

PHILANTHROPY & THE PUBLIC GOOD

**PPS 4310 SOC 4V70 PHIL 4361
W 12:20-3:05 PM
SID RICHARDSON 216**

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WELCOME!

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"...Nor will they be called generous if he finds it painful to give... nor will the virtuous person take wealth from the wrong sources." - Aristotle

"Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary." - Martin Luther King Jr.

"The greatest gifts any human being could ever share with us, or any of us could ever share with another, is assistance in becoming the best persons, families, and communities we are capable of being"- Richard Gunderman

"In the elementary school, the races of the world were pictured: Indians, Negroes and Chinese, by their most uncivilized and bizarre representatives; the whites by some kindly distinguished-looking philanthropist." - WEB Dubois



PPS 4310 SYLLABUS

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WHAT IS THIS COURSE ABOUT?

Most courses cover a subject: the American constitution, particle physics, wildlife biology; but this course engages you in a practice, and invites you to reflect critically on that practice.

The basic premise of this class is that, thanks to some very generous donors, you are now the stewards of \$100,000 and your job is to give it all away in Waco. The decisions about where that money will go reside with you, not us. So welcome aboard. You're calling the shots. You're the **Board of Directors**.

Although you'll quickly discover that there are millions of ways we could do good with these funds, and there are many deserving places we could direct them, this is, in fact, not going to be easy. Should we focus attention on homelessness? Hunger? Health? Education? Human achievement in the arts or research? Refugees? Legal assistance? Should we look upstream, to the causes of problems? Or downstream, to their symptoms and effects? Should we favor big or small organizations and startups? Is it wise to give all the money to one place or to break it up and spread it around? Should we focus on an organization's past, its present, or its future capacity?

Believe it or not, there is a simple answer to every one of these questions: yes.

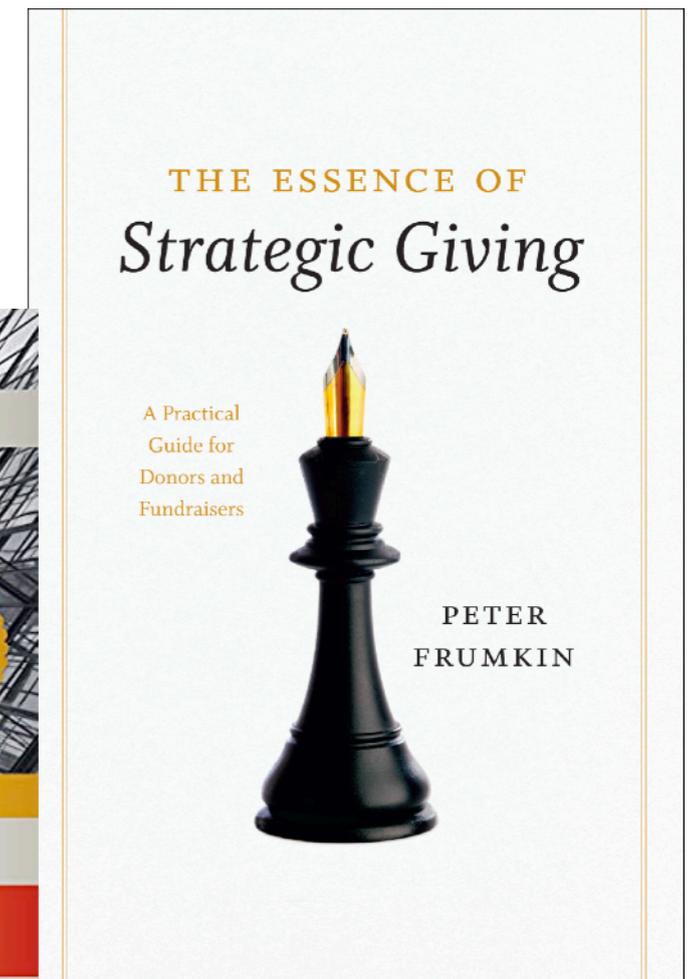
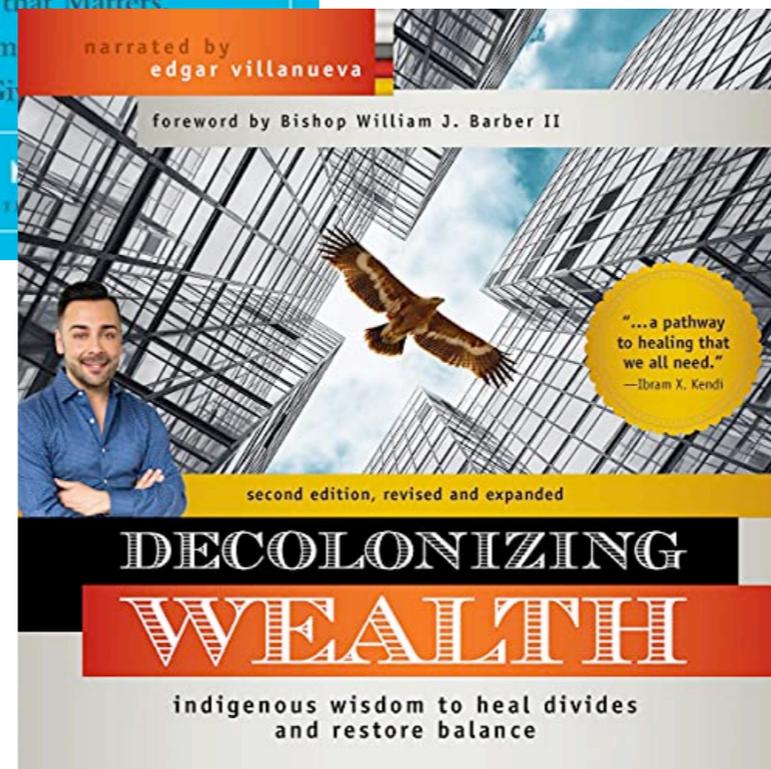
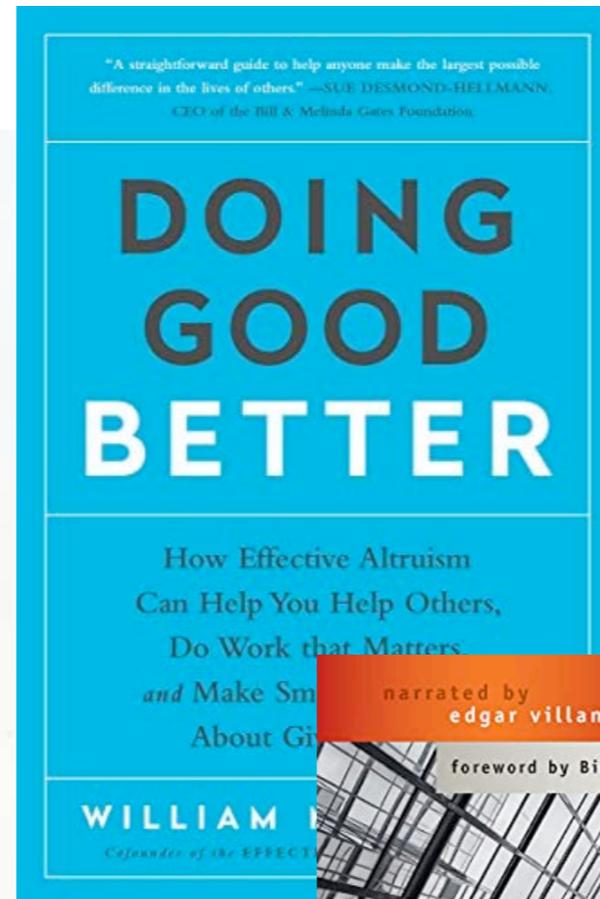
Yes, we should attend to homelessness and hunger and health and all the rest—or at least consider them. Yes, we should consider these big thorny problems, both upstream and downstream. Yes, there is advantage to supporting successful ongoing work, just as there is merit to supporting new and small organizations.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

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

In this course we will endeavor to **contribute to the public good by means of philanthropy**, while simultaneously reflecting critically on the practice of philanthropy. There are thirty of you, and chances are, there are just as many ways to reckon with these questions. This reckoning itself is a challenge: how to articulate positions, collaborate, listen, disagree, and allow. We have some hard work and difficult choices ahead of us!

WHAT WILL WE READ?

We'll work our way through various scholarly articles, popular articles and books, and podcasts. All the readings will be available to you on Canvas.



WHAT WILL WE LEARN?

We have both course goals and course objectives this semester, and these differ slightly. Course goals are the big-picture, abstract purposes driving all the class activities, assignments, and assessments. Your movement towards and success in achieving these goals is not necessarily immediately measurable or evident; but we hope you walk away at the end of the semester able to see your progress in these goals from your work in the course. Our course goals are to:



APPRECIATE complex and elaborate social problems philanthropy aims to address



BETTER understand the nature of philanthropy and nonprofit organizations



CONCERN ourselves with the needs of others, the health of the community, and the ways we might promote the public good using our own resources

HOW WILL WE MARK OUR PROGRESS?

You can make measurable progress towards the goals by achieving course **objectives**— tangible and specific ways of meeting these learning goals.

All assignments offer opportunities to meet the objectives. You can meet an objective on linked assignments (noted below). The grading rubric for each assignment will be composed of these objectives, and your final grade will be a function of how many objectives you meet and how many times you meet the objectives.

- 1** Identify features and processes of a nonprofit that are common signs of healthy organization ([org assessment](#), [briefing book](#))
- 2** Demonstrate comprehension of the history and social functions of philanthropy in contemporary western culture ([final essay](#))
- 3** Articulate live, contested philosophical and practical questions about the extent to which philanthropy promotes the public good ([final essay](#))
- 4** Analyze a social problem in Waco integrating the wisdom of community partners and social theory ([briefing book](#), [midpoint reflection](#))
- 5** Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability: working with community members and leaders, establishing joint goals, and designing policies and procedures for collective decision-making ([chair work](#), [board contribution](#))

- 6** Participate in writing and vetting proposals, debating priorities, and advancing proposals respectfully and considerately ([briefing book](#), [chair work](#), [board contribution](#))
- 7** Present empirical data germane to decision-making clearly in writing ([final essay](#), [briefing book](#))
- 8** Present valid written arguments on evaluative questions of the course clearly ([midpoint reflection](#), [final essay](#))
- 9** Present valid oral arguments on evaluative questions of the course clearly ([board contribution](#), [chair work](#))
- 10** Navigate diverse opinions and forge ways to collaborate with others on behalf of shared goals ([chair work](#), [board contribution](#))



WHAT WILL WE DO AND WHEN?

PHASE I: THE LANDSCAPE OF CHALLENGES AND RESOURCES

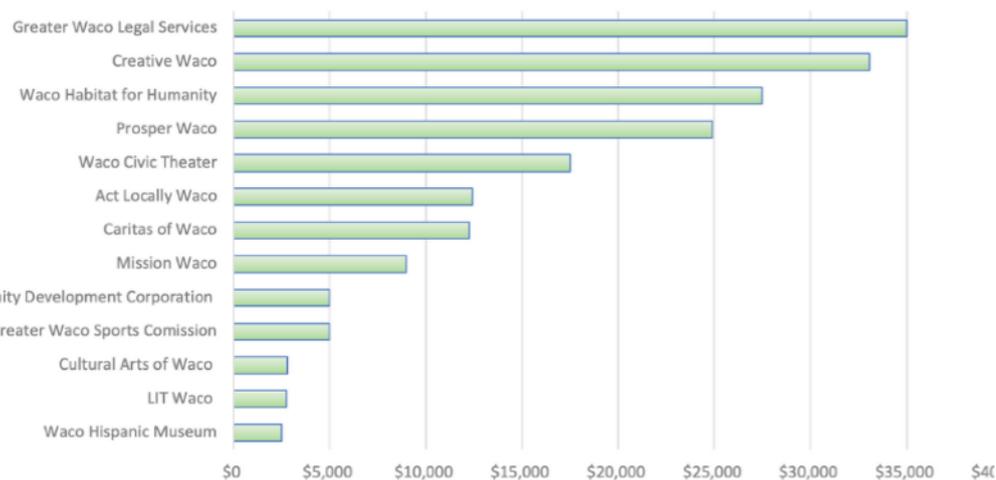
Everyone will be assigned as a chair for one of the events and funding decisions in the course. For each event and decision, you will either be a chair or a board member.

Phase I will involve becoming familiar with challenges and opportunities facing the Waco community. You will conduct independent review of community issues as well as organizational profiles of Waco nonprofit organizations attempting to address challenges. This review will influence what the Board considers funding. This phase also involves discussions with community partners about various, interrelated challenges in Waco.

On **February 8**, you will make a decision about which challenge(s) you want to address through the grantmaking process. All students will review community data from various sources and submit a challenge which you would like the board to consider before class. The board will vote on the challenge(s) it plans to address for the semester.

You will conduct independent reviews of organizational profiles on WacoRoundTable.org, filling out an Organization Assessment tool regarding how various organizations are addressing the community challenge(s) on **February 21** in preparation for a vote on **February 22**. The Phase I Decision chairs will summarize the class findings and facilitate discussion and vote on which organizations will be invited to move forward to the second phase. Every organization that moves to phase II will receive at least **\$500**.

Grants given to Waco/McLennan County



PHASE II: INTERVENTIONS FOR CHANGE

In Phase II, chosen organizations will be invited for a short in-person presentations on **March 15**. The Phase II Presentation chairs will be responsible for inviting organizations, preparing them for the presentation, and organizing the day of activities in our class.

March 22, after all chosen orgs have shared you will hold a discussion and generate a mid-point reflection, considering whether the organization has capacity to do what you anticipated, whether their work is the right way to address the challenge you are aiming to tackle, and how to conceptualize the challenge. The board will vote on the organizations that will move on to phase III. If an organization moves to phase III will receive at least **\$1,000**.

PHASE III: MAKING AN IMPACT

In Phase III, students will research each organization remaining. You will form into teams of program officers, with each team focusing their research on one organization to prepare a briefing book on the organization, planning a primary site visit and participating in a secondary site visit. At this phase, organization research is thorough, asking important questions about their leadership, structure, funding, and proposed grant idea(s) including whether those grants will be successful. You will attempt to turn over every stone of an organization so that the Board of Directors can make an informed decision about grant awards.

On **April 5 and 12**, Program Officers will complete site visits at final candidate organizations. Primary site visit chairs will be responsible for organizing and leading the site visit, and every student will participate in two site visits. Each team of program officers will produce an 8-page Briefing Book on **April 16** for each organization they research and submit these for the class to review. All students will read all the briefing books and submit their questions on Canvas. Program Officers will respond to requests for clarifications. Following the principles of community-centric fundraising, all organizations in Phase III will receive some measure of participatory funding to reimburse them for their time spent teaching us about their work, time that they could have spent raising money from other sources or providing direct services.

Each team of Program Officers then makes a presentation to the full Board during the Executive Session on the **evening of April 19**. Following these presentations, we will have an Executive Session to make our final grant decisions. The Phase III Decision chairs will be in charge of collecting initial data from every Board member, collating and visualizing it for the beginning of the session. These chairs will facilitate the presentations and final decision-making.

On **April 26**, we will work together to draft evaluation instruments that we will use two years hence to evaluate the grants we've made. Finally, on **May 3**, we'll throw a party, inviting all our grant recipients to attend the Grant Awards Reception.



PHASE IV: INTEGRATION

In Phase IV, you will reflect on your experience and integrate what you learned through the course readings, lectures, and discussions. You will write an essay using theoretical perspectives in the course. Your essay should address the question: How do you plan to approach philanthropy going forward?

Your essay should demonstrate an understanding of the history and current functions of philanthropy in our culture. You should then articulate your account of how we ought to approach philanthropy ethically, given these historical and current realities, as well as the ethical frameworks and arguments we considered in the class (so take good notes all semester!). We will provide more details and a writing prompt as the time approaches.



Essay drafts are due **4/26**, and the final version will be due at **5 pm on 5/3**.

HOW WILL WE BE ASSESSED?

Note: You can expect transparent, formative assessment of all your work. This course implements **standards-based grading**— a method that proven highly effective in secondary and postsecondary education for improving student learning outcomes.

Standards-based grading is known for helping focus attention on learning portable skills, encouraging students to take responsibility for their learning, and offering feedback and assessment that more effectively generates improvement. Each grade corresponds to a number of points you've accumulated by meeting course objectives. Thus, the grade earned reflects your progress towards the learning goals measured by objectives.

A	4.0	16+ pts.
A-	3.67	15 pts.
B+	3.33	14 pts.
B	3.0	12 pts.
B-	2.67	11 pts.
C+	2.33	10 pts.
C	2.0	8 pts.
C-	1.67	7 pts.
D	1.33	6 pts.



HOW DO WE ACHIEVE OBJECTIVES?

ASSIGNMENTS & OBJECTIVES SCHEDULE

There are multiple opportunities to meet the course objectives. On each assignment you will be assessed using a rubric simply composed of the linked objectives. The chart below explains which objectives are linked to which assignments. There are 24 total points possible.

Assignment	Objective(s) assessed	Point max
FEBRUARY 22		
Organization Assessment	(1) Identify common signs of healthy nonprofit organization	1
Phase I Decision Chair (chair work)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability (6) Participate respectfully and considerately in writing, vetting, advancing proposals (10) Navigate diverse opinions and forge ways to collaborate	3
Phase I Decision (board contribution)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability (6) Participate respectfully and considerately in writing, vetting, advancing proposals (10) Navigate diverse opinions and forge ways to collaborate	3
MARCH 15		
Phase II Panel Chair (chair work)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability (6) Participate respectfully and considerately in writing, vetting, advancing proposals	2
Phase II Panel Q & A (board contribution)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability (6) Participate respectfully and considerately in writing, vetting, advancing proposals	2
MARCH 22		
Mid-point Reflection (March 21)	(4) Analyze a social problem in Waco integrating the wisdom of community partners and social theory (8) Present valid written arguments on evaluative questions of the course clearly	2
Phase II Decision (board contribution)	(6) Participate respectfully and considerately in writing, vetting, advancing proposals (10) Navigate diverse opinions and forge ways to collaborate	2
APRIL 5, 12		
Phase III Primary Site Visit Chair (chair work)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability	1
Phase III Site Visits (board contribution)	(5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability	1

APRIL 16

Briefing Book

- (1) Identify common signs of healthy nonprofit organization
- (4) Analyze a challenge in Waco integrating wisdom of community partners and social theory
- (6) Participate respectfully and considerately in writing, vetting, advancing proposals
- (7) Present empirical data germane to decision-making clearly in writing

4

APRIL 19

Phase III Presentations

- (4) Analyze a challenge in Waco integrating wisdom of community partners and social theory
- (9) Present clear, valid oral arguments on evaluative questions

2

Phase III Decision Chair (chair work)

- (6) Participate respectfully and considerately in writing, vetting, advancing proposals
- (10) Navigate diverse opinions and forge ways to collaborate

2

Phase III Decision (board contribution)

- (6) Participate respectfully and considerately in writing, vetting, advancing proposals
- (10) Navigate diverse opinions and forge ways to collaborate

2

APRIL 26

Final Essay Draft

MAY 3

Final Essay

- (2) Demonstrate comprehension of the history and social functions of philanthropy in contemporary western culture
- (3) Articulate live, contested philosophical and practical questions about the extent to which philanthropy promotes the public good
- (7) Present empirical data germane to decision-making clearly in writing
- (8) present valid written arguments on evaluative questions

4

Grants Award Chair

- (5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability

1

Grants Award Ceremony (board contribution)

- (5) Participate in designing and implementing a grant-making process that upholds values of equity, inclusion, and accountability

1

WHAT'S THE SCHEDULE?

READING AND ASSIGNMENTS

Date Due	Assignment
PHASE I: THE LANDSCAPE OF CHALLENGES AND RESOURCES	
Jan. 18	Welcome and Introductions
Read	Payton and Moody, "Voluntary Action for the Public Good" Leonhardt, "What Makes People Give?"
Research	Spend a few minutes looking at thephilanthroplab.org
Seminar	Our professor panel will discuss the functions of philanthropy in modern Western societies, the basic inner workings of philanthropic organizations, and some normative roles for philanthropy (e.g. distributing wealth and resources, addressing needs, vehicle of virtue of generosity). We will orient you to the workings and goals of the class, as well as the schedule.
Lab	Intro to Waco Round Table and \$10 challenge
Jan. 25	Why do we have philanthropy today?
Read	Holland and Ritvo, "History and Theories of Nonprofit Organizations" Moniz, "The Storied History of Giving in America" Lab reading: "Fixer Upper is Over, but Waco's Transformation Is Just Beginning"
Research	Review previous class gifts
Seminar	Our professor panel will discuss the history of philanthropy and its connection to market economies, providing contrasting perspectives on the development of today's philanthropy. We will lead a discussion about what you value, your observations about Waco, and potential challenges.
Lab	10\$ challenge report back and pre-class survey.

Feb. 1	How does philanthropy relate to the public good?
Read	MacIntyre, Ethics in the Conflicts of Modernity, 168-173 Murphy, "The Common Good," 134-5, 148-157
Research	Read the bios of practitioners on practitioner panel, review McLennan County Community Health Needs Assessment
Seminar	Our professor panel will discuss various goods that seem to comprise the common, or public, good: arts, education, health, religion, community belonging and friendship. We will step back from the question of philanthropy and focus on positive ends philanthropy might seek to bring about or promote. We will introduce data tools to help you become familiar with community challenges.
Lab	Our practitioner panel will discuss Waco's major challenges and assets. The Board will begin to consider which community challenges you might want to address. Choose chair positions.
Feb. 8	What should philanthropy achieve?
Read	Singer, "Famine, Affluence, and Morality" Wenar, "Poverty Is No Pond" Hertzog, "Why you should give your money away today"
Research	Using wacoroundtable or city health dashboard identify 2-3 challenges you think we should prioritize this semester and answer the following: for whom is this an issue and for whom is it not? Why? What is the scale and scope of the challenge? Prepare to advocate for why we should prioritize this issue using normative and empirical reasoning.
Seminar	Our professor panel will introduce ideas about the various mechanisms for achieving the common/public good, such as taxation and government intervention, mutual aid communities, ESG investment, and philanthropy. We will discuss both the motivation for thinking that we should devote all our efforts to change-via-philanthropy as well as issues that complicate such a picture and the tradeoffs of various strategies
Lab	Practitioner panel; executive board will vote on what challenges will we address and what are possible pathways for affecting change in this challenge area.
Feb. 15	What are different ethical frameworks for philanthropy?
Read	Singer, "The Why and How of Effective Altruism" Shotwell, "Consuming Suffering" Swanton, "Virtue Ethics, Thick Concepts, and Paradoxes of Beneficence" Tolentino, "What Mutual Aid Can Do During a Pandemic"

Research	Research organizations on wacoroundtable.org and identify 10-20 organizations you think merit further exploration; have a list and justifications for each written and available during class.
Seminar	Our professor panel will discuss various ways of conceptualizing the right- or good-making features of a giving strategy. We will circle back to the question of whether giving should be done by ESG funds, or large granting institutions, or individuals, or some combination of these by looking at them through different ethical lenses.
Lab	Discussion of Waco organizations and developing a slate of organizations for next week's vote
Feb. 22	Is doing what's right different from doing the most good?
Read	Crockett, " The Trolley Problem: Would You Kill One Person to Save Many Others? " McMahan, "Philosophical Critiques of Effective Altruism" Srinivasan, " Stop the Robot Apocalypse "
Research	Research the organizations discussed last class on wacoroundtable.org . Fill out the Organization Assessment tool and submit on Canvas the day before class and prepare to cast a vote for phase II.
Seminar	Our professor panel will discuss ethical constraints on "doing good" or promoting positive outcomes. Is doing the most good for the most number of people ever morally impermissible, or less preferable from an ethical point of view? If so, where do the justifications or constraints come from? What are the arguments against the effective altruism movement?
Lab	Phase I Decision: voting on the organizations that will advance to phase II; following board decision, assign program officers for each. Phase II presentation chairs will issue invitations to advancing organizations for March 15 panel.
PHASE II: INTERVENTIONS FOR CHANGE	
Mar. 1	Who does the money come from?
Read	Ahn, "Democratizing Philanthropy" Villanueva, "Mackenzie Scott's Philanthropy Is Admirable. But Why Is It Possible?" Keys, "Aquinas and the Challenge of Aristotelian Magnanimity"
Research	Schedule site visits for April 5, 12; read bios for practitioner panel
Seminar	Our professor panel will discuss the distinction between what we owe to people as a matter of justice and of charity. We will consider how much or what parts of the public good ought to be promoted by government institutions, and whether equality's aim is the elimination of socially constructed ills like oppression or removing obstacles to wellbeing that seem to be the result of bad luck.
Lab	Practitioner panel; phase II presentation chairs will finalize schedule for organization panel.

Mar. 15	How does donor intent matter?
Read	Saunders-Hastings, "Plutocratic Philanthropy" Frumkin, "Dimensions of Philanthropic Value," 27-50
Research	Review your notes from our February 8 discussion and reflect on what you learned from the organization panel last class. Be ready to discuss. Submit a midpoint reflection by Thursday at midnight.
Seminar	Panel of selected nonprofit organizations will give brief presentations on their view of the challenge and how their organization's activities fit in addressing it; and then conduct a question and answer session.
Lab	Phase II presentation chairs will summarize the class challenge, hypothesis, and questions, then present the organization panel.
Mar. 22	Private wealth, public good: who decides for whom?
Read	Lechterman, "Overthrowing the Tyranny of Generosity" Villanueva, <i>Decolonizing Wealth</i> , ch. 6 Goey, <i>No Such Thing As a Free Gift</i> podcast
Seminar	Hold a discussion reflecting on the challenge(s) the class has decided to address and the running hypothesis you have adopted about how to address it (them). Do you want to reconceptualize the challenge? Revise your hypothesis? Reassess what organization(s) is suited to do this work?
Lab	Hear from past students who have evaluated the impact of their grants two years after awarding them; site visit preparation in groups: What do we know? What else can we learn by researching? What do we need to ask?
Mar. 29	What are the consequences, foreseen and unforeseen, of nonprofit work?
Read	Shotwell, <i>Against Purity</i> , introduction Pendergraft, "Toms shoes: effective altruism?"
Research	Research answers to questions posed during the Mar. 22 Lab.
Lab	Finalize your site visit agenda: What else do you need to learn from the organization to help the Board make an informed decision? You will send this agenda, including any questions you hope to have answered during the visit, to your contact at the organization by 5 pm on March 30. We will troubleshoot as we approach the site visits and assist you in finalizing your questions, agenda, and communications with the nonprofits.
Apr. 5	Site Visits
Apr. 12	Site Visits

Apr. 19	Presentations and Final Deliberations
Read	Briefing books of all groups in detail
Research	Complete your contribution to the Briefing Book April 16 for the organization for which you are an assigned program officer. Generate any and all questions you need answered about organizations and grants so you can be prepared to make informed decisions.
Seminar	Presentations of your briefing book material
Lab	Final executive session of the board begins at 7 pm in Cashion
Apr. 26	Evaluations
Research	Complete and submit your final essay draft.
Lab	Finalize plans for grants awards ceremony, fill out final evaluation for philanthropy lab
May 3	Grant awards ceremony
Research	Final essay due
Lab	Hold grants awards ceremony

WHAT RESOURCES DO WE HAVE?

YOU ARE NOT ALONE

COFFEE HOURS

Coffee hours are times we set aside to get to meet one-on-one or in small groups. We hope you'll take time to visit with us — over coffee or tea. We can talk about what brought you to Baylor, your major; what you are thinking about, getting out of class and readings; ideas you have to improve the course, and what's working well for you. Sometimes college students think "office hours" are only for students struggling or with other issues. By calling office hours "coffee hours," we hope to dispel this myth! This is a fun learning-enhancing opportunity.

Email us to set up coffee hour meetings.

FOSTER SUCCESS CENTER

Everyone in our class has the ability to meet the goals and objectives outlined. The Foster Success Center is here for you to help you exercise that ability. Those who use it regularly are among the most successful students at Baylor, so I highly encourage you to let them partner with you in your academic journey.

UNIVERSITY WRITING CENTER & LIBRARIANS

We can all get better as writers, even if we are very good. The University Writing Center can help you at any stage from brainstorming to editing. And our librarians can help you learn how to research using methods that will take your writing to the next level (this includes you, grad students!). The library has even compiled a Philosophy resource guide for us!

FIRST IN LINE

If your parents did not complete a 4-year college degree, I encourage you to take advantage of the First in Line program! It's here to support you as a pioneer the college experience (firstinline@baylor.edu).

OALA

If you need academic accommodations related to having different ability/disability, please let me know as soon as the semester starts and get signed up with the Office of Access and Learning Accommodation. They'll help walk you through documentation and information.

PSYCHOLOGICAL RESOURCES

If you need emotional or psychological support, the Baylor Counseling Center is here for you at 254-710-2467. In crisis or emergency, you can reach out to our wonderful Chaplain (who was my chaplain when I was a student!) At 254-710-3517.

TITLE IX AND EQUITY

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age over 40, citizenship, genetic information or the refusal to submit to genetic test, past, current, or prospective service in the uniformed services, or any other protected characteristic under federal, Texas, or local law.

If you or someone you know would like help related to an experience involving sexual or gender based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit www.baylor.edu/titleix or call 254-710-8454 or email titleIX_Coordinator@baylor.edu .

If you or someone you know would like help related to an experience involving harassment excluding those listed above, or adverse action, based on protected characteristics, please visit www.baylor.edu/equity or call 254-710-7100 or email equity@baylor.edu .

The Office of Equity and Title IX understand the sensitive nature of these situations and can provide information about available on and off campus resources, such as counseling and psychological services, medical treatment, academic support, housing, advocacy, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options. You will not be required to share your experience.

If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police (254-710-2222) or Waco Police (911) immediately.

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential resources who do not have to report include those working in the Counseling Center, Health Center, and the University Chaplain.

LAND ACKNOWLEDGEMENT

We respectfully acknowledge that Baylor University in Waco and its original campus in Independence are on the land and territories originally occupied by Indigenous peoples including the Waco and Tawakoni of the Wichita and Affiliated Tribes, the Tonkawa, the Nʌmʌnʌ (Comanche), Karankawa, and Lipan Apache. These Indigenous peoples were dispossessed of and removed from their lands over centuries by European colonization and American expansionism. In recognition that these Native Nations are the original stewards of Baylor's campus locations, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

[*Research done by Baylor Theater Department, 2020](#)