

Philanthropy, Public Policy and Community Change

SOWK 714 001 (3.0 Credit Hours)

Prerequisites

Prior coursework in or working knowledge of nonprofit management, public policy, philanthropy or fundraising is preferred.

Course Description

Organized philanthropy has developed from a long history of charitable giving to address social needs and causes, particularly in the United States. From the early pioneers – Carnegie, Rockefeller, Sage – to the *philanthrocapitalists* of the 21st century – Bill & Melinda Gates, Warren Buffet, Bono – giving from individuals, foundations and corporations is increasingly vital to the sustainability of organizations.

In 2010, total charitable giving in the United States was approximately \$291 billion, which is 3.8% more than in 2009. Giving by more than 76,500 U.S. grantmaking foundations in 2010 was between \$41 and \$46 billion – less than two years earlier in 2008, but an increase over 2009. Most foundations assumed an upward trajectory would continue for their assets, and thus their grantmaking dollars, but the seismic shift in the economy in 2008-09 rocked the philanthropy world and everyone has been affected. Average declines in foundation assets approached a record 22% by end of 2008 resulting in foundations reducing their giving by 8.4%, close to \$4 billion, in 2009. The slow recovery experienced in 2010-11 continues to influence foundations, corporations and individuals to remain relatively flat during a time when the need for services has surged due to rising unemployment, the foreclosure crisis, a strained safety net, and a political environment that has slashed and stalled government funds.

This course will examine the role philanthropy plays in supporting social and community change efforts designed to inform, reform and/or enhance public policy. Patterns of giving, policy intervention strategies, structural issues, and programmatic opportunities and constraints will be illuminated. Course materials include policy analysis and contemporary American social change efforts, as well as research examining pertinent policies and practices governing the field of philanthropy.

Students will have opportunities to analyze proposals for funding, identify public policy and community change implications and opportunities, and recommend new strategies. Student discussion and independent research is a major class focus. The learning experience will be enriched by presentations from practitioners involved in public policy reform activities and by foundation representatives engaged in funding those efforts.

Course Objectives

Through class discussions, written assignments and a final exam (take-home), students are expected to demonstrate:

Knowledge

- Understanding of the major historical, philosophical, religious, economic and ideological issues shaping the field of philanthropy.
- Ability to conceptualize the importance and relevance of philanthropy, distinguish between various kinds of philanthropy and the interrelationships between philanthropy and community change.
- A basic understanding of the public policy process, and philanthropy's contribution and involvement in the formation of social policies.

Values

- A value commitment to philanthropy's responsibility to promote social and economic justice for people and groups in need.
- Development of an appreciation of the role of values, interests and ideology in shaping philanthropic policy responses.
- A commitment to the professional responsibility to be informed of social policy issues as they relate to philanthropy and community change.

Skills

- Ability to analyze social policy issues and the strategies nonprofits and policy-makers propose to address those issues.
- Ability to articulate strategies regarding how philanthropy can/should address social issues.
- Ability to analyze grant-seeking proposals, evaluation reports and financial statements.

Respect for Diversity

Teachers and learners in this class will model respect for all aspects of diversity in our class behaviors, and have an obligation to provide useful feedback to one another in this regard.

Special Accommodations

Any student needing a special accommodation in this course due to documented special needs or abilities is asked **to bring this need to the attention of the instructor at the beginning of the academic term** so that needs can be appropriately addressed.

Academic Honesty

Academic honesty is essential to a student's professional development, their ability to serve others, and to the University's mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in his or her name. Responsibilities of Academic Honesty are detailed in The Graduate Manual of Loyola University Chicago. This commitment ensures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements.

Required Readings

Required texts will be available from the bookstore. Assigned readings will be supplemented with journal articles, grantmaking reports and other news publications, which will be available free online (links provided), posted on Blackboard or distributed in class. Suggested readings are also listed though not required for class.

Required Textbooks:

1. **Frumkin, Peter, Strategic Giving: The Art and Science of Philanthropy**, Univ. of Chicago Press, 2006.
2. **Orosz, Joel J., The Insider's Guide to Grantmaking**. Jossey-Bass, 2002.

