



Created by Laura Arrillaga-Andreesen

GSBGEN 580 / EDUC 377I

IMPACT: Philanthropic Institutions and Justice

Course Syllabus (Last Updated 09/08/2021)

Sept. 20–Oct. 7, 2021 M / Th – 3:10PM to 6:10PM

2 units

“Charity is a social palliative. Philanthropy is a social corrective. Justice is a social action. Charity is about helping people survive. Philanthropy is about helping people thrive. Justice is about helping people strive.”

— Laura Arrillaga-Andreesen

“I am hopeful that we can—and will—realize the urgency of now. I am hopeful because I see every day that we, together, are ready and eager and impatient to lead the way toward a more righteous world defined by its commitment to justice and fairness.”

— Darren Walker

“If you see something that is not right, not fair, not just, you have a moral obligation to do something about it.”

— Congressman John Lewis

“There is no question that you have to dedicate yourself to fighting for justice on some level or another. That the measure of you is so much bigger than you; it’s the impact you have, it’s what you do in service to others... it is not about charity and benevolence, it’s about your duty.”

— Vice President Kamala Harris

*“Vision without action is merely a dream.
Action without vision is merely passing time.
But vision and action together can change the world.”*

— Sudha Murty

Instructor: Laura Arrillaga-Andreesen
Guest Co-Instructor (Week 3): Darren Walker

Contact Information:

Hillary Do, Mackenzie Findlay, Alex Salton

Course Assistants

gsbgen580@gmail.com

Jeannine Williams

Faculty Assistant

jeannine@stanford.edu

There is a reading assignment for the first session. Please read through the entire syllabus and complete the assigned readings for Session 1 by Monday, September 20th.

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COURSE OVERVIEW

Many of today's philanthropic institutions operate with unprecedented innovation and influence and lead in a way that rapidly adapts to society's ever-evolving needs, issues and crises. This course will look at the different types of philanthropic institutions (including foundations, LLCs and corporate philanthropy) that are driving this innovation and the diverse models that shape their operations and grantmaking. Students will explore how to create a philanthropic strategy, investment criteria, social change goals, short-, intermediate- and long-term indicators of success as well as how each of these factors integrate to drive a unique grantmaking process. Students will drill down into the best practices of grantee-centric philanthropy in addition to how to comprehensively assess nonprofits, evaluate grant proposals and make strategic funding recommendations. Guest speakers will include globally renowned and new generation philanthropic leaders implementing the most innovative and impactful approaches across issue areas including climate change, movement building, policy change, voting rights, the arts and education—all through the lens of justice. Students will engage in skill-building assignments including informal assessments of local nonprofits and a formal, written assignment that entails analyzing actual grant proposals and presenting a hypothetical funding recommendation. This course will foster ample opportunity for student discussion, debate and inquiry.

COURSE PERSPECTIVE

We live in a world in which society's most intransigent problems transcend geographic boundaries, creating far-reaching social, economic, political as well as cultural inequities and divisiveness from

which no one is completely immune. Racial injustice, the increasing fractures and lack of equal access to essential systems and rights, such as education, healthcare, environmental protection, voting access and safety net services, require beneficiary-centric solutions leveraging innovative approaches, evidence-based service provision, grassroots advocacy and policy change. And the pursuit of values, including equality, access and opportunity, mandate the most sophisticated level of philanthropic strategy, implementation and engagement. Philanthropy's allocation of \$471 billion in 2020¹, while massive at first glance, represents only a fraction of the resources required to create measurable change within any one social ecosystem or issue area. How we invest every resource, therefore, matters more than can be quantified and requires exceptional research, empathy and acumen. Philanthropy—in whatever form or size it takes—is a moral imperative and privilege, as well as one of life's greatest opportunities and joys. Philanthropy expresses values, beliefs, interests and passions and drives the spectacular pluralism that helps make our country beautiful.

