

SYLLABUS
BUSN 489; Strategic Philanthropy
3 Credit Hours
Spring 2018

MEETING TIME AND LOCATION: MW 11:10-12:25

INSTRUCTOR INFORMATION: Kyle Gammenthaler

OFFICE HOURS: As needed. Please make an appointment by contacting me directly at kgammenthaler@mays.tamu.edu

COURSE DESCRIPTION: From the Ancient Greeks to Andrew Carnegie to Bill Gates, philanthropic leaders have taken on communities' social problems for many generations. Not until lately has this idea of philanthropy been formalized into a strategic approach to change the world. Foundations, both community based or corporate, serve as a model for making effective philanthropic decisions. The tenets and principles found in these organizational structures easily translate into the individual giver's decision making processes as well. Contrary to popular belief, philanthropy does not simply pertain to individuals and organizations with millions and billions of dollars. We each have time, talent, and treasure that can be used wisely in an effort to better our society. At the very core, effective use of these resources makes you and me a philanthropic leader.

Through the course of this semester each student will not only learn about strategic giving, but practice it. The Philanthropy Lab and the VanLoh Family have generously provided \$62,500 to our class so that we can distribute it to local nonprofit organizations. We will join classrooms across the country at Yale, Princeton, University of Texas, and Stanford as we engage in this innovative approach to giving. Students, operating as a foundation's board of directors, will determine the mission and objective of the funding based on students' values; the organization(s) to which funding will be allocated; the number of and size of the gift(s) that will be made; how the gift(s) will be awarded; and how the impact of the gift(s) will be evaluated and assessed.

To best accomplish this task, we will hear from multiple philanthropic leaders, engage in vibrant classroom discussions, and experience a unique process that is the first of its kind at Texas A&M. While much of the semester will operate in team settings, a primary goal for you as an individual, is to learn about how you can best respond to community needs as a philanthropic leader. Whether you have \$1, \$1,000,000, or 5 hours to volunteer on a Saturday afternoon, you will examine and further develop your own personal philanthropic autobiography. It is my hope that you leave this class with a comprehensive understanding of the intricacies of philanthropy and the nonprofit sector and a personal plan to engage this sector in the future.

LEARNING OUTCOMES:

This course allows the student to blend academic knowledge with practical experience by learning from required assignments, personal reflection and invited guest speakers. By the end of the course, the student can expect to:

1. Create and defend a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.
2. Describe the nature of philanthropy and how it operates in a community setting.
3. Explain the philanthropic process: establish goals, perform due diligence, write and evaluate proposals, participate in discussions that will persuade, debate merits, and reach collective funding decisions.

4. Compare how private foundations differ in organizational structure and business approach from traditional nonprofits and corporations.
5. Improve written and oral communication in the form of grantwriting and presentations.

REQUIRED TEXTS (purchase):

(SG) *Strategic Giving: The Art and Science of Philanthropy* by Peter Frumkin. ISBN – 978-0226266268
(IGG) *Insider's Guide to Grantmaking* by Joel Orosz. ISBN - 978-0787952389

OTHER TEXTS (don't purchase)

(MWS) *Money Well Spent* by Paul Brest and Hall Harvey
Various additional readings posted on eCampus

PREREQUISITES: Junior or senior classification or approval of instructor.

EXPECTATIONS:

- I. Expectations of the instructor
 - a. Organized class lessons that incorporate a variety of learning strategies.
 - b. Assignments and experiences designed to crystalize concepts/topics covered in class.
 - c. Availability inside and outside of the classroom.
 - d. Respect at all times.
- II. Expectations of the student
 - a. Be present mentally during the class period.
 - b. Assume the responsibility for your learning.
 - c. Timely completion of assignments and readings.
 - d. Willingness to share opinions with the class as a whole.
 - e. Consideration for other's opinions and beliefs.
 - f. Respect at all times.