Suggested Books:

- Bremner, Robert H., *American Philanthropy*, (2nd Ed.) The Chicago History of American Civilization, 1988
- Fleishman, Joel L., *The Foundation: A Great American Secret, How Private Wealth is Changing the World*, Perseus Books Group, 2007
- Kingdon, John W., *Agendas, Alternatives, and Public Policies*, (2nd Ed.) Harper Collins College Pub., 1995
- Roelofs, Joan, *Foundations and Public Policy: Mask of Pluralism*, State University of New York, 2003

Laptop Usage in Class

The use of laptops during class is **allowed solely for note-taking**. Other usage including social media browsing, social networking, texting and emailing, will negatively affect a student's grade.

Evaluation and Basis for Grading

- Class attendance and participation: 20%
- 5 written assignments: 30%
- Mid-term paper: 20%
- Final exam: 30% (take-home, due May 6)

Extra Credit opportunities are available throughout the quarter upon request.

NOTE: Assignments will be due via email submission only. Pay attention to the due dates and times listed in the syllabus. Late submissions will have points deducted.

Grading Policy

In addition to written assignments, it is important to come to class prepared to discuss the assigned readings. Active, engaged, and respectful class discussion and participation is highly valued and will be included in determining a student's final course grade.

"A" level (above average) assignments will be completed and turned in on time. Assignments will reflect an understanding and analysis of the concepts covered in the readings and during class discussions, will include appropriate citations and will have minimal grammatical, spelling and punctuation errors. Analyses and, where requested, recommendations will reflect original thought and clarity and provide justification or support for all general assertions. Assignments will follow directions specified and will include critical analysis and creative and/or unusual perspectives.

"B" level (at or meets expectation) assignments fall short of an A grade usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation or spelling, or it has some awkward phrases, but in neither case enough to impede the reading of the paper. Its development is

consistent, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements. **“C” level (below expectations) assignments** address the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper provides some support for assertions, but not enough to give the impression of thoroughness. The tone and voice of a C paper usually lack a sense of individuality of author or sense of authority, often has an anonymous quality to it, restating standard opinion or assertions, or at worse simply restating class readings without going into significant depth. **“D” grades** occur when students submit incomplete assignments or vague responses, or do not follow or disregard directions/requirements. **“F” grades** are given to students who fail to turn in assignments or turn in assignments that show basic incomprehension of the assigned topics and insufficient effort to overcome these problems.

WEEK 1 INTRODUCTION AND OVERVIEW

Ideas:

- Introductions and review course description and calendar
- Milestones in Philanthropy
- The State of Philanthropy: 2010 Year in Review, 2011 Considered, 2012 Outlook

Required Reading:

- Orosz, Joel J. *The Insider’s Guide to Grantmaking*, Jossey-Bass, 2002. **Prologue & Chapter 1**
- “Highlights of Foundation Giving Trends,” The Foundation Center.
http://foundationcenter.org/gainknowledge/research/pdf/fy2011_highlights.pdf (to be posted)
- Giving USA 2011, Annual Report on Philanthropy for the Year 2010, Executive summary.
www.givingusareports.org (to be posted)

In-class discussion and activities:

- If you had to invest \$100 million in the social sector, to whom would you give and how?
- Who do you currently give to? How do you make those decisions?
- Select partner, foundation and group # for assignment.

Assignments for Week 2:

- * **Introductory Info** - one paragraph bio, resumé, three personal objectives for the class, and rationale for giving \$100 million to the social sector **due via email by Tues. Jan. 24 at 9:00 a.m.**
- * **Foundation X** – What do they do and why? Pre-approved foundations, to be chosen in class, **which you will report on in 5-minute presentations over three weeks and hand in a 2-page description.**

WEEK 2 (January 24) GROWTH AND STRUCTURE OF THE FIELD, PART 1

Ideas: Although the history of philanthropy is rooted in the ancient world, many see it as an American 20th century phenomenon having undergone significant shifts in the *to whom? to what? and why?* of how philanthropic resources are given and used. The creation of foundations is seen as a peculiarly American and paradoxical institution. Foundations have had significant impact in creating social innovation and transformative social change, but also are perceived as cloaked in secrecy, lacking accountability and transparency in their operations, processes and decision-making.

Required Reading:

- Frumkin, Peter, Strategic Giving: The Art and Science of Philanthropy, University of Chicago Press, 2006, **Introduction, Chapters 1-3**

Suggested Reading:

- Smith, James Allen, "Foundations & Public Policymaking: A Historical Perspective," May 2002, Center on Philanthropy & Public Policy, University of Southern California.

