PPPM 486/586
PHILANTHROPY AND GRANT MAKING SEMINAR
2 CREDITS

School of Planning, Public Policy and Management
University of Oregon
Spring 2023

April 6th version.
Subject to change prior to and during the quarter.
Use the latest (posted on Canvas) version of this syllabus.

Tuesdays 5:30-6:50 p.m.
Fenton Hall 117

Katie Gatlin, MPA (she/her)
Pro Tem Instructor, PPPM
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# Table of Contents

Introduction of Instructor and Course ................................................................. 3

- Instructor Information ....................................................................................... 3
- Course Description and Objectives .................................................................... 3
  - Core Educational Fulfillment ........................................................................ 3
  - Competencies ................................................................................................. 3
  - Technical Requirements .................................................................................. 4

Course Policies ..................................................................................................... 4

- Communicating with Me: How and Why............................................................ 4
- Classroom Community Expectations .................................................................. 5
- Class Requirements and Information ................................................................... 5
  - Absences .......................................................................................................... 5
  - Participation and Deadlines ............................................................................ 6
  - Incomplete Policy ............................................................................................ 6
  - Lecture Format .................................................................................................. 6
- The Grant Process ............................................................................................... 7
- Required Readings ............................................................................................... 7
- Grade Policies ..................................................................................................... 7
- Course Schedule (subject to change) ................................................................. 8

COVID Policies.................................................................................................... Error! Bookmark not defined.
- Academic Disruption ....................................................................................... Error! Bookmark not defined.
- COVID Containment Plan for Class ............................................................... Error! Bookmark not defined.

Your Well-Being .................................................................................................. 9

- Accessibility ....................................................................................................... 9
- Your Well-Being ............................................................................................... 10
- Basic Needs ...................................................................................................... 10
- Respect for Diversity ....................................................................................... 10
- Academic Integrity ........................................................................................... 11
- Mandatory Reporter Status ............................................................................. 11
Introduction of Instructor and Course

Instructor Information

Instructor: Katie Gatlin, MPA (she/her)

Instructor Bio:
Katie grew up on a farm in Kansas. She received her undergraduate degree in Women’s Studies, minoring in Leadership Studies and Journalism, from Kansas State University (GO ‘CATS!) After graduating, she moved to Omaha where she worked in domestic violence and sexual assault programming. Katie moved to Eugene to get her Master’s in Public Administration with a Nonprofit Management Certificate in PPPM. Formerly the Development Director at CASA of Lane County, Katie is now the Annual Gifts Officer at the LCC Foundation. She serves on the Eugene Family YMCA Board of Directors and volunteers with Greenhill Humane Society. She also teaches PPPM Event Management in winter term. She a dog and a cat named Lucy and Ethel. She likes going to baseball games, quiet nights introverting at home, and - if the water’s warm enough- being out on the paddleboard.

Course Description and Objectives

Core Educational Fulfillment

Very few universities offer courses in philanthropy – specifically grant-making (not fundraising, in contrast). For the past 19 years, only University of Oregon students have had the opportunity to both study and practice philanthropy by making a substantial grant to a nonprofit organization. Every year, the Faye & Lucille Stewart Foundation has provided a grant to the course, and it has been up to the collective wisdom of students to grant it responsibly. In 2022, they increased this grant to $25,000! We will undertake a rigorous introduction to institutional grant making and individual philanthropy.

This mirror view of the fundraising/grant-writing function is valuable: If you understand your funders’ perspective, you can be more persuasive and strategic yourself (from the nonprofit organization perspective). In addition, you might be interested in a career with a foundation – some of our graduates have gone on to work with private and community foundations. The course is required for Master of Nonprofit Management students and an elective for Graduate Certificate in Nonprofit Management students and Minor in Nonprofit Administration students.

The course is fully interdisciplinary: You will read a bit of history, economics, accounting, finance, and politics of philanthropy to understand the democratic structures of the “industry.” You will also learn some strategies that are commonly employed (and regulatory constraints faced) by foundations. The grant making project – awarding $25,000 to a nonprofit organization, courtesy of the Faye & Lucille Stewart Foundation – will provide a small taste of a grant making experience.

Competencies

By completing this course, students will be able to:
• Describe the operations and distinct philanthropic subsectors of private foundations (and trusts), corporate foundations, operating foundations, community foundations, and donor advised funds.
• Employ basic due diligence procedures for selecting grant recipients.
• Demonstrate fundamental understanding of regulations and standard operations in institutional grant making.
• Conduct a grant-making project that conveys to nonprofit organizations dignity and respect for their operations.
• Examine the philanthropic sector critically, with the ultimate goal of aiding nonprofit organizations.

Technical Requirements
Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

Course Policies

Communicating with Me: How and Why
Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications. You can also find the syllabus and course information in the overview page in each Canvas module.

Instructor Communication
Canvas is the preferred method of communication via the PPPM482/582 page used for the course. Please allow 72 hours for response time. Be sure to review all files on Canvas and the syllabus prior to sending a note about course logistics. Office hours may be made available via appointment.

Academic Disruption Due to Campus Emergency or Unexpected Instructor Unavailability
In the event that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course is ill or has to quarantine, this course may be taught online during that time. An announcement will be posted on Canvas as soon as possible. Please be sure your alerts are enabled.

If your question is a practical, yes/no one about an assignment, reading, or other component of our class, first, please consult this syllabus! If you cannot find your answer, please post your question on the Discussion thread titled “Class Questions and Answers,” which I respond to and where your peers can also pose questions and share answers.

If your question is about a technical challenge with Canvas, Zoom, or another technology, please contact the UO Service Portal.
If your question, concern, or excitement is about something personal, is time sensitive, or is something else that doesn’t feel like it fits above, please do reach out to me by email. If you contact me with a question, I will try to respond within 72 hours.

Classroom Community Expectations

**Doing the Best We Can:** The number one rule in my class is that we all show up doing the best we can. This doesn’t mean perfect. It does mean that we do our best given our individual circumstances and assume our classmates are doing the same.

**Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. Together, we will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.

**Technology:** Students are welcome to use technology in class for the purpose of participating in PPPM4/586. Please note that if you are doing something else that is distracting from your attention or that of others, I will say something either during class or after to address the issue.

**Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

**Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. We are returning with a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Class Requirements and Information

Write all assignments carefully to convey a professional tone and elicit confidence in your work. Poor editing will result in points taken off assignments. If you are not a strong writer, I recommend that you get editing assistance with your Letter of Inquiry assignment. **Be mindful of your status as representatives of the University of Oregon in all contacts with external organizations.**

Absences

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We’ll have guest speakers, discussions, small-group activities, and other work during class that will be richer for your presence and that you won’t be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss three or more classes will be able pass this course. If absences are taken only when necessary, when they are necessary, your prior attendance will have positioned you for success. There is not a virtual component to this class, so please ask for
notes from a classmate to help with your journal entry or other homework assignments for your missed class.

Should class attendance become an issue, I reserve the right to take attendance as a factor under the participation section. Although attendance is not a part of this participation grade, per se, it will be hard to earn full credit if you are not in attendance to participate.

**Participation and Deadlines**

Assignments should be submitted to the instructor via Canvas by the due date. Because the rest of the class sometimes depends on your work, it is important to get assignments in on time. **Late assignments will have 10% deducted the first day and 5% additional deduction each day the assignment is late, up to one week. Some assignments will not be accepted for credit after the deadline. These are noted on the assignment prompts on Canvas and in the course schedule below.**

If you have something come up during the term that will interfere with your classwork, please let me know beforehand. I want to work with you as much as possible, but I have to know ahead of time. If you don’t communicate with me, I can’t help. This includes students who have a documented disability and anticipate needing accommodations in this course -- make arrangements with me as soon as possible.

**Incomplete Policy**

A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. **The student:**

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (end of Week 7);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline.

Read the university’s full Incomplete Policy [here](link). Please note this involves completing both a form for approval and a contract to outline requirements for completing the course if the incomplete is approved.

Requests for an Incomplete must be submitted to my email at kgarlin3@uoregon.edu by Friday, June 16th at 5 p.m.

**Lecture Format**

You’ll read both the assigned readings plus the “Irvin” lecture notes. The Irvin lecture notes comprise the lecture – I’ll walk you through the readings so that we master the material. From time to time, we will build on the readings and lecture notes by working through exercises that allow you to hone your skills with the material. We may have guest speakers.
The Grant Process
You will first (each) write a persuasive letter of inquiry to get classmates to vote for your own personal favorite nonprofit organization. The class will read the letters of inquiry and select five finalists. Teams will form to gather more information and present arguments to the class for the final winner of the $25,000 grant.

Required Readings
Look for required readings, and powerpoint slides in the week-by-week modules on Canvas. If any posted readings are optional, I will clearly indicate that. All readings in the weekly modules are required if they aren’t explicitly labeled as optional.

Grade Policies
PPPM 486 (Undergraduate) Graded Requirements:
In accordance with the PPPM School grading policy for undergraduate courses, the average grade in this course is a B.

◊ Participation counts as 10% of the grade. “Participate” by submitting votes, lists, etc. by the due date described in each weekly reading and showing up/showing interest, especially if/when we have a guest speaker.
◊ The Letter of Inquiry will count for 20% of the grade. This is a 1 to 2-page persuasive and concise document designed to attract other students to vote for your favored nonprofit organization to be one of the five finalist organizations.
◊ The 4-page term paper, counting for 30% of the grade, will be on a philanthropy (not fundraising!) topic of your choice. This should be structured in the form of an informative literature review, citing four or more published articles, book chapters, or books.

Or,
◊ Join one of the five teams to persuade your fellow students to vote for the winning grant recipient. 30% of the grade.
◊ The final exam will count for 40% of the class grade.

PPPM 586 (Graduate) Graded Requirements:
In accordance with the PPPM School grading policy for undergraduate courses, the average grade in this course is a B+.

◊ Participation counts as 10% of the grade. “Participate” by submitting votes, lists, etc. by the due date described in the weekly module reading and showing up/showing interest online.
◊ The Letter of Inquiry will count for 20% of the grade. This is a 1 to 2-page persuasive and concise document designed to attract other students to vote for your favored nonprofit organization to be one of the five finalist organizations.
◊ The Donor Advised Fund Intro will count for 20% of the grade. This is a 1-page memo introducing the focus and operations of a Donor Advised Fund of your choice.
◊ The final exam will count for 30% of the grade.
◊ The 5-page term paper, counting for 30% of the grade, will be on a philanthropy (not fundraising!) topic of your choice. This should be structured in the form of an informative literature review, citing four or more published articles, book chapters, or books.

Or,
◊ Grant making project to persuade your fellow students to vote for the winning grant recipient. 30% of the grade.
Course Schedule (subject to change)

Week 1: Introduction to the course.
WE WILL NOT HOLD CLASS THIS WEEK. Please use this time that we would be in class to complete the readings and watch the lecture video posted in the Week 1 Module. This recorded lecture will contain information necessary for you to successfully begin the course and be able to complete the assignment due April 7th.
Read Irvin Week 1&2 Introduction to Institutional Philanthropy (these are the written lecture notes posted on Canvas), this syllabus, and any other materials posted on the Week 1 module.

Select 3 favorite nonprofit organizations to which you would like to provide a grant. Your personal ranked list of three organizations is due on April 7th to Canvas by 5pm.

Week 2, April 11th: Wealth and the economics of giving.
You’ll find that the Letter of Inquiry assignment provides step by step instruction (read both pages!) in how to write a persuasive pitch to your grant making colleagues.

I will let you know which organization you’ll write your letter of inquiry on today — it is due next week. I will try to ensure that everyone gets their first choice.

Read the materials posted on the Week 2 module by the start of class.

Week 3, April 18th: Accountability (or lack thereof) and hubris.
Turn in your Letter of Inquiry assignment today (.PDF, on Canvas) by 5:30 p.m. ***I will not accept any late letters of inquiry*** because the entire class has to read them at the same time. I will compile the submissions and have them uploaded to Canvas by 5 p.m. on Wednesday, April 19th. This is a tight turnaround, and these will take time to read-- so please plan accordingly. Select your finalists by 5 p.m. on Monday, April 24th.

Read the materials posted on the Week 3 module by the start of class.

Week 4, April 25th: Institutional Grant Making: life cycle and logistics of foundations.
Introduction to due diligence.
We find out which organizations are the 5 finalists. 5 teams are formed. You might not get your preferred team, but I will try to allow you to be on a team that's meaningful to you, based on your 3 preferred organizations.

Graduate students: Your donor advised fund assignment is due next week.

Read the materials posted on the Week 4 module by the start of class.

Week 5, May 2nd: Diversity, equity, and the lack thereof in foundations.
Grad students: Donor advised fund assignment is due today by 5:30 p.m. Be prepared to give short presentation as referenced in assignment.

Read the materials posted on the Week 5 module by the start of class.
Week 6, May 9th: Critical Issues in Institutional Grant Making
Teams: Move your project along – at the very least, you should have had a phone conversation with your organization by now.

Team-avoiders who would rather write a research paper: email me by 5 p.m. today with: Your name, the title of the paper, a couple of sentences describing the topic, and some sample references. Please do NOT propose to write on a fundraising topic – this class is not on fundraising!

Read the materials posted on the Week 6 module by the start of class.

Week 7, May 16th: Inequality and philanthropy.
If you are writing a paper (instead of being on a team) and you would like feedback on your rough draft, please email me a copy by 5:30 p.m. today.

Read the materials posted on the Week 7 module by the start of class.

Week 8, May 23th: Catch-up and other topics of interest.
Read the materials posted on the Week 8 module by the start of class.

Week 9 May 30th: Team Reports and Presentations.
Team Reports/Presentations are due by 12 p.m! Teams present in class. Review and vote on your favorite to receive the grant. Choose the winning organization.

Week 10, June 6th: Check Presentation!
Present the check to the winning organization.

Papers are due, for those who write a paper. Present your paper to the class.

Complete the quizzes for participation of your group by 5:30 p.m. These will assist me in assigning participation points.

Week 11: The final exam is scheduled for Tuesday, June 13th at 7:15 p.m. according to the UO final exam schedule posted online.
There will not be an in-person exam but a final paper due by this deadline. Due to grading deadline, late final exam papers will not be accepted. More details about the final exam will be posted later.

Your Well-Being

Accessibility
The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.
You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaecc@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

**Your Well-Being**
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

**University Health Services** helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Basic Needs**
Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, lack a stable place to live, or are struggling to meet another need please review the UO Basic Needs Resource Guide (https://blogs.uoregon.edu/basicneeds) for information on how to get support.

**Respect for Diversity**
The College of Design (the School of Planning, Public Policy & Management’s administrative home), is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. If you feel excluded or threatened, please contact me or the PPPM Head or anyone else in PPPM who can assist. PPPM has a student-faculty Equity Initiative, and all are encouraged to participate.

In addition, we are also committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If this happens to you or a student you know, I will counsel you/and or the student to seek confidential assistance at the University Health Center and the University Counseling Center.

Please let me know if you notice that I am using a gender pronoun for you that is inappropriate.
Academic Integrity
You are expected at all times to do your own work, simply because I want you to learn the material (with the sole exception of editing – you are free to obtain editing assistance). Because we are working in a distance format, I cannot easily monitor whether people are doing their own work or getting assistance. If I detect that this has happened, however, I will not hesitate to report it. Copying content from other students or other authors and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct, and students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from me. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing the act.

Mandatory Reporter Status
I am a designated reporter. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.