ASSIGNMENTS:

- I. **Participation (Individual and Group):** Discussion is an integral component to your success in this course. All of your classmates, and myself, have much to learn from your own experiences. I expect you to be **present, prepared, engaged, and contributing to discussions** in either small group discussions, whole class discussions or both. You are expected and encouraged to engage the speaker in dialogue and ask questions. As always, please respect the opinions of any member of our classroom community.
- II. **Process Journal:** You are expected to keep a journal of your thoughts and experiences throughout the entire class. I want you to see how your mindset and approach to philanthropy changes as the semester progresses. Your entry could be in response to a reading from class, a change in mindset, a response to a difficult situation, or anything else that gives a glimpse into your experience. You are required to submit 10 total entries that span the entire semester. There is no specific length for each entry, but brevity and concise writing is appreciated.
 - a. **Your 8th journal entry should be an explanation for how you would make the funding decision if you had sole decision making power. You should also include thoughts on where you are willing to compromise in this process.**
 - b. **During the semester, I will ask for journal entries that we could use as blog posts to share our experience with the Mays Business School and Texas A&M community. Due April 30th (see course schedule for checkpoints)**

- III. **Philanthropic Autobiography:** Based on our class discussions, readings, and out of class experiences, please write a 500 word statement on how you plan to best use your time, talent and treasure. What are your philanthropic goals and how do you plan to enact them in your daily life? What drives and motivates you to be a philanthropist? ***Due April 30th***
- IV. **Group Grantmaking Process:** The group assignments make up the bulk of the coursework and will be explained in greater detail on eCampus and in class. However, there are 3 main components to this process.
- a. **Identification:** First, groups will form around particular interest groups related to various social issues. Your group will conduct initial research on 6 local nonprofits in your issue group. You are not required to have communication with the nonprofit but you will need to review online or print material that is relevant to the organization. Any communication would be in the context of “what the organization does” as opposed to what they would do with money. 1-2 page briefs are required for each of the nonprofits. ***Due Jan 31st***
 - b. **Due Diligence and Grantwriting:** Students will conduct their due diligence on 2 of the final 10 nonprofits. Through extensive research, interviews with CEO and/or key staff at the nonprofit, and site visits, the group will then write a grant proposal for their selected organizations. The nonprofit’s needs and desires will guide the writing of these proposals. Therefore, it is important to have clear dialogue with the nonprofit. More details and guidelines on this written document will be explained further in class. ***Due April 2nd***
 - c. **Presentations:** The third and final component of each group’s grantmaking process is to present both of the nonprofit organization proposals to their fellow board members/peers. These presentations are meant to convince your peers that this option deserves funding. Your group is expected to provide clear outcomes on what the money would achieve and any alternative funding options. Each group will give 2 separate presentations over the span of two weeks and will have time to engage in Q/A after each presentation. ***Due April 2nd, 4th, 9th, 11th***
- V. **Final Debate:** The course culminates in the students acting as a board of directors to debate and discuss how the funding should be distributed. This is a crucial component to the class and should be approached with the utmost responsibility by each student. As a class, you will come to a collective decision on where the money is distributed. Some of the presented organizations will receive funding, some may not, and others may receive a different amount than asked for. This is all perfectly acceptable as this is how decisions are made on a foundation level. As a class, you will narrow down your list of nonprofits and associated dollar amount(s) over the span of 2 class periods. Once the decision is made, notification will be sent to the awarded recipients and to those not awarded funding. The only rules are that at least 2 nonprofits should be chosen as recipients and every organization is not required to receive funding. These are tough decisions, but the material and classes leading up will prepare you for this experience. ***Due to the importance of these final two meetings, unexcused absences during this time will drop your final grade by one letter grade for each missed class. Due Apr 18th and Apr 23rd***
- VI. ****Philanthropy Fridays**** Occasionally, we will have class meetings on a Friday. Most often, these will be with guest speakers that you’ll want to learn from. You are expected to attend these sessions unless you have an excused absence. Right now, Feb 2nd is the only scheduled one. You can expect no more than 4 Fridays throughout the semester and you’ll be given advance notice of any that are scheduled.

GRADING POLICY:

| | | |
|-----------------------------|------------|-------------------------|
| Participation | 100 points | A: 895 points or higher |
| Process Journal | 200 points | B: 795-894 points |
| Philanthropic Autobiography | 100 points | C: 695-794 points |
| Grantmaking Process | 500 points | D: 595-694 points |
| Final Debate | 100 points | F: Below 595 points. |

1000 total points

eCampus

I use eCampus to post much of the relevant information for this course, including the important dates, reading assignments, and instructions for the paper assignments. Students are expected to submit their assignments and papers via the designated assignment drop boxes on eCampus.

LATE WORK POLICY

All assignments must be completed before the beginning of the class on which the assignment is due unless you have an excused absence as described under attendance policy.

My late policy is simple. You can turn one assignment in one day late without an excuse and you will receive a **maximum of half credit** for that assignment. Any further late assignments (that are not due to an excused absence) will be assigned a grade of zero. This policy stands for both individual and group work. We all benefit from each other when assignments are completed on time and thoroughly.

ACADEMIC INTEGRITY STATEMENT:

Aggie Honor Code

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit <http://aggiehonor.tamu.edu/>

ATTENDANCE POLICY

Students are expected to attend unless there is an unexcused absence. Excessive absences (both excused and unexcused) will be addressed on an individual basis with the professor. Please see below for more information regarding the make-up policy and Student Rule 7 (<http://student-rules.tamu.edu/rule07.htm>).

MAKE UP POLICY

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g.,

accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule07.htm>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- 1) Participation in an activity that is required for a class and appears on the university authorized activity list.
- 2) Death or major illness in a student's immediate family.
- 3) Illness of a dependent family member.
- 4) Participation in legal proceedings or administrative procedures that require a student's presence.
- 5) Religious holy day. NOTE: Prior notification is NOT required.
- 6) Illness that is too severe or contagious for the student to attend class.
 - a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - b) Injury or illness of less than three class days – student will provide following, within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu> or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
- 7) Required participation in military duties.
- 8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- 9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- 10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

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Americans with Disabilities Act (ADA) Policy Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, **currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.**

| Date | Topics | Process Journal Check |
|----------------|--|------------------------------|
| Week 1 | Introductions / Course Overview | |
| Week 2 | Philanthropic Context | |
| Week 3 | Philanthropic Leadership | Process Journal 1-2 |
| Week 4 | Strategic Philanthropy | |
| Week 5 | Foundation Operations | Process Journal 3-4 |
| Week 6 | Grantmaking Process | |
| Week 7 | Grantmaking Process | |
| Week 8 | Grant Making Process | Process Journal 5-6 |
| Week 9 | SPRING BREAK | |
| Week 10 | Personal Philanthropy | |
| Week 11 | Site Visits and CEO Interviews | |
| Week 12 | Board Presentations | Process Journal 7-8 |
| Week 13 | Board Presentations /Collective Decision Making | |

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| Week 14 | Final Funding Debate | |
| Week 15 | Final Funding Debate/ Measuring Success / Methods of Future Evaluation | |
| Week 16 | Course Reflection / Check Presentation | Process Journal 9-10 |

Detailed Class Schedule and Reading List

Week 1: Introduction to Course

- **January 15th** – NO CLASS – MLK Day
- **January 17th** – Class Introductions and Overview of Semester

Week 2: Philanthropic Context

- **January 22nd** – Overview of Nonprofit Organizations
 - o A Primer on Nonprofit Organizations (**eCampus**)
- **January 24th** – What is Philanthropy?
 - o Understanding Philanthropy pp. 1-61 (**eCampus**)
 - o We Make a Life By What We Give pp. 1-18
 - o Peter Singer, *What Should a Billionaire Give – And What Should You?*
(http://www.nytimes.com/2006/12/17/magazine/17charity.t.html?pagewanted=all&_r=1&)
 - o Oliver Zunz, *Christmas Seals and Mass Philanthropy*
<http://www.nytimes.com/2011/12/23/opinion/christmas-seals-and-mass-philanthropy.html>)

Week 3: Philanthropic Leadership

- **January 29th**– Historical and Current Philanthropic Landscape
 - o Andrew Carnegie, *Gospel of Wealth* (**eCampus**)
 - o Darren Walker, *Toward a New Gospel of Wealth* (**eCampus**)
 - o Philanthropy Hall of Fame Bios (Choose 3 from 19th and 20th century)
http://www.philanthropyroundtable.org/almanac/hall_of_fame/
 - o Carolin Preston, *Steve Jobs Found Much to Dislike About Philanthropy* (**eCampus**)
 - o Bill Gates Commencement Speech
(<http://news.harvard.edu/gazette/story/2007/06/remarks-of-bill-gates-harvard-commencement-2007/>) or (<https://www.youtube.com/watch?v=zPx5N6Lh3sw>)
- **January 31st** - Why Give?
 - o David Leonhardt, *What Makes People Give?*
(<http://www.nytimes.com/2008/03/09/magazine/09Psychology-t.html?pagewanted=all>)
 - o Understanding Philanthropy pp. 62-95 (**eCampus**)
 - o Motives and Ethics excerpt Chapter 8 *Giving Styles* - (SG)
- **February 2nd- Former Student Guest Panel**

Week 4: Strategic Philanthropy

- **February 5th** – Strategic Philanthropy
 - Chapter 4 *Idea of Strategic Giving* - (SG)
 - Chapter 1 *The Promise of Strategic Philanthropy* - (MWS)
- **February 7th** – Understanding the Challenges
 - SSIR, Failure of Philanthropy (eCampus)
 - Chapter 2 *Central Problems in Philanthropy: Effectiveness, Accountability, and Legitimacy* - (SG)
 - Watch Ted Pallota Ted Talk “The Way We Think About Charity is Dead Wrong”
[http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wron](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong)
[g](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wron)

Week 5: Foundation Operations

- **February 13th** – Role of the Foundation in American Society
 - (IGG), pp. 1-37
- **February 15th** – Grant Fundamentals
 - Chapter 5 *Grantmaking and Due Diligence* - (MWS)
 - Chapter 6 *Logic Models and: Theories of Change, Leverage, and Scale* (SG)
 - Logic Model Workbook (eCampus)

Week 6: Grantmaking Process

- **February 19th**– Taylor, TX Mock Grant Making Activity
 - Taylor, Texas Case Study and Applications (Google Share Drive)
 - (IGG), pp. 66-82
- **February 21st**- - Board Meeting to Discuss Wish Lists - Move from 25-->10
 - Briefing Booklet (Google Share Drive)

Week 7: Grantmaking Process

- **February 26th** – Due Diligence / Site Visit and Interview Etiquette
 - La Piana Consulting, *Due Diligence Done Well: A Guide for Grantmakers* (eCampus)
 - Bridgespan Article, CEO Interview (eCampus)
 - Bridgespan Article, Conducting Site Visit (eCampus)
 - (IGG), pp. 130-142
- **February 28th** - Grant Making - Understanding and Evaluating Leadership
 - TBD

Week 8: Grant Making Process

- **March 5th** – Grant Making - Understanding and Evaluating Strategy
 - TBD
- **March 7th** – Grant Making - Understanding and Evaluating Finances
 - Form 990 Tutorial (<https://learn.guidestar.org/help/tutorials#general>)

Week 9: SPRING BREAK

Week 10: Personal Philanthropy

- **March 19th** – Values, Giving Goal, Philanthropy Lab Materials
 - Tierney & Fleishman, “What Are My Values and Beliefs”, pp. 21-48 (**eCampus**)
- **March 21st** – Open Topic / Flex Day

Week 11: Site Visits

- **March 26th** - NO CLASS (use for site visits / I will be available in class for questions)
- **March 28th** - NO CLASS (use for site visits / I will be available in class for questions)

Week 12: Board Presentations

- **April 3rd** – Board Presentations (3 Groups)
- **April 5th** – Board Presentations (2 Groups)

Week 13: Board Presentations

- **April 9th** – Board Presentations (3 Groups)
- **April 11th**– Board Presentation (2 Groups) - Unanswered Questions

Week 14: Final Funding Decisions

- **April 16th**– Final Decision Prep
 - Briefing Booklet - (**Google Share Drive**)
- **April 18th**– Final Funding Decisions
 - Briefing Booklet - (**Google Share Drive**)

Week 15: Future Evaluation of Funding

- **April 23rd**– Final Funding Decisions
 - Briefing Booklet - (**Google Share Drive**)
- **April 25th**- Methods of Future Evaluation and Measuring Success
 - Chapter 10 *Measuring, Knowing, and Acting*, (**SG**)
 - Understanding Philanthropy, pp 96-130 (**eCampus**)

Week 16: Course Reflection and Check Presentation

- **April 30th** – Course Reflection
- **May 3rd**– **Check Presentation from 5:30-7:30**