In-class discussion and activities:

- What are the key milestones in the history of philanthropy and how did they change society? How have foundations changed, willingly and not? And how does the past inform the future of giving?
- Foundation X Group 1** will present their research in a five-minute maximum presentation and submit a two-page memo.

WEEK 3 GROWTH AND STRUCTURE OF THE FIELD, PART 2

Ideas: Philanthropy translates the private desires of donors into public action aimed at meeting needs. It has both public and private functions, enabling communities to solve problems and allowing individuals to express and enact their values. What makes philanthropy at once exciting and perplexing is the strange and at times jarring interaction of public needs and private choices that giving promotes.
-Frumkin, (p. 21).

Required Reading:

- Frumkin, Peter, Strategic Giving: The Art and Science of Philanthropy, University of Chicago Press, 2006, **Chapters 4-5**
- Porter, Michael E. and Mark Kramer, "Philanthropy's New Agenda: Creating Value." Harvard Business Review Nov/Dec. 1999 **(to be posted)**
- Joel L. Fleishman, The Foundation, A Great American Secret: How Private Wealth Is Changing The World, Cambridge, MA., Perseus Books Group, 2007, **Chapter 14 (to be posted)**

In-class discussion and activities:

- Why do people give? To receive a tax deduction? Is there a difference between charity and philanthropy? Exactly what is a foundation and does it have a dual character since they are endowed privately and chartered publicly? How does philanthropy add value to society and the public policy agenda?
- Glossary of Terms - **To be handed out in class**
- Foundation X Group 2** will present their research in a five-minute maximum presentation and submit a two-page memo.

Assignment for Week 4:

*Memo: Mayor Emanuel's "Innovation Fund" (750-word maximum, single-spaced, 11pt. type) **due via email by Tues. Feb. 7 at 9:00 a.m.**

WEEK 4 LEGISLATIVE AND REGULATORY ISSUES

Guest speakers – Laurel O'Sullivan, Vice-President, Public Policy and Delia Coleman, Public Policy Manager, Communications & Outreach at the Donors Forum of Illinois

Ideas: How have key historical and current legislative reforms impacted the role foundations play in the formulation and implementation of public policy? What can and can't foundations do? Who can lobby, under what circumstances and what role do foundations play in the lobbying equation? Is one foundation's lobbying efforts another foundation's advocacy work? This week we will be joined by guest speakers who will discuss current legislative and regulatory issues affecting nonprofits and foundations. How do they help or hinder philanthropy in fulfilling its mandate to benefit the public good?

Required Reading (all to be posted):

- Freeman, David F. and the Council on Foundations, *The Handbook on Private Foundations*, (3rd.) The Foundation Center. 2005. (Chapter 1, Appendix Section one – Legal Issues, including Notes and Annotated Bibliography, and Chapter 7).
- “Worry Free Lobbying for Nonprofits,” Alliance for Justice, 2002.
- The Sarbanes-Oxley Act and Implications for Nonprofit Organizations
- Billitteri, Thomas J. “Linking Payout and Mission.” Nonprofit Sector Research Fund/Working Paper Series. The Aspen Institute, September 2007.

In-class discussion and activities:

- What are the implications of 1969 tax changes and the Sarbanes-Oxley Act? Is a 5% payout rule too little, too much for foundations to give away? Should a foundation sunset or exist in perpetuity?
- Sunset vs. Perpetuity group conversations – which is the better strategy?

WEEK 5 THE PUBLIC POLICY PROCESS

Ideas: *Greater than the tread of mighty armies is an idea whose time has come. – Victor Hugo*
Many foundations simply disdain political processes. The powerful reaction during the last quarter of the 20th century against the perceived excesses of “big government” affected foundations just as it did the grassroots voter. If one believes that “government is the problem”...then spending time and resources on public policy seems to be a waste of both. - Orosz, pg. 212

Required Reading:

- Ferris, James M., “Foundations and Public Policymaking: A Conceptual Framework,” May 2002, Center on Philanthropy & Public Policy, University of Southern California. **(to be posted)**
- Reich, R. (2005). A failure of philanthropy. *Stanford Social Innovation Review*, 3(4), http://www.ssireview.org/articles/entry/a_failure_of_philanthropy
- Orosz, Joel J. *The Insider’s Guide to Grantmaking*, Jossey-Bass, 2002 **Ch. 13**

