https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

Class Objective: Developing a basic framework for determining theories of change underpinning philanthropic and associated non-profit work. What is it that you hope to accomplish with this gift? What problems are you addressing? How will this gift help remedy the problem you identified in your mission statement? What are key assumptions that underlie your theory of change? How do you have a reliable process and still remain nimble and able to act quickly? And as any grantee will tell you, philanthropy is often notorious for "front-ending" the level of effort on the grantee upfront as a foundation decides whether to make a grant and then effectively abandoning the grantee after the grant is made—What should foundations do and how will your team manage its relationship with its grantee? How do you plan to remain engaged, responsive, but not create too much extra work for grantees.

Impact can- and should- be measured. Programs are notoriously simpler to measure than systems and policy change…But those too can be measured. As you consider your team's philanthropic strategy, what are your team's expectations on measuring impact?

Class Learning Objectives:

By the end of today's session, students will be able to
- Draft a visual of a theory of change for an organization you want to fund or for the problem you seek to address
- Articulate 3 assumptions that the theory of change makes

MAYBE WE SHOW THESE? Resources:
- Theory of Change youtube video: https://www.youtube.com/watch?v=6zRre_gB6A4
- Example of Theory of Change, youtube video: https://www.youtube.com/watch?v=urU-a_FsS5Y
- Mackinnon, Amott, & McGarvey. "Mapping Change." (C)
- W.K. Kellogg Foundation, *Logic Model Development Guide*, pp. 1-14 (C)

Team Task 1: Begin drafting your team's "problem statement," specifically defining what problem you will address with your funding.
Team Task 2: Begin drafting your team's "mission statement," or what your team hopes to achieve through its philanthropic efforts.
Team Task 3: Finalize your team's statement of values.
Team Task 4: Finalize your team's initial slate of nonprofits and create a matrix or some formal mechanism that allows you to compare them. What do they do? What are their core programs? What specific problem(s) do they address? Each team member should take on two nonprofits to research for the next Lab Day.
Resources:
How to write mission and vision:
https://topnonprofits.com/examples/nonprofit-mission-statements/
https://topnonprofits.com/examples/vision-statements/

Final Project Assignment: P1 Due

Upload draft Criteria for application for funding as well as criteria.

Week 6: UNDERSTANDING THE TYPES OF GIVERS & TYPES OF TAKERS

READ BEFORE CLASS: Callahan Prologue & Chs 1,2,3,4,5,8

Class Objective: Understand the wide variety of "the givers". Understand what drives each one, from the "disruptors" to the "networkers"—what are the unique contributions they make? Government is also a large funder—what are unique issues facing nonprofits who take government funds? Also, understand the "takers"—who are nonprofits? When should they take gifts? When should the say "No thank you"? What are the differences among nonprofits—programs versus policy focused, large versus small, nationwide versus local? Lastly, we will discuss accountability—who is accountable to who? When? Why? How do we know?

Class Week 6 Learning Objectives:
- Identify and describe the givers and the takers and various types of each
- Articulate various features that characterize and differentiate the different givers and takers
- Explain accountability including its contradictions

Activity: Fill out table of the various givers
Contribution
Motivation

Completion of Changemaker Proposal DUE WEEK 7 to Canvas for how best to increase philanthropy engagement on UCI Campus. (each student is responsible for submitting a proposal for discussion/consideration by the class; class then takes key elements from different proposals and crafts one single proposal to Philanthropy Lab).

Week 7: Can philanthropy engage in advocacy? Sí, Se Puede!

READ BEFORE CLASS: Callahan 6,7 & Epilogue; Margolis & Ersoylu (2015). Stroh Ch 4, 9 & 10

Class Objectives: Nonprofits can play a critical role in policy-making through advocacy, proof of concept or catalyzing attention to a specific problem. How do the best nonprofits exercise this role, what are the differences in advocacy organizations and the use of alternative funds and how should you consider these organizations in your philanthropic decisions?

Class 7 Learning Objectives: By the end of today's session, students will be able to
- Describe the role nonprofits can and cannot play in terms of policymaking and advocacy
- Provide examples of how nonprofits have successfully played the advocacy role, provided proof of concept, and catalyzed attention to a specific problem.

In-class Activities:

1. **Changemaker Proposal Pitch and Class Selection**
2. **Think Pair Share:** What kind of advocacy is being done in your problem area?
3. **Advocacy 101 for Nonprofits Scenario**

Final Project Assignment 2 Due

Week 8: METRICS MATTER

READ BEFORE CLASS: Stroh Ch 12

Class Objectives: Students will understand the role evaluation and accountability plays in the ongoing philanthropy-nonprofit dance. They will have basic tools to be able to assess their desired grantees in varying degrees, based on the financial commitment they are prepared to make (e.g. you cannot expect the same accountability and measurement for a $5,000 grant and a $50,000 grant commitment)

Class 8 Learning Objectives: By the end of today's session, students will be able to

- Develop evaluation tools for grants given
- List and describe different types of Evaluation

In-class Activity: The Right Evaluation
For today's in-class activity, students will be matching different types of evaluation with different types of research questions. They will also complete a worksheet in which they develop an evaluation tool for their grantee based on a logic model.

Week 9 & 10: PRESENTATIONS

Class objective: During the presentations, one team will be presenting and other teams will be assigned to provide critical feedback. This is intended to provide another opportunity for students to think critically about a problem and response that they did not study during the semester. The non-presenting teams will receive a grade for their questions and feedback in class, and then for a written memo to the presenting team the following day. The memo can be in bullet points – content matters more than form. Each team will get a chance to "pitch" and "catch."

MEMO: 500 words, single spaced, 12 point font more details on contents will be discussed in class.

P3: Presentation: Each group will give a presentation on the final group you have chosen to advocate for funding. There are four groups each group has 30 minutes to present and 10 minutes for questions.

You will send your powerpoint to Drs. Bredow & Ersoylu at least 24 hours before class to be loaded onto a single computer.

Your presentation should be organized as follows:

Section 1 - The general area you are working to address. (5 minutes)
- What are the major issues and concerns?
- What kinds of things are we doing about it in OC, California, and the World?
- Who are some of the nonprofits in this space, both big and small?

Section 2 – Overview of the Nonprofit (5 minutes)
- Provide a succinct overview of the nonprofit organization selected by the team. This should include the mission (possibly the mission statement but also more broadly what you interpret their mission to be), history, scope, location(s), and community served. It should give a clear overview of the key programs, services and/or advocacy work the group has done. The overview should give a sense of any awards, major growth or other newsworthy items as background.
- Explain the organization's size and structure as well as how they are doing financially. At this point, ratings from external nonprofit rating bodies as well as anything you have found through public records searchers, annual reports, and so on will be helpful.

Section 3 – Project Description and Budget (8 minutes)
- Describe the specific project proposed for a class award.
- Provide an overview visual of the Theory of Change & Logic behind the project funding requested.
- Include who will be served and how as well as what the money will be used for specifically (including a detailed budget for either the $5,000 or $25,000). Will this funding be leveraged to secure additional funding? Is there any sustainability planning for this funding—given that it is only a 1-year gift?

Section 4 – Timeline, Evaluation and Rationale (7 minutes)
- Discuss the timeline for implementing the project once the funds have been awarded.
- Discuss whether the organization has a clear history and ability for self-reflection and evaluation. How do you know this? Are they data-driven? How do you know this?
- Identify at least two outcomes that are measurable that you will/would assess in the next year to determine whether and how the funding is being used to meet the objectives you initially set out. In addition, provide a clear understanding of how those outcomes will be measured.
- Describe the group's rationale for selecting this project and this non-profit, outlining in detail why the class should choose to fund it.

Section 5 - Questions (5 minutes)

FINAL PROJECT
Project Assignments:

Final Project Assignment 1 - P1: In a 2-page paper, each student will focus on two nonprofit agencies related to your issue [Students may add a third nonprofit and a third page if they feel passionately about an organization, but this is by no means required].

Using information to be found online as well as other materials directly from the agencies, the student will identify the mission and goals of each agency and describe sample projects. Students should be able to identify both what services this agency provides to the community (and who community is for them) as well as what qualities seem to make them confident in their "investment" (or not confident if research indicates a problem). The student will distribute and present the paper to their group as well as turn in online.

Due: Week 5

Final Project Assignment 2 - P2: In a similar 3-page paper to the one above, project TEAMS will propose two nonprofit agencies from those identified in P1. The assessments will be similar but should not be the SAME as the ones above. In particular, they should now include additional input from teammates and summaries of the team discussion that led to the these choices (hence an additional page).

Due Week 7

Week 9 & 10

P3: Presentation: Each group will give a presentation on the final group you have chosen to advocate for funding. Presentation is 30 minutes with 10 minutes for Q & A.

You will send your powerpoint to Drs. Bredow & Ersoylu at least 24 hours before class to be loaded onto a single computer.

Your presentation should be organized as follows:

Section 1 - The general area you are working to address. (5 minutes)
- What are the major issues and concerns?
- What kinds of things are we doing about it in OC, California, and the World?
- Who are some of the nonprofits in this space, both big and small?

Section 2 – Overview of the Nonprofit (5 minutes)
- Provide a succinct overview of the nonprofit organization selected by the team. This should include the mission (possibly the mission statement but also more broadly what you interpret their mission to be), history, scope, location(s), and community served. It should give a clear overview of the key programs, services and/or advocacy work the group has done. The overview should give a sense of any awards, major growth or other newsworthy items as background.
- Explain the organization's size and structure as well as how they are doing financially. At this point, ratings from external nonprofit rating bodies as well as anything you have found through public records searchers, annual reports, and so on will be helpful.

Section 3 – Project Description and Budget (8 minutes)

- Describe the specific project proposed for a class award.
- Provide an overview visual of the Theory of Change & Logic behind the project funding requested.
- Include who will be served and how as well as what the money will be used for specifically (including a detailed budget for either the $5,000 or $25,000). Will this funding be leveraged to secure additional funding? Is there any sustainability planning for this funding—given that it is only a 1-year gift?

Section 4 – Timeline, Evaluation and Rationale (7 minutes)

- Discuss the timeline for implementing the project once the funds have been awarded.
- Discuss whether the organization has a clear history and ability for self-reflection and evaluation. How do you know this? Are they data-driven? How do you know this?
- Identify at least two outcomes that are measurable that you will/would assess in the next year to determine whether and how the funding is being used to meet the objectives you initially set out. In addition, provide a clear understanding of how those outcomes will be measured.
- Describe the group's rationale for selecting this project and this non-profit, outlining in detail why the class should choose to fund it.

Section 5 - Questions (5 minutes)

Supplemental Reading List

Students will be responsible for choosing at least 3 of the readings below during the course of the class. Each student will be responsible for making a 10-minute presentation on one of the readings sometime between weeks 2 and 8. At that time, they will also be responsible for turning in a 2-page reflection on that reading. (prompt TBD)

Any one of the chapters/ case studies from: INCITE! Women of Color Against Violence (eds). *The Revolution will not be Funded: Beyond the Nonprofit Industrial Complex.* 2017.

Carnegie, Andrew, Gospel of Wealth and Other Timely Essays, Chapter 2: The Problem of the Administration of Wealth (Chapter 3: the Advantages of Poverty, pp. 25-31).

Gates, Bill. Commencement Speech, Harvard University, Cambridge, MA, 2007. http://www.networkworld.com/article/2291053/software/microsoft-s-bill-gates--harvard-commencement-speech-transcript.html

Andrew Ross Sorkin. August 29, 2011. The Mystery of Steve Jobs's Public Giving. The New York Times: dealbook.nytimes.com/2011/08/29/the-mysteryof-steve-jobss-public- giving/

Kathleen Chaykowski "Chan Zuckerberg Initiative Promises To Spend $3 Billion To Research And Cure All Diseases" Forbes: http://www.forbes.com/sites/kathleenchaykowski/2016/09/21/chan-zuckerberg-initiative- invests-3-billion-to-cure-disease/#7f6ca6a8706

Lieber, Ron," Your Money: As the Year Draws to a Close, deciding How to Slice Your Charitable Pie", The New York Times, December 7, 2012. http://nyti.ms/VoxfaL

Alessandra Stanley. October 31, 2015. Silicon Valley's New Philanthropy. The New York Times. http://www.nytimes.com/2015/11/01/opinion/siliconvalleysnew- philanthropy.html?_r=0

Jones, "Doors and Mirrors: Reflections on the Art of Philanthropy" (C)

Singer, "What Should a Billionaire Give—And What Should You?" (C)

Brest, Paul and Harvey, Hal, Money Well Spent: A Strategic Plan for Smart Philanthropy, Chapter 3: Analyzing Problems and Developing Solutions, pp. 37-57.

Bardach, Eugene, "A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving", The Eightfold Path: Step One: Define the Problem" pp. 1-10

Eckhart-Queenan and Matt Forti, "Measurement as Learning: What Nonprofit CEOs, Board Members and Philanthropists Need to Know to Keep Improving," The Bridgespan Group, January 2011. http://www.bridgespan.org/measurement-as-learning.aspx

Buffett, "The Charitable-Industrial Complex." *New York Times*, July 26, 2013 (C)

Buchanan, "On Peter Buffett's Op-Ed." (C)

Orosz, *The Insider's Guide to Grantmaking*, "Site Visits" (C)

Eisenberg, "Penetrating the Mystique of Philanthropy: Relations between Fund Raisers and Grant Makers"

Ott, J. Steven and Dicke, Lisa A., editors, The Nature of the Nonprofit Sector, Chapter 27: The World We Must Build, pp. 318-325.

Peter Frumkin. 2006. Central Problems: Effectiveness, Accountability, and Legitimacy, Strategic giving: The art and science of philanthropy. Chicago: University of Chicago, pp. 55-89. http://site.ebrary.com/lib/northwestern/Doc?id=10271872&ppg=94

Paul Brest. Spring 2012. A Decade of Outcome-Oriented Philanthropy. Stanford Social Innovation Review http://www.ssireview.org/articles/entry/a_decade_of_outcome_oriented_phila nthropy

Frumkin, Peter, *Strategic Giving: The Art and Science of Philanthropy,* Chapter 6: Logic Model: Theories of Change, Leverage, and Scale, pp. 174-216.

Paul Brest and Hal Harvey. 2008. Choices in Philanthropic Goals, Strategies, and Styles (Chapter 2), Solving Problems through Program Strategies (Chapter 4). Money well spent: A strategic plan for smart philanthropy. New York: Bloomberg Press, pp. 21-70.

Brest, Paul and Harvey, Hal, *Money Well Spent: A Strategic Plan for Smart Philanthropy,* Chapter 10: Impact on Steroids: Measuring the Social Return on Your Philanthropic Investment, pp. 149—165.

Advancing Evaluation Practices in Philanthropy*, Sponsored Supplement to Stanford Social Innovation Review*, Summer 2012, Vol.10, Number 3, pp. 2-23. http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/PSI-SSIR-Advancing- Eval-Practices-Philanthropy.

Flandez, Raymund, "Donors Say They Would Give More if They Saw More Results," Chronicle of Philanthropy, June 21, 2012. http://philanthropy.com/article/Many-Donors- Would-Give-More-if/132437/

Ott, J. Steven and Dicke, Lisa A., editors, The Nature of the Nonprofit Sector, Chapter 19: Communities, Networks, and the Future of the Philanthropy, pp. 215-224.

Russ Juskalian. February 9, 2014. Was Carnegie Right About Philanthropy? The New Yorker, http://www.newyorker.com/business/currency/was-carnegieright-about- philanthropy, pp. 1-5

Peter Buffett, New York Times, July 26, 2013 The Charitable-Industrial Complex,"

Brest, Paul and Harvey, Hal, Money Well Spent: A Strategic Plan for Smart Philanthropy, Chapter 13: Influencing Individuals, Policy Makers, and Businesses, pp. 205-225.

Zunz, Olivier, Philanthropy in America, A History, Chapter 3: The Regulatory Compromise, pp.76-103.

Resources:
The Bridgespan Group, “Quick Guide to Conducting a Nonprofit Site Visit.” (C)

The Bridgespan Group, “Guide to Interviewing a Nonprofit’s CEO.” (C)

The Bridgespan Group, “Guide to Interviewing a Nonprofit Board Member.” (C)

La Piana Consulting, “Due Diligence Done Well: A Guide for Grantmakers.” (C)

The Bridgespan Group, “How to Research a Nonprofit—Light-Touch Approach.”
http://www.bridgespan.org/Philanthropy-Advice/Researching-Nonprofits/Due-Diligence-Tool/How-to-Research-a-Nonprofit%E2%80%94Light-Touch-Approach.aspx#.VduoMvlVhBc

MindTools, “Decision Matrix Analysis.” (C)

https://www.mindtools.com/pages/article/newTED_03.htm

The Bridgespan Group/GiveSmart, “Donor Decision Tool.” (C)
https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool

Class Timeline: