

Nature of Giving is designed to prepare students to live thoughtful, philanthropic lives. For some, the course will help students imagine how giving can become a vocation—particularly in non-profit organizations. For all, the course should point out the importance of giving as an avocation in the future.

■ Course: Chronology and Philanthropic Work

Few universities offer courses in philanthropy or grant making. An even fewer number offer those courses in areas outside business schools, public policy/management programs, and graduate courses. John V. Roach Honors College students taking Nature of Giving are fortunate to have this class because of a donor, one who has founded “The Philanthropy Lab” and is funding similar classes at Harvard, Yale, Stanford, Princeton, Northwestern, the U of Michigan, the U of Pennsylvania, the U of Texas, and the U of Virginia. Because of this gift, TCU students will have the opportunity to both study *and* practice philanthropy by making substantial grants to a small group of nonprofit organizations.

Over the course of the first 5 weeks, studies of current and historical philanthropists will shape how students evaluate the operational strategies of local philanthropies. Starting week 2 and ending week 7, students will conduct due diligence research on nonprofit organizations, picking personal favorites and assessing those organizations’ potential suitability for receipt of the grant. Guest speakers—including representatives from the Once Upon a Time Foundation, TCU Advancement and Development staff, the TCU Board of Trustees, and last year’s selected organizations—will inform our research of regional nonprofit organizations.

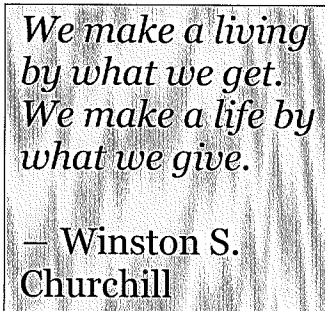
For weeks 7 & 8, students will produce and read persuasive written descriptions (memoranda) about nonprofit organizations and vote for 10-15 finalist organizations. For weeks 9-12, students will divide into teams and complete background research (including on-site visits) on the finalist organizations, and then prepare a formal publication and group presentation for the benefit of other students in the class.

In weeks 13-14, the teams will present their persuasive arguments for donating either all or a part of the \$100,000 gift to their assigned organization in a presentation. Finally, during weeks 15 and 16, the class will debate the merits of each organization and reach a consensus on which organization(s) should receive funds.

On Tuesday, May 7 at 5:00 pm, students will arrange a public presentation of the award(s) to the nonprofit organization(s) and reflect on what they have learned and experienced.

■ Course Objectives and Topoi

- To understand strategic philanthropy: an alignment of who, what, when, where, why and how.
- To understand the history and current dimensions of the nonprofit sector and philanthropy
- To review the various contexts of philanthropic foundations and how they have evolved into the organizations they are today.
- To analyze and debate the roles and responsibilities of philanthropic foundations.
- To participate in the philanthropic process: research organizations, perform due diligence, make proposals, persuade audiences to your cause, and debate merits, as well as to whom funds should be given.
- To make and discuss moral judgments, to make micro-decisions while considering the macro-consequences.
- To connect readings and discussions to real life through interactions with practitioners.
- To formulate and support an individual opinion on the subject.



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

— Winston S.
Churchill

- To develop critical analytical thinking and writing skills.
- To speak/argue persuasively and publicly through debates and meetings.
- To participate in a transformational course that reveals the responsibilities individuals must play to create a culture of giving.
- To understand why people give and why some choose not to give even when they have the resources.
- To question what would society look like if no one gave money to philanthropies.
- To determine whether donors should identify where funds should be spent within an organization.
- To determine what it means to “give away smartly.”
- To understand why giving is actually difficult.

■ Responsibilities of Colloquium Members

Communicate effectively and clearly: The colloquium requires students to write persuasively, speak effectively in public, debate ideas, listen carefully, conduct independent research and bring ideas from your own fields of specialization.

Be professional, you are always representing TCU: The written assignments have length limits because conciseness and professionalism are key. Be mindful of your status as representatives of TCU in all contacts with external organizations. You are not students in many of the situations this course will place you: you are professionals with \$100,000 to give away responsibly.

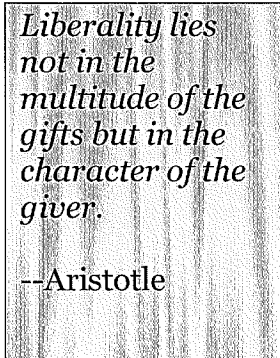
Be dependable and present: Because class progress will often depend on your work, it is important to provide assignments on time by whatever means necessary. Even if you have to miss, the class needs your work product—notes, memorandums, and evaluations. Regular attendance is crucial to success in this course. Only official university-sanctioned absences are excused. Students missing class either to represent TCU in a university-mandated activity or attend conferences for professional development should provide official documentation of schedules and turn in work *in advance*. Two absences will warrant lowering your final grade by a letter grade; three absences will result in your failing the course.

Be prepared: I expect every course member to read all of the assigned texts in advance of class and prepare for discussion by taking notes. As you read, plan to make at least two contributions to the discussion. A planned contribution is mulled over in advance of class and can take the form of a question, illustration of a point in the reading, a disagreement, or a contrast with other readings.

Respect your colleagues: Once in class, be prepared to listen to and work with colleagues. At all times be prepared to comment on colleague’s statements or to summarize perspectives that have been presented. Always treat seriously any comment offered in earnest. If you disagree with a colleague, clarify your position using appropriate evidence or explanation.

Seek help when needed: Course members are welcome to secure additional help on papers at the William L. Adams Writing Center (ext. 7221). For writing-center information visit <http://www.wrt.tcu.edu/> online. Students who receive tutoring—formal or informal—from individuals or programs other than the William L. Adams Writing Center are responsible for ensuring that the tutoring adheres to ethical standards consistent with those followed at the writing center (e.g., tutors do not write any portion of a student’s paper; tutors do not proofread; tutors do not assist students with take-home exams). Students whose tutoring does not meet such ethical standards violate the university’s code on academic misconduct and are subject to its penalties.

E-college: We will use the E-college learning platform extensively in this course. We will share all documents, have multiple threaded discussions, and track your grades on our class site.



■ Past Gifts Made by Nature of Giving Alumni

2012

Fort Worth Hope Center	\$30,000	Full funding of dental clinic
Child Vision Center	\$25,000	Majority funding of advanced eye examination equipment
Feed By Grace	\$17,000	Fences and earthworms for gardens
The Charis Project	\$15,000	Creation of orphanage community and farms in rural Thailand
Against Malaria	\$9,000	15,000 nets in Africa
Northside Inter-Community Agency	\$6,000	Literacy program for developing readers

2011

Hope Farm	\$15,000	One-year of private education for 8 boys
The Warm Place	\$3,750	Training for 25 additional counselors
Fortress Youth Development Center	\$1,250	Literacy software for developing readers

■ Resources

General Sites:

- Idealist.org (clearinghouse for nonprofit ideas and news)
- NonprofitHub.com (large list of links organized by category)
- Urban Institute (general social and economic policy research institute, with section devoted to nonprofits and philanthropy)
- Guidestar (basic data covering nonprofits, including tax form 990 images; free but registration required)
- Harvest Today (nonprofit and philanthropy news service)
- Givewell.org (Research on Charities)
- National Center for Charitable Statistics (<http://nccsdataweb.urban.org/>)

*Kindness in words
creates confidence.
Kindness in thinking
creates profoundness.
Kindness in giving
creates love.*

— Lao Tzu

On Philanthropy:

- The Chronicle of Philanthropy* (national weekly devoted to covering philanthropy)
- The Non-Profit Times* (monthly news magazine)
- Center on Philanthropy at Indiana University (www.philanthropy.iupui.edu)
- EPhilanthropyFoundation.org
- Philanthropy News Digest (<http://fdncenter.org/pnd>)
- American Association of Fundraising Counsel (<http://www.aafrc.org>) : Organization dedicated to ensuring ethical behavior amongst philanthropies)
- The Philanthropic Initiative (www.tpi.org) : offers strategic services to philanthropists)
- American Institute of Philanthropy (www.charitywatch.org) : general purpose philanthropy website, including ratings of organizations)
- Center for Strategic Philanthropy & Civil Service (<http://cspcs.sanford.duke.edu>)
- Non-Profit Quarterly (www.nonprofitquarterly.org)

■ Evaluation

In this class I will meet with you regularly to evaluate your progress. In order to receive a passing grade for this course, you must satisfactorily complete all major assignments on time with a cumulative passing average. Grades will be calculated using the following scale:

4.0 = A / 3.67 = A- / 3.33 = B+ / 3.0 = B / 2.67 = B- /
2.33 = C+ / 2.0 = C / 1.67 = D- / 1.33 = D+ / 1.0 = D

Personal Statement on Philanthropic interests 5%

White Paper Evaluations of 5-6 Initial Charities.....	10%
Briefing documents: Top 50 Charities.....	10%
Group Briefings and Presentations: Top 15 Charities	20%
<i>10% for the group as a whole and 10% your own component of the group work)</i>	
Online Response Work.....	25%
Final Online Briefing Book (Class project).....	20%
Personal reflection and Letter to Donor.....	10%

■ **Tentative Schedule: 17 Weeks, 16 Meetings** (*N.B.: I reserve the right to make changes*)

Week 1: 15 JANUARY: Introduction to NATURE OF GIVING & Drafting an SROI

In-class:

Introduction to Course
Begin Developing SROI

Speakers:

Nature of Giving Alumni:

Addison White, Shelby Button, Ellyn Grantham, Preston Chilton
Scott Deskins, Amberle Durano

Past recipients:

Connie Nahoolewa, Northside Interchurch Agency
JoAnn Reyes, Fort Worth Hope Center
Dr. Oliver, Fort Worth Hope Center
Kelly O'Conan, Feed by Grace

Homework for 15 January:

Read *The Art of Giving* by Charles Bronfman & Jeffrey Solomon

Week 2: 22 JANUARY: Working as a Team, Drafting an SROI, & Understanding the Purpose of Giving

In-class:

Visiting Speaker, Mike Stallard
The Case of Steve Jobs
Complete SROI
What goes into your white paper?

Homework for 22 January:

Post Strengthquests
Post Values Test Results
Read Andrew Carnegie's "Gospel of Wealth" excerpt
Read Bill Gates' Harvard University Commencement Speech
Read Preston, "Steve Jobs Found Much to Dislike About Philanthropy" –*The Chronicle of Philanthropy*
Read Tierney and Fleishman, Chapter 1, *Give \$mart*
Read "A Brief History of Charitable Giving"
Watch Michael Norton: How to buy happiness
Watch Katherine Fulton: "You are the Future of Philanthropy"
Watch Mark Bezos: "A Life Lesson from a Volunteer Firefighter"

Week 3: 29 January: Strategic Philanthropy & The Giving Pledge

In-class:

Discuss Strategic Philanthropy & Readings

Assessing Gifts from 2011 & 2012
How to read Tax Form 1090
Introduction to online resources

Homework for 29 January:

Upload to E-College your White Papers on 5-6 organizations (one may be international)
Read Brest & Harvey, chapters 1-4 in *Money Well Spent: A Strategic Plan for Smart Philanthropy*
Read Frumkin, Chapter 4 in *Strategic Giving: The Art and Science of Philanthropy*
Read Cummings, "Putting Charities to the Financial Test" — *The Wall Street Journal*
Read Case Study *Don Williams' Effort to Empower South Dallas: Helping a Neighborhood Help Itself*
Watch Christine Sherry: "Strategic Philanthropy for Beginners"
Watch Majora Carter: "3 Stories of Local Eco-entrepreneurship"
Watch Sasha Dichter: "The Generosity Experiment"
Watch "The Giving Pledge" on ABCNEWS
Watch Eli Broad on *60 Minutes*

Week 4: 5 February : Work and Debate . . . From over 100 to 50

In-class:

Debate and Narrow from 100 to 50 best charities that meet our SROI
Assign charities for Top 50 Briefing Documents

Homework:

Read Tierney and Fleishman, Chapter 2, *Give Smart*
Read "Five Myths about Charitable Giving" — *The Washington Post*
Read through White Papers
Comment on White papers through online threaded discussion
Come to class with a detailed list of charities you want to support and charities you feel should be cut

Week 5: 12 February: The Meaning of Due Diligence

In-class:

Speakers:
Don Whelan, Vice Chancellor for University Advancement
David Nolan, Associate Vice Chancellor, TCU Advancement and Development
What does due diligence mean and look like?
What goes into your briefing document?

Homework:

Read Brest & Harvey, chapter 5 in *Money Well Spent: A Strategic Plan for Smart Philanthropy*
Read Wallace, "Effort Aims to Steer Gifts to Nonprofits That Get Results" — *The Chronicle of Philanthropy*
Read Salmon, "Donors Aren't Always Right. Here's How to Sidestep Their Misguided Ideas" — *The Chronicle of Philanthropy*
Read Bernholz, "Philanthropy's 2012 Buzzwords" — *The Chronicle of Philanthropy*
Read "Why Can't We Sell Charity Like We Sell Perfume?" — *The Wall Street Journal*
Watch Taylor Conroy: "How to Build a School in 3 Hours"

Week 6: 19 February : Researching the 50

In-class:

Work in pairs to visit nonprofits and produce briefing documents

Homework:

Upload to E-College your briefing documents on the top 50 finalists
Read and comment on the 50 finalists

Week 7: 26 February : FROM 50 TO 15

In-class:

Debate and Narrow from 50 to 15 finalist charities

Homework:

Read Brest & Harvey, chapter 10 in *Money Well Spent: A Strategic Plan for Smart Philanthropy*
Read "What Do Nonprofits Stand for? Renewing the Nonprofit Value Commitment" – Johns Hopkins U Center for Civil Society Studies
Read "What Makes Nonprofits Special?" – Johns Hopkins U Center for Civil Society Studies
Online evaluation of nonprofits (threaded discussion)

Week 8: 5 March : Making Difficult Decisions . . . From 50 to 15

In-class:

Debate and Narrow from 50 to 15 finalist charities
Assign charities for finalist groups

Homework:

Online evaluation of nonprofits (threaded discussion)

Week 9: 12 March : SPRING BREAK

Week 10: 19 March : Due Diligence and Intensity

In-class:

Discuss Due Diligence tailored to class needs
Class expectations for reports & presentations: What information do you want?

Homework:

Work in Groups to Perform Site Visits and Produce Reports
Read Stannard-Stockton "Nonprofit Analysis: Beyond Metrics"
Read Blum, "Bigger Staff and Bolder Goals Turn Around a Quiet Hunger-Fighting Charity" – *The Chronicle of Philanthropy*
Read Blum, "Go Big or Go Home: Tips from Share Our Strength" – *The Chronicle of Philanthropy*

Week 11: 26 March : Work Week – Researching the 15

Homework:

Work in Groups to Perform Site Visits, interview CEOs, and Produce Reports
Professor is available for consultation
Each Group is responsible for providing a formal report to professor about week's Activities

Week 12: 2 April: Work Week – Researching the 15

Work in Groups to Perform Site Visits and Produce Reports
Professor is available for consultation
Each Group is responsible for providing a formal report to professor about week's activities

Week 13: 9 April: Reports/Presentations

Homework:

Online evaluation of nonprofits (threaded discussion)

Week 14: 16 April: Reports/Presentations

Homework:

Online evaluation of nonprofits (threaded discussion)
Evaluation of Group Members

19 April: PHILANTHROPY FRIDAY W/ TAYLOR CONROY

Week 15: 23 April : Debate; business casual dress

In-class:

Debate

Homework:

Online evaluation of nonprofits (threaded discussion)

Week 16: 30 April : Debate; business casual dress

In-class:

Debate
We will not leave class until final decisions—nonprofits and amounts—are made!

Homework:

Online evaluation of nonprofits (threaded discussion)

Week 17: TUESDAY, MAY 7 @ 5:00 :: AWARDS CEREMONY in Debate Chamber; more formal dress

DUE: Letter of reflection addressed to sponsor