Suggested Reading: (To Be Posted)

- Kingdon, John W., *Agendas, Alternatives, and Public Policies*, (2nd Ed.) Harper Collins College Publishers, 1995 Chapters 1, 8 **(to be posted)**

In-class discussion and activities:

- How do ideas get “on the agenda” and what role do foundations play in setting the agenda? What makes a foundation choose one issue over another? When controversy invariably arises, do foundations choose to avoid it? Is it simply easier and less-contentious to fund direct services to combat hunger and homelessness or increase access to quality education and health care vs. addressing the root causes and policies that perpetuate poverty and discrimination?
- What are the advantages and disadvantages to a foundation carrying out its policy work by taking an ideological position vs. taking a neutral position? And what role do conservative vs. progressive foundations play in advancing social justice?

- Foundation X Group 3** will present their research in a five-minute maximum presentation and submit a two-page memo.

WEEK 6 PUBLIC POLICY, COMMUNITY ORGANIZING & ADVOCACY

Guest Speaker – Consuella Brown, Interim Executive Director, Woods Fund of Chicago

Ideas: Grantmakers who support community organizing and advocacy contend these strategies are effective at promoting civic engagement and long-term solutions to a community's problems. Yet many funders, concerned about the ability to measure impact and effectiveness, hesitate to fund community organizing, in particular, and can be apprehensive about supporting advocacy, viewing it as too political or controversial. Our guest will discuss how and why supporting community organizing and advocacy is a smart strategy for advancing public policy as well as a foundation's mission and vision.

Required Reading:

- "Funding Community Organizing: Social Change through Civic Participation," and "Advocacy Funding: The Philanthropy of Changing Minds." Developed by Grantcraft, www.grantcraft.org **(to be posted)**
- Rich, Andrew, "War of Ideas: Why Mainstream and Liberal Foundations and the Think Tanks They Support Are Losing in the War of Ideas in American Politics." *Stanford Social Innovation Review*. Spring 2005, pp. 18-25. **(to be posted)**
- Krehely, J., House, M., and Kernan, E., "Axis of Ideology: Conservative Foundations and Public Policy." (Executive Summary), 2004, National Committee for Responsive Philanthropy, www.ncrp.org

Assignment for Week 7:

- * **Diversity Grantmaking Project** - Assign groups, readings and facilitation activities.
- ***Mid-Term paper distributed – due via email by Fri. March 2 at 9:00pm.** -- The failure of philanthropy to address disparities in society (max. 12 pages, double-spaced, 11pt. type).

WEEK 7 ETHICAL ISSUES IN PHILANTHROPY/PUBLIC POLICY

Ideas: The issue of diversity in philanthropy has received increased scrutiny inside and outside the philanthropic sector and can be highly controversial depending on which foundation is analyzed. Since the 1990's, grant dollars targeting minority populations have hovered around 8% of the total tracked by the Foundation Center's annual grants sample. Women-led organizations get about 6%, Latino-led nonprofits get about 2% and gay and lesbian-led organizations get 1/10 of 1%. Is that enough? Who determines if and how a foundation addresses diversity and how funds should be used?

Required Reading:

- Social Justice Grantmaking II: Highlights, 2009. The Foundation Center. http://foundationcenter.org/gainknowledge/research/pdf/keyfacts_social_2010.pdf **(to be posted)**
- Eikenberry, Angela M. and Bearman, Jessica. "The Impact of Giving Together: Giving Circles' Influence on Members' Philanthropic and Civic Behaviors, Knowledge and Attitudes." May 2009. Forum of Regional Associations of Grantmakers, Center on Philanthropy at Indiana University & the University of Nebraska at Omaha. **(to be posted)**

In-class discussion and activities:

- What is social justice philanthropy? What role do foundations and donors play in ensuring widespread equity for all? Would more diversity and more dollars being given to any/all minority groups lead to true structural change? And is it more strategic to support populations or identity groups or issues?
- Diversity Grantmaking Project:** *In-class student group-led discussion of readings*

Group 1 – African-Americans & Philanthropy

- o Conley, Dalton, “The Racial Wealth Gap: Origins and Implications for Philanthropy in the African American Community,” pp. 530-540, *Nonprofit and Voluntary Sector Quarterly*, vol. 29, no 4.
- o Jackson, Rodney M., (ed.) *A Philanthropic Covenant with Black America*, 2009. John Wiley & Sons, Inc. **pp. 93-120**

Group 2 – Latinos & Philanthropy

- o Ramos, Henry A., “Latino Philanthropy: Expanding U.S. Models of Giving and Civic Participation.” Council on Foundations, 1999.
http://www.cof.org/files/Documents/Publications/Cultures_of_Caring/latino.pdf

Group 3 – LGBT Grantmaking

- o LGBTQ Grantmaking by U.S. Foundations, 2008.
<http://www.lgbtfunders.org/files/2008LGBTQGrantmakingFullReport.pdf>
- o LGBTQ Racial Equity Campaign.
<http://www.lgbtfunders.org/files/RacialEquityCampaignUpdate2008.pdf>

Group 4 – Asian/Pacific Islanders & Philanthropy

- o “Growing Opportunities: Will Funding Follow the Rise in Foundation Assets and Growth of AAPI Populations?” <http://www.aapip.org/images/stories/publications/research/doc/AAPIP-GOpps4WWW.pdf>
- o Jo Foo, Lora, “Asian American Women: Issues, Concerns, Responsive and Human Rights Advocacy” http://www.aapip.org/images/stories/publications/research/doc/AAWP_Executive_Summary.pdf

Group 5 – Women & Philanthropy

- o Making a Difference: New Wealth, Women & Philanthropy,
<http://www.wfnet.org/resource/report/making-a-difference-new-wealth-women-philanthropy>
- o “The Power and Impact of Women’s Funds: Women’s Solutions + Innovation + Leverage = Social Change.” 2010. Women’s Funding Network.
<http://www.womensfundingnetwork.org/resource/report/the-power-and-impact-of-womens-funds>

WEEKS 9 – 15 OVERVIEW

WEEK 8 SPRING BREAK – NO CLASS

During the second half of the semester we will, as best as possible, split class time into two sections. In the first part of class, we will take a closer look at different philanthropic models to explore the pros, cons, challenges and opportunities faced by independent, community, health and corporate foundations as well as the evolution of the social entrepreneur. Guest speakers will provide real-life dimension to the

intersection of public policy and philanthropy and to what Orosz describes as the human factor in grantmaking. In the second part of class, we will review and analyze proposals, grant reports and financial statements to unpack the nuts and bolts of translating what nonprofits say they do and why they need funding and determine how to evaluate their fiscal health.

WEEK 9 – INDEPENDENT FOUNDATIONS: INITIATIVES AND COLLABORATIVES

Guest Speakers – Suzanne Kerbow, Associate Director and Julie Adrianopoli, Program Officer, Lloyd A. Fry Foundation

Ideas: Orosz calls initiative-based grantmaking “a more sophisticated, higher-impact method of grantmaking than traditional cluster or passive grantmaking styles...that stays longer and funds stronger.” Is this true or is it just a way for foundations to be even more prescriptive with their funds? What makes a proposal an initiative and what makes one initiative work better than another? We will be joined by foundation staff members who helped develop two major initiatives, the Chicago Campaign to Expand Community Schools and the Chicago Arts Learning Initiative, who will discuss designing and implementing these efforts and collaborating with other funders.

Required Reading:

- George, Christine G. Case Study: “The Chicago Annenberg Challenge: The Messiness and Uncertainty of Systems Change.” (Loyola University, 2007) **(To Be Handed Out)**
- Orosz, Joel J. *The Insider’s Guide to Grantmaking*, Jossey-Bass, 2002. **Chapters 7-9, 11, 14-15**
- “Funding Collaboratives: Why and How Funders Work Together.” Developed by Grantcraft, www.grantcraft.org
- “Making Measures Work for You: Outcomes and Evaluation,” and “Mapping Change: Using a Theory of Change to Guide Planning and Evaluation,” Reports by Grantcraft, www.grantcraft.org
- “Is Grantmaking Getting Smarter? A National Study of Philanthropic Practice,” 2008, Grantmakers for Effective Organizations, www.geo.org

In-class discussion and activities:

- What lessons have been learned from the initiatives and collaborative discussed and how do participants experience what Orosz describes as *the human factor in grantmaking*?
- Evaluation – Is an Outcome by any Other Name Still an Outcome?

***Assignment for Week 10 -- due via email by Tues. March 20 at 9:00am.**

Annenberg Challenge case study questions (single-spaced 11pt. type)

*Bring your internship organization’s financial audit to class on Tues. March 20

WEEK 10 – PROPOSAL REVIEW AND FINANCIAL ANALYSIS

Ideas: What are the tools (skills, knowledge, and values) that program officers and other donors use to make grant recommendations? How can their processes advance nonprofits? How do audited financial statements tell a story about the infrastructure necessary for nonprofits to survive and thrive? What do they say about service delivery? And how can analyzing one help inform grant-making decisions?

Required Reading: Continued readings from Week 9 and

- “Personal Strategy: Mobilizing Yourself for Effective Grantmaking” Report by GrantCraft, www.grantcraft.org. **(to be posted)**

Financial definitions (to be handed out)

In-Class activity:

- BRING YOUR AUDITS – We'll use them for financial analysis exercises
- Analysis of ideas from the "Personal Strategy" reading.

WEEK 11 – COMMUNITY FOUNDATIONS: ACCOUNTABILITY & TRANSPARENCY

Guest speakers – Ngoan Le, Vice President of Program, Chicago Community Trust and Sylvia Sykes, Executive Director, Lake County Community Foundation

Ideas: Community foundations occupy a unique position among philanthropies. Created to serve the specific needs of a geographically-defined community, these foundations are public charities that are legally accountable to the communities they serve. Many of these communities are historically underserved by government and private foundations, often communities of color. They receive funding from multiple sources including private individuals, families, corporations, institutions, and even other foundations. Donors to community foundations enjoy greater tax benefits than do donors to private foundations. While community foundations are not legally accountable to their donors, most make an effort to at least be consistent with the "spirit" of their donors, and offer their donors the opportunities to be involved in the grant-making process. This need to balance community accountability and donor intent offers a unique challenge to community foundations.

Required Reading:

- Frumkin, Peter, *Strategic Giving: The Art and Science of Philanthropy*, University of Chicago Press, 2006, **Chapter 7-9**
- Frumkin, Peter, "Fidelity in Philanthropy: Two Challenges to Community Foundations." *Nonprofit Management and Leadership*, vol.8, no.1, Fall, 1997, pp. 65-75. **(to be posted)**
- Orosz, Joel J. *The Insider's Guide to Grantmaking*, Jossey-Bass, 2002. **Chapters 2-5**

In-class discussion and activities:

- What are the characteristics of community foundations that set them apart from private foundations? What are the tax benefits of donating to community foundations and other public charities? Do you think the added tax benefit is warranted? Why should and how can foundations be accountable to communities they serve? And how do community foundations, who must continuously raise funds to exist, balance fundraising and grantmaking efforts with the role of donor intent in an ever-changing society and economic climate?
- Continuation of financial and organizational review processes

WEEK 12 CORPORATE FOUNDATIONS/CORPORATE GIVING

Guest Speaker – Nicole Robinson, Director of Corporate Giving, Kraft Foods; alumnus of Loyola's Nonprofit & Philanthropy Sector Program

Ideas: Although corporate philanthropy represents the smallest percentage of charitable giving, it plays an increasingly strategic role in American philanthropy today. Is corporate philanthropy good social responsibility, good business sense or just a way to market the company in a "feel-good way?" With resources decreasing and needs increasing, is cause-related marketing a proactive or reactive means to address issues and causes? And what does the nonprofit partner stand to gain or lose in the transaction?

Required Reading: (all to be posted)

- Leslie Lenkowsky, "Foundations and Corporate Philanthropy," pp. 355-386 in Lester M. Salamon, editor, *The State of Nonprofit America* (Washington, D.C.: Brookings Institution Press, 2002).
- Galaskiewicz, Joseph & Sinclair Colman, Michelle, "Collaboration between Corporations and Nonprofit Organizations," pp.180-204 in Powell and Steinberg.
- Key Facts on Corporate Foundations. 2009. The Foundation Center.
http://foundationcenter.org/gainknowledge/research/pdf/keyfacts_corp_2009.pdf

In-class discussion and activities:

- **Proposal Review** – Identifying key elements of a well-written proposal.

Assignment for Week 13 -- due via email by Tues. April 10 at 9:00am.

Kraft Foods Health Policy Memo: Hunger vs. Obesity (5 page max., double-spaced, 11pt. type)

WEEK 13 – HEALTH CONVERSION FOUNDATIONS

Guest speakers – Ernest Vasseur, Executive Director, Healthcare Foundation of Northern Lake County and Jennifer Rosencrantz, Senior Program Officer, Michael Reese Health Trust

Ideas: Since 1973, conversions of traditional nonprofit hospitals and health organizations to for-profit entities have had a significant impact on the field of health philanthropy. Federal law requires that proceeds from the sale of assets of tax-exempt entities be directed towards charitable purposes, and in the past several decades nearly 200 new foundations, commonly referred to as "health conversion foundations" have been formed. While most of these foundations are dedicated to increasing access to health care for under-resourced individuals, many have adopted a broad definition of health and support with wider community purposes. As a result, these foundations have become a major source of funding not just for nonprofit health organizations, but for broader community-based organizations as well. Many of these foundations engage their communities in program planning and priority setting even though they are not legally required to do so.

Required Readings:

- Grantmakers in Health (www.gih.org) reports **(all to be posted)**:
 - "The Field of Health Philanthropy," 2007. http://www.gih.org/usr_doc/Knowledge_to_Action_-_Health_Philanthropy.pdf
 - "Connecting to Community and Building Accountability," 2007, **pp. 1-25**.
http://www.gih.org/usr_doc/October_2007.pdf
 - "Strategies for Shaping Public Policy: A Guide for Health Funders," 2000.
http://www.gih.org/usr_doc/53198.pdf

Suggested Reading:

- "Conservative Philanthropy and Health Policy: Lessons for Reframing the Right," Greenlining Institute

In-class discussion and activities:

- Where do health funders fall on the independent to community foundation spectrum? Are these funders just filling gaps left by shrinking government services or are they ensuring our public health system remains the first line of defense against numerous health threats, from disease to natural disasters and from environmental stressors to everyday stress? And what defines a health issue?

- Showing of Unnatural Causes documentary from PBS
- Review process continued

WEEK 14 SOCIAL VENTURE/ENTREPRENEURSHIP PHILANTHROPY

Ideas: A new philanthropy has emerged in the 21st century with dynamic names – venture philanthropy, social venture philanthropy, social entrepreneurship and philanthrocapitalism – and ambitious dreams fueled by the largess of Buffet, Gates, Omidyar, Bono, etc. Characterized by a willingness to experiment and try new approaches, high donor involvement, multi-year funding, investment in human capital, intellectual- and capacity-building, and general operating vs. programmatic support, some say it’s just an old model with a fresh coat of paint.

Required Reading

- Frumkin, Peter, “Inside Venture Philanthropy.” Society May/June 2003. **pp. 7-15. (to be posted)**
- Martin, Roger L. & Osberg, Sally. (2007). “Social Entrepreneurship: The Case for Definition.” Stanford Social Innovation Review, 5(2), pp. **28-39.** www.ssireview.com **(to be posted)**

Suggested Reading:

- Bishop, Matthew & Green, Michael, “Philanthrocapitalism,” (Bloomsbury Press, 2008), **Ch. 1, 3, 4, 11 (To Be Distributed in Class)**

In-class discussion and activities:

- What is “venture philanthropy?” What is “social entrepreneurship?” How does they differ from traditional philanthropy? How will this generation of high-tech, high-finance professionals change the field?
- On both a smaller and potentially larger scale, how will the on-line revolution of social media – Facebook, Twitter and beyond – impact the purpose and power of philanthropy?

Ideas: From “Checkbook” philanthropy to the “New” philanthropy - what is the future of giving in the

WEEK 15 THE FUTURE OF PHILANTHROPY

United States? How will the economic downturn re-engineer what and how donors give away their money? Are donor circles and donor-advised funds the new foundation or will the philanthrocapitalists lead the way? Will issues of race, class, gender, sexual orientation and ability ensure equitable distribution of philanthropic resources or will it be a matter of which issues and community values matter most, regardless of the population served? What have we learned and how can you apply the knowledge gained and skills learned in class to the real world of paid and volunteer work? During this final session we will reflect on what we learned in the class and what else there might be to explore.

Required Reading: Continue week 14 readings plus

- Orosz, Joel J. The Insider’s Guide to Grantmaking, (Jossey-Bass, 2002) – **Epilogue**

Lastly, your feedback of all we have covered will be requested and appreciated.

USEFUL RESOURCES FOR NONPROFITS & PHILANTHROPY ACADEMIC RESEARCH CENTERS

1. Center on Philanthropy & Public Policy, University of Southern California (usc.edu/schools/sppd/philanthropy)
2. Case Western Reserve University – Mandel Center (cwru.edu/mandelcenter)
3. Harvard University – Hauser Center (ksg.harvard.edu/hauser)
4. Indiana University – Center on Philanthropy (philanthropy.iupu.edu)
5. Johns Hopkins University – Center for Civil Society Studies (jhu.edu/~ccss)
6. University of Texas – RGK Center for Philanthropy and Community Service (rgkcenter.utexas.edu)

INDEPENDENT RESEARCH CENTERS

1. Association for Research on Nonprofit Organizations and Voluntary Action (arnova.org)
2. Center for Effective Philanthropy (effectivephilanthropy.com)
3. Foundation Center (fdncenter.org)
4. Independent Sector (independentsector.org)
5. Urban Institute – Center on Nonprofits and Philanthropy (urban.org/center/cnp/index.cfm)

ON-LINE RESOURCES

1. Alliance for Justice: www.allianceforjustice.org
2. Aspen Institute: www.aspeninstitute.org/policy-work/nonprofit-philanthropy
3. Center for Community Change: www.communitychange.org
4. Chronicle of Philanthropy www.philanthropy.com
5. Council on Foundations: www.cof.org
6. Donors Forum of Illinois: www.donorsforum.org
7. Foundation Center: www.fdncenter.org
8. Independent Sector: www.independentsector.org
9. Internal Revenue Service: www.irs.gov
10. National Committee for Responsive Philanthropy: www.ncrp.org
11. PolicyLink: www.policylink.org
12. United Way: www.unitedway.org
13. Urban Institute: www.urbaninstitute.org

PERIODICALS/JOURNALS

The Chronicle of Philanthropy. Washington, DC: The Chronicle of Philanthropy. (Published biweekly). The latest issues in philanthropic activity from case histories and people in the profession to statistical data on major contributions are covered in this newspaper. Sections can include fundraising, giving, foundations, corporations, marketing, management, volunteering, grants, international fundraising activities, and many other areas of philanthropy. Job opportunities are listed in the last section. (www.philanthropy.com)

Corporate Philanthropy Report. Gaithersburg, MD: Aspen Publishers, Inc. Provides an understanding of corporate trends in giving and has feature articles about corporate giving.

New Directions for Philanthropic Fundraising. San Francisco, CA: Jossey-Bass, Inc., (published quarterly). In each quarterly paperback, authors address themes related to fundraising management and technique, always keeping in mind the values of voluntarism and public benefit that

characterizes philanthropic organizations. The journal is sponsored by the Indiana University Center on Philanthropy and the Association of Fundraising Professionals (AFP).

The Nonprofit Quarterly. Boston, MA: Third Sector New England. (Published quarterly). This publication strives to provide nonprofit leaders a forum to exchange innovative ideas and informational resources. (<http://www.nonprofitquarterly.org/>)

Nonprofit and Voluntary Sector Quarterly (NSVQ). Thousand Oaks, CA: Sage Publications, Inc. (Published quarterly). The journal of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), this is an international, interdisciplinary publication that reports on research and programs related to voluntarism, citizen participation, philanthropy, and nonprofit organizations. (<http://nvs.sagepub.com/>)

Philanthropy. Washington, DC: Philanthropy Roundtable (six issues are published yearly). Informative coverage of issues facing the field; discusses current issues in philanthropy. (<http://www.philanthropyroundtable.org/>)

Philanthropy Matters. Indianapolis, IN: The Center on Philanthropy at Indiana University. A publication of the Center on Philanthropy that includes news and reports on research as well as articles of interest to nonprofit sector personnel and academicians. (<http://www.philanthropy.iupui.edu/Research/PhilanthropyMatters/>)

Philanthropy News Digest. New York, NY: The Foundation Center (published weekly). News Digest with feature articles, columns and departmental news produced by the leading source of foundation information. (<http://foundationcenter.org/pnd/>)

Stanford Social Innovation Review. Stanford, CA: Stanford GSB (published quarterly). Strategies, tools and ideas for nonprofit organizations, foundations and socially responsible businesses. (<http://www.ssireview.org/>)