Institutional philanthropy requires the same tools as business—a market-based approach, design thinking and innovation—to create measurable social change. Individual philanthropists who create philanthropic institutions and the professionals who help steward those resources must embrace best practices from business. These practices include, but are not limited to, creating a strategy and implementation plan, engaging in due diligence, evaluating what works and what does not, developing indicators for success and iterating on products and processes. Those of us who work in philanthropy must also shatter our knowledge silos and share what we learn with the larger social capital market infrastructure.

We live in a world where increasingly complex, iniquitous and pressing social needs demand urgent and intentional action from all sectors. IMPACT: Philanthropic Institutions and Justice will equip you with an overview of the current institutional philanthropic landscape, as well as develop core skills to prepare you for effective participation or a career in the philanthropic field.

COURSE OBJECTIVES

LANDSCAPE & LEADERSHIP: Students will be exposed to diverse perspectives within the current philanthropic landscape, trends and emerging models, and the critical issues therein. *Students will learn directly from globally renowned philanthropists, foundation CEOs/grantmakers and corporate philanthropy leaders.*

STRATEGY & ASSESSMENT: Students will delve deep into philanthropic strategy creation and implementation. *Skill development and application will include nonprofit assessment and evaluating grant proposals.*

PHILANTHROPY'S ROLE IN SOCIETY: Students will consider philanthropy's role, power and influence in the United States, and discuss the relationship between philanthropy, business and government.

JUSTICE & INCLUSIVITY: Students will explore systematic fractures, failures and inequality through a lens rooted in impact, justice and inclusivity and the role of philanthropy therein.

¹ GivingUSA, "Giving USA 2021: The Annual Report on Philanthropy for the Year 2020," Giving USA Foundation, July 2021.

COURSE THEMES

Innovation: Continuously seek out and create new strategies, activities and tactics to adaptively create measurable social change; renew, iterate and improve organizations and programs that already exist; apply new thinking to existing problems, processes and systems; and inspire and influence new behaviors that can maximize philanthropic impact.

Market-Based Approach: Uncover and meet social change needs to increase the effectiveness, efficiency and impact of both philanthropic organizations and their nonprofit partners.

Design-Thinking Strategies: Place nonprofit and beneficiary needs and their unique contexts at the center of philanthropic investments—a human-centered approach.

Knowledge: Create, aggregate and disseminate intellectual and experiential capital to build the knowledge, efficiency and effectiveness of the philanthropic sector.

Accessible Leadership: Leadership becomes meaningful when you use your unique resources to invest in and support the leadership of others, especially individuals from historically underrepresented groups—including women. Just as accountability is completely self-imposed in philanthropy, the onus is on each individual to manifest their values in their professional decisions—especially when making choices about to whom we give opportunities and for whom we advocate.

GRADES

The course grade is comprised of the following three components:

20% NPO Assessment Short Written Assignment

45% Final Individual Assignment—Grant Proposal Assessment and Recommendation

35% Class Participation

In-Class Participation: *90% (31.5% of final grade)*

Feedback Surveys: *10% (3.5% of final grade)*

GSB students must enroll in GSBGEN 580. All other Stanford University students must enroll in EDUC 377I. Final course grades are curved within the course students are enrolled in (i.e. for final grades—*not* assignment or class participation grades—GSB students will be graded only against other GSB students and non-GSB students will be graded only against other non-GSB students).

Late assignments will NOT be accepted, due to the fact that students will be discussing assignments in depth as a class. If confronted with a serious personal emergency/situation, students must notify a course assistant 72 hours prior to the assignment due date to create a reasonable, alternative plan. The instructor must approve any extended due date.

Grading is anonymous. To prevent any conscious or unconscious bias in the grading process, assignments will be graded/reviewed anonymously. **Students will submit assignments and weekly feedback surveys with their student ID number only (and *not* their name).**

CLASS PARTICIPATION

Complete all required readings. Every student will be expected to complete *all* required readings for every session, including required viewing/listening, as well as thoroughly prepare answers to the “Key Questions to Prepare,” listed in the syllabus. It is essential for students to complete assigned exercises **before** the assigned sessions to be prepared for any individual work, group-work and discussions in class. In addition to the required readings, the instructor has assembled a vast portfolio of optional readings available on Canvas. *Please note that optional readings are **not** required.*

Prepare for guest speakers. Every session will include a presentation from at least one guest speaker. Every student must review the biography for each guest speaker and prepare at least two thoughtful questions related to the class topic.

Participation grades will be based both on quality and consistency. High quality comments will advance class discussion and support the learning of the entire class. They will also reflect nuanced understanding and analysis of course readings and materials. Respectful disagreement and debate is encouraged for all topics. Asking uninformed questions of the instructor/speakers or giving under-researched or redundant answers will count negatively towards students' participation grade.

Attendance is mandatory. Students must attend all classes. Students are required to arrive on time and stay until class is dismissed. Missing a class without written explanation/approval or OAE accommodation will adversely affect students' class participation grades; final class participation grades will be reduced by 10% for each session missed without such prior approval. Students who miss two or more sessions will not pass the class, resulting in a “U” grade for GSB students and an “NC” grade for non-GSB students. An unexcused absence may be mitigated by sending a member of the teaching team a 3-page paper (single-spaced, 12-point and Times New Roman font) on a subject of the instructor's choosing related to the session they missed. Papers will be due at the beginning of class within three days of the missed session. Contact a member of the teaching team for further directions.

Assignment for an excused missed class is required. Students can miss a maximum of one class if they provide the teaching team with a written explanation and receive approval at least 24 hours in advance, and send the course assistants a 1-page summary (single-spaced, 12-point and Times New Roman font) on the assigned readings, due at the beginning of class one week after the absence. Students must let a course assistant know in advance if they will need to miss class for any reason. Excused absences would include family or personal crises, medical emergencies or family deaths. There will be no penalty on the student's final participation grade if they follow these steps. Exceptions can be made for emergencies, as determined by the instructor.

Instructor office hours are optional. During the three-week class, the instructor will hold two optional Zoom lunches on Wednesdays. Students wishing to attend must sign up at least 24 hours in advance. Students will receive extra credit for attending one Zoom lunch. Students wishing to attend

both Zoom lunches may attend if the second lunch is not full, but will not receive additional extra credit. Signups are posted on Canvas under “Assignments.” **Due to the class size and in fairness to all, individual appointments with the instructor(s) will not be possible.**

Weekly feedback surveys are mandatory. At the end of class on Thursdays, a brief weekly feedback survey will be posted under “Assignments” on Canvas. Students will also be sent the feedback survey over email. Students will be required to fill out the weekly five-minute survey by Fridays at noon. The feedback surveys account for 3.5 percent of each student’s final grade.

ASSIGNMENTS

Nonprofit Assessments Short Written Assignment

OBJECTIVE: Students will research and assess two local nonprofits—[Puente de la Costa Sur](#) and [Fresh Lifelines for Youth](#).

DESCRIPTION AND DUE DATE:

- **Before Monday, September 27th** - Submit an informal assessment of each nonprofit via Canvas. This will account for 20% of students’ final grades.
- **On Monday, September 27th** - Bring informal assessments to class. Students will come to class prepared to discuss their assessments and develop funding recommendations in groups.

REQUIREMENTS: Please see Canvas for assignment specifics.

Final Individual Assignment: Grant Proposal Assessment and Recommendation

OBJECTIVE: Students will assume the role of an SV2 partner-investor in a “classic” grant round. Students will review three SV2 grant applications, select two as finalists, compare and contrast those two in detail, recommend which one of those two nonprofits should receive a three-year general operating support grant from SV2, and justify their recommendation. *Please note that these are hypothetical recommendations—they will not result in actual funding.*

DUE DATE: Thursday, October 7 by 12:00 pm (PDT).

Late assignments will NOT be accepted, due to the fact that students will be discussing funding recommendations in depth as a class during Session 6.

REQUIREMENTS: Please see Canvas for assignment specifics and the grading rubric.

OFFICE HOURS: For questions about the assignment or if students would like feedback prior to or following submission, students should please email them to the teaching team at gsbgen580@gmail.com and/or attend scheduled office hours, posted on Canvas.

GENERAL EXPECTATIONS

Class conduct is critical. All students will be expected to abide by Class Zoom Norms for GG580 (required reading for Session 1). Cameras must be on at all times, microphone should be muted when not speaking, cell phones must be silenced and put away and actions that would be distracting on camera should be avoided. **Students will be expected to make sure their Zoom account shows their full name in every class.** Every student will be required to update their Zoom account so that it displays their First Name, Last Name, and, if comfortable, gender pronouns (e.g. she/her/hers).

Course assistant office hours are by appointment only. Please contact the course assistants at gsgen580@gmail.com to schedule office hours with the teaching team. Please check Canvas for more information.

Reference the Canvas site. The most recent version of the syllabus can be found on Canvas, along with all course readings, handouts, Giving 2.0™ Guides, slides and assignments.

Honor Code must be maintained.

LAND ACKNOWLEDGEMENT

Before we begin this course, we take a moment to recognize that Stanford sits on the territory of Huichin, the ancestral and unceded land of the Muwekma Ohlone Tribe, who are the successors of the historic and sovereign Verona Band of Alameda County. This land was and continues to be of great importance to the Ohlone people. We recognize that every member of the community has benefitted, and continues to benefit from the use and occupation of this land. Consistent with our values of community and inclusion, we have a responsibility to acknowledge and make visible the University's relationship to Native people.

ACCESS AND ACCOMMODATIONS

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu.

If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

COURSE SCHEDULE

SESSION 1: Institutional Philanthropic Landscape and Giving Models

MONDAY, SEPTEMBER 20

Guest Speaker: Hal Harvey, CEO of Energy Innovation

Required Reading—Canvas:

- Course Syllabus.
- Class Zoom Norms for GG580, 4pp.
- Biography of Laura Arrillaga-Andreessen, 1p.
- Biography of Guest Speaker: Hal Harvey, 1p.
- Biographies of Course Assistants, 2pp.
- Laura Arrillaga-Andreessen, "Letter to My Students," 2021, 5 pp.
- 2020 Key Giving Statistics and Trends in the United States, 2021, 4pp.
- Council on Foundations, "Glossary of Philanthropy Terms," 2021.
- Micahel Porter and Mark Kramer, "Philanthropy's New Agenda: Creating Value," *Harvard Business Review*, November–December, 1999.

Required Reading—Accessible Online:

- Laura Arrillaga-Andreessen Foundation (LAAF) website: www.laaf.org.

Required Viewing/Listening—Canvas:

- Video: "3 Interconnected Principles," Laura Arrillaga-Andreessen, 2020, 6:26.

Key Questions to Prepare:

- Who are the public and private stakeholders to whom foundations should be held accountable and why? Please consider for each specific stakeholder.
- What role and responsibility, if any, should foundations have in reducing inequality?
- What role does philanthropy play in society?
- What does an effective philanthropic strategy entail?

SESSION 2: The Grant-making Process and Trust-Based Philanthropy

THURSDAY, SEPTEMBER 23

Guest Speakers: Crystal Hayling, Executive Director of The Libra Foundation and Ashley Clark, Knowledge and Grants Manager of The Libra Foundation

Required Reading—Canvas:

- Biography of Guest Speakers: Crystal Hayling, Ashley Clark, 2pp.
- "Trust-Based Philanthropy: An Approach," Trust-Based Philanthropy Network, 2021, 4pp.
- Laura Arrillaga-Andreessen, "Giving 2.0™ Guide: Philanthropic Giving Models," laaf.org, 2021, 5pp.
- Laura Arrillaga-Andreessen, "Giving 2.0™ Guide: Defining Criteria for Your Giving Decisions," laaf.org, 2021, 5pp.
- Laura Arrillaga-Andreessen, "Altman Foundation," Stanford Graduate School of Business, 2007, 16pp. **This case study is assigned solely to provide an example of one foundation's grantmaking process, but note that the assignment questions will not be discussed in class.**

- Paul Brest and Hal Harvey, "Chapter 8: Inviting Proposals and Conducting Due Diligence" (pp. 129-147), in *Money Well Spent: A Strategic Plan for Smart Philanthropy*, Stanford University Press, 2018, 19pp.

Required Reading—Accessible Online:

- The Libra Foundation website: www.thelibrafoundation.org/.

Key Questions to Prepare:

- Should philanthropy be purely an expression of individual values, interests and beliefs? Or should it have some obligation to serve the most vulnerable and/or address systemic inequality?
- What specific challenges might impede grantors and grantees effectively engaging in a mutually accountable relationship? In your opinion, what are relevant considerations and appropriate boundaries for donor influence and evaluation requirements?
- How are the key components of foundation grantmaking informed by philanthropic strategy?

SESSION 3: Assessing Nonprofits and Policy and Systems Change

MONDAY, SEPTEMBER 27

Guest Speaker: Laura Muñoz Arnold, Co-Founder of Arnold Ventures

Deadline:

- The Nonprofit Assessments assignment is due on Canvas before class on September 27th. Students are also required to have their informal assessments on hand during class for reference.

Required Reading—Canvas:

- Biography of Guest Speaker: Laura Muñoz Arnold, 1p.
- Laura Arrillaga-Andreessen, "Laura and John Arnold Foundation: Addressing the Root Causes of Persistent Problems," Stanford Graduate School of Business, 2016, 10pp. **This case study is assigned solely to provide an example of one foundation's approach to policy and systems change, but note that the case questions will not be discussed in class.**
- Laura Arrillaga-Andreessen, "Giving 2.0™ Guide: Questions to Ask When Considering Funding a Nonprofit," laaf.org, 2021, 5pp.
- Laura Arrillaga-Andreessen, "Giving 2.0™ Guide: Art of Assessing Nonprofits," laaf.org, 2021, 4pp.
- Sarah Miers, "Assessing an Organization's Financial Health: A Step-by-Step Guide to Decode the Numbers," Skoll Foundation, March 19, 2018, 7pp.
- Paul Brest and Hal Harvey, selected pages from "Chapter 15: Choosing the Right Structure for Your Philanthropy" (pp. 268–272; 282–289), in *Money Well Spent: A Strategic Plan for Smart Philanthropy*, Stanford University Press, 2018, 13pp.

Key Questions to Prepare:

- What opportunities and ethical issues should philanthropists consider when engaging directly in advocacy and policy change?
- What are the important elements of a nonprofit's operations, financial history/practices, programs and impact assessment to analyze when deciding to make a gift?
- How can you make informed philanthropic decisions with limited information and time?
- What are barriers to creating and implementing evidence-based policy change?
- How do actions by policymakers influence the ability of philanthropists to pursue their mission?

SESSION 4: Corporate Philanthropy

THURSDAY, SEPTEMBER 30

Guest Speakers: Justin Steele, Director of Google.org Americas and Adrian Schurr, Bay Area Giving Program Manager Google.org

Required Reading—Canvas:

- Biography of Guest Speakers: Justin Steele, Adrian Schurr, 1p.
- *Currently in development*: Laura Arrillaga-Andreessen, "Google.org Case Study (Working Title)," Stanford Graduate School of Business, 2021, 13pp.
- Eduardo Porter, "Charitable Giving by Corporations Is Also About Getting, a New Study Finds," *The New York Times*, April 3, 2018, 3pp.

Required Reading—Accessible Online:

- Google.org website: www.google.org/

Required Viewing—Accessible Online

- Video: "[The Most Searched: A Celebration of Black History Makers](#)," Google, 2020, 1:31.

Key Questions to Prepare:

- What differentiates corporations as players in the philanthropic sector? What resources can corporations provide that other philanthropies cannot?
- Should corporations engage in philanthropic activities or should their sole purpose be generating profits for investors and shareholders?
- Should a corporation's philanthropic strategy align with its business strategy, or should a corporate giving strategy be driven by employee interests and/or community needs?

SESSION 5: Philanthropic Strategy and Social Justice—Part 1

MONDAY, OCTOBER 4

Guest Co-Instructor: Darren Walker, President of Ford Foundation

Required Reading—Canvas:

- Biography of Guest Co-Instructor: Darren Walker, 1p.
- *Currently in development*: Laura Arrillaga-Andreessen, "Ford Foundation Case Study (Working Title)," Stanford Graduate School of Business, 2021, 23pp.
- Darren Walker, "Introduction: A New Gospel of Wealth" and "Chapter 1: A Continuum of Philanthropy" (pp. 1–22), in *From Generosity to Justice*, Ford Foundation, 2019, 23pp.
- Darren Walker, "Why Giving Back Isn't Enough," *The New York Times*, December 17, 2015, 2pp.
- Larissa MacFarquhar, "What Money Can Buy," p. 7–19, *The New Yorker*, December 27, 2015, 13pp.

Key Questions to Prepare:

- How can institutional philanthropy ensure that it is proximate, exposed to and aware of the most pressing social issues and divergent perspectives?

- What role and responsibility, if any, does philanthropy have in reducing inequality or promoting social and racial justice?
- What are the specific ways that institutional philanthropies can create social value that makes them unique as organizations (as compared to business, government, nonprofits, etc.)?

SESSION 6: Philanthropic Strategy and Social Justice—Part 2

THURSDAY, OCTOBER 7

Guest Co-Instructor: Darren Walker, President of Ford Foundation

Deadline:

- The Final Individual Assignment: Grant Proposal Assessment and Recommendation is due on Canvas by 12:00pm (PDT) October 7th. **Late assignments will NOT be accepted**, due to the fact that students will be discussing funding recommendations in depth as a class during Session 6.

Required Reading—Canvas:

- Jim Rendon, "The Philanthropy Roundtable's CEO Opposes 'Woke Philanthropy,' Prompting Some Grant Makers to Flee and Others to Give More," *The Chronicle of Philanthropy*, September 8, 2021, 14pp.
- Darren Walker, "Chapter 5. The Raising of Roots: Addressing Causes, Not Consequences" (pp. 81–94), in *From Generosity to Justice*, Ford Foundation, 2019, 14pp.
- Haleluya Hadero, "Ford Foundation Will Spend \$420 Million Over 5 Years to Advance Gender Equality," *Inside Philanthropy*, June 30, 2021, 3pp.
- Phil Buchanan, "Philanthropy's Role in a Better Future," *The Center for Effective Philanthropy*, January 8, 2021, 6pp.
- Michael McAfee, "Moving from Intention to Impact: Funding Racial Equity to Win," *The Bridgespan Group*, July 15, 2021, 3pp.
- Silicon Valley Social Venture Fund, "2021 Grant Round: Reimagining Education Equity in the COVID Recovery Information Packet," 2021, 4pp.

Key Questions to Prepare:

- What are the failures of institutional philanthropy? How can philanthropic institutions improve the practice of philanthropy through their example—particularly as it relates to individual giving which makes up nearly 70 percent of all giving, not including bequests?
- What do you consider to be the three most important priorities of philanthropic institutions in advancing justice? Please be as specific as possible (i.e. "Selecting the highest impact grantees" is too general of an answer).
- How does SV2's 2021 grantmaking process differ from the previous grantmaking process you explored in your final assignment? What are some benefits and tradeoffs of SV2's new approach?