I. COURSE DOMAIN AND BOUNDARIES
This course develops social work practice skills in the context of grantmaking and corporate social responsibility with an emphasis on how a specific corporation, Equifax, is working to foster financial capability in communities. Main substantive areas include task group work, organizational capacity, community assessment, development, fundraising and grantmaking. Evidence-based practice skills are brought together in this course, stressing the application of community assessment, community-based grantmaking, and program evaluation.

How do corporations support the social and economic vibrancy of a region? This question will be explored while students participate in a real grant making process. Corporate Social Responsibility (CSR) is a business approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stakeholders but what is the place of the modern MSW within corporate America? As part of this course, students will learn the history, theory and application of corporate social responsibility through the case study of Equifax Inc. Over the course of the semester, students will conduct a critical review of the existing Equifax CSR approach while also contributing to a grant-making process that will allocate 25K towards economic development/financial capability initiatives. Led by the President of Global Corporate Social Responsibility from Equifax (David Stiffler) and the Director of Field Education at the Brown School (Jenni Harpring), the course will offer a unique engagement with local corporate, non-profit and economic leaders in an effort to show the connectivity between CSR and the modern MSW.
Students are expected to work in teams and in the community between class sessions; depending on community and student needs, additional class sessions may be needed. Students who think independently and contextually and take initiative and are flexible will excel in the class.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

1: Demonstrate Ethical and Professional Behavior Competency
2: Engage Diversity and Difference in Practice Competency
3: Advance Human Rights and Social, Economic, and Environmental Justice Competency
4: Engage In Practice-informed Research and Research-informed Practice Competency
5: Engage in Policy Practice Competency
6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7: Assess Individuals, Families, Groups, Organizations, and Communities Competency
8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Competency

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the
instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/
Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Weekly reading assignments will be posted on Canvas

Some course readings will be assigned as the semester progresses based on students’ interests and current events.

VI. ORGANIZATION OF COURSE

This course will consist of lectures, guest speakers, discussion, and group projects. The first half of the semester will cover the history of CSR and the defining characteristics of the Equifax model. Students will also participate in the creation and release of an RFP. The second half of the semester is focused on students reviewing proposals and awarding grants; suggesting evaluation criteria; and reviewing the entire process.

VII. ROLE OF FACULTY AND STUDENTS

Role of Instructor

The instructors are responsible for the learning environment and course content. The instructors will grade all assignments and provide appropriate feedback. The instructors will respond to student inquiries regarding the readings and course assignments both individually and with the teaching assistant/community liaison. The instructors will be available by appointment for questions. The instructors should be judged by the logic and thoroughness of their lectures; the selection of course content and readings; the feedback given on students’ assignments; and her availability and support of the students’ learning and assignment completion. Specific responsibilities include the following:

1. Manage all aspects of the overall course
   a. Design and submit the syllabus
   b. Select readings and order books
   c. Arrange supplemental learning experiences, including videos and speakers
   d. Manage course enrollment and final grade submission

2. Lead the class sessions
   a. Facilitate each session from start to finish
   b. Prepare and deliver lectures
   c. Emphasize and integrate their applied learning through the community-based projects, practica, and relevant work experience

3. Manage student assessment
   a. Develop all assignments and grading rubrics
   b. Develop roles and responsibilities with community liaison in respect to grading
   c. Provide timely feedback to students on performance
   d. Make final decisions pertaining to student performance

4. Facilitate student learning and development (in addition to the above)
   a. Meet with students as needed
   b. Provide timely feedback to emailed questions
Role of Students
Class attendance and participation: The developmental nature of learning in this class requires that students keep up with assignments and attend class sessions. It is the students’ responsibility to seek guidance and feedback from the instructor and teaching assistant as needed to assure progress. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance.

While laptop computers are permitted in class to work on group projects and to take lecture notes, any other use (Facebook, Twitter, email, web surfing, etc.) is strictly prohibited and will result in the loss of all participation points. The instructor reserves the right to ask students to shut down their computers if she believes they are disruptive to the learning environment.

Responsibilities related to the course project:
1. Develop team norms and working structure
2. Reflect upon and periodically re-evaluate the project, keeping in mind the objectives of all parties
   a. Acknowledge the process as well as the product
   b. Connect the project to your development of competencies and practice behaviors
3. Operate with integrity and professionalism at all times
   a. Be punctual and meet deadlines
   b. Follow professional norms regarding self-presentation
   c. Be open to supervision and feedback that will facilitate learning and personal growth

Writing style requirements: Please follow the guidelines in the 6th edition of the APA publication manual for citations in your written assignments. The APA manual is available at the campus bookstore, the library, and the writing lab. Beyond the use of APA for citations, follow all formatting requirements as specified in the assignments. Please avoid colloquial expressions, proofread all documents, and employ good grammar. All assignments must be typed.

VIII. ASSIGNMENTS AND GRADING CRITERIA

General Expectations
This class is designed to blend theory and practice. Thus, theoretical grounding from the class readings is combined with practice experience in the foundation practicum and group projects. A service-learning approach is taken, integrating critical reflection on practice.

It is expected that all students will take a professional attitude toward this course, its expectations and assignments. Recognition should be given to the fact that community practice does not follow an established template: it is unique to the context in which it is practiced. As such, unanticipated events are inevitable; nothing is perfect; the entire class is in this together—as a learning experience; and patience, persistence, and flexibility reap rewards.

Assignments
There are four primary group assignments, 2 individual analysis papers, and a group presentation
1. Grantmaking Process and Implementation Documents – 35 points
   a. Planning timeline for the process - 5
   b. Analysis of RFP - 5
c. Decision making guidelines – 10 points  
d. Application review notes - 5  
e. Accept and regret letters and decision communication plan – 10 points

2. 2 critical analysis/reflection papers 20 pts each (3-5 pages), 40 points  
   a. Reflection 1: Why did you take this course  
   b. Reflection 2: Critical Analysis of Equifax’s CSR Approach & Recommendations for Improvement

3. Presentations on personal philosophy on grantmaking – 15 points

4. Class participation – 10 points

In addition the class will work as a team to develop a timeline and process for releasing an RFP, receiving applications, and making final decisions

All papers must be typed, single-spaced, and use APA citations. Follow the formatting and spacing requirements below, which are customary of professional writing and do not follow APA rules. Papers and presentations should be grounded in class readings, class discussions and other literature as appropriate. Grammar, presentation style, clarity and conciseness will affect the final grade. Presentations should integrate multiple media (e.g., PowerPoint, handouts, videos, etc.)

Each paper should be formatted as follows:
- 1 inch margins all around
- Single-spaced throughout
- Block text (not left or right justified; clean lines on each side; see below)
- Use headings and sub-headings
- Page numbers in upper right corner
- Grammar, presentation style, clarity and conciseness will affect the final grade
- APA citation format

All papers must be completed by the assigned dates. One letter grade will be deducted for each day a paper is late. No extensions are granted.

Planning timeline for the process  
Group Assignment – 5 points

The class will work together to develop a timeline process for releasing an RFP, receiving applications, making final decisions, and communicating decisions.

Analysis of RFP  
Individual Assignment - 5 Points

This paper will analyze three RFPs. The Missouri Common Grant Application, the Equifax RFP, and an RFP of your choosing.

Find an RFP from a foundation of your choosing write a 2-3-page analysis of the information collected by each form. Questions to consider in this analysis include:
- How accessible is the form?  
- How does the information collected support the decision making process?
• What information is missing from the RFP?
• What information is collected that might be unnecessary?
• How does this RFP support social change?
• What kind of impact might the RFP have on the mission/vision/programs of the organization?
• Does the RFP support equity? Why or Why Not?
• What suggestions do you have to change the Equifax RFP?

The purpose this assignment is to familiarize you with common grantmaking tools and prepare you for reviewing proposals.

Decision making guidelines /Rubric
Group Project – 10 Points

The class will recommend funding priorities for Equifax and will need to agree on a set of guidelines to create a decision making rubric. The process for creating these guidelines will be discussed in class and examples are provided in the readings.

Accept and regret letters and decision communication plan
Group Assignment – 10 points

The class will decide as a group how to word accept and regret letters and develop a communication plan. The process for creating these guidelines will be discussed in class and examples are provided in the readings.

Application review notes
Individual Assignment to share with group – 5 Points

Students will review applications complete the rubrics with notes for the decision making conversation is class.

Critical analysis/reflection Paper 3-5 pages
Individual Assignments - 20 points

Prompt 1: Why did you take this course? What is your understanding of the role of philanthropy, grant making, and cooperate social responsibility in social change?

Critical analysis paper 3-5 pages
Individual Assignments – 20 points

Prompt 2: Critical Analysis of Equifax’s CSR Approach & Recommendations for Improvement. Based on your experience in class, the course readings, and conversations with guest speakers what is your analysis of Equifax’s approach? What are they doing well? What would you change?

In addition synthesize readings, guest speakers, and grantmaking experience to develop a personal philosophy of grantmaking and a plan for continued involvement in CSR (or not).
The paper should evidence command of the subject matter but also awareness of the political and logistical dynamics of CSR.

Presentations on personal philosophy on grant making – 25 points
Individual Assignment - 15 points

Students will do a 2 minute IdeaSlam on their personal philosophy for grant making to share in class on April 27.

We will discuss the format in class. Concepts to consider include:
- How to best fund/sustain the non-profit sector
- How to ensure equity in grant making
- What you love about the process
- What you would change about the process
- Your role in the process

Points will be given for content as well as clarity and interest.

Class participation – 10 points

This class will work as a group on grantmaking and have the opportunity to hear from practitioners in the field doing this work. Class attendance and participation is critical to learning.
## IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
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<tr>
<th></th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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<tr>
<td><strong>Graded Assignments</strong></td>
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<tr>
<td>Planning Timeline</td>
<td>C1, C4, C6</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Analysis of RFP</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Decision Making Guidelines</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Application Review Notes</td>
<td>C1, C2, C3, C4, C5, C6, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Accept/Regret Letters and Communication Plan</td>
<td>C1, C2, C3, C4, C6, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Critical Reflections</td>
<td>C1, C2</td>
<td>Knowledge, Cognitive and Affective Processes. Values</td>
</tr>
<tr>
<td>Presentations on Personal Philosophy of Grant making</td>
<td>C1, C2, C3, C4</td>
<td>Knowledge, Cognitive and Affective Processes. Values</td>
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<tr>
<td><strong>Course Activities</strong></td>
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<tr>
<td>In class discussions on grantmaking process</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Grantmaking</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
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</table>
### X. Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Background</th>
<th>Grantmaking Activity</th>
<th>Readings</th>
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</thead>
</table>
| 8.30 | **Topic:** Background: Introduction and Defining Key Terms  
**Grantmaking Activity:** Set up grantmaking process  
**Readings:**  
Equifax CSR Article  
| 9.6  | **Topic:** Impact of grant-making and philanthropy on social change  
**Readings:**  
Dan Pallota Ted Talk: [http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en)  
Time to Reboot Grantmaking: [https://ssir.org/articles/entry/time_to_reboot_grantmaking](https://ssir.org/articles/entry/time_to_reboot_grantmaking)  
Resource Library:  
Assignments: Reflection 1, Why did you choose this class? What is your interest in the topic? |
| 9.13 | **Topic:** Background: Corporate Social Responsibility and Equifax’s Approach  
What is CSR? How does CSR impact change? How does it differ from other grant-making processes? What is Equifax’s approach?  
**Grantmaking Activity:** Discuss the class as an extension of a corporate foundation.  
**Readings:**  
Equifax Funding Model  
Catalytic Philanthropy: [https://ssir.org/articles/entry/catalytic_philanthropy](https://ssir.org/articles/entry/catalytic_philanthropy)  
**Assignment:** None |
| 9.20 | **Topics:** Background: How do foundations make change? How do foundations work?  
**Grantmaking Activity:** |
<table>
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<tr>
<th>Date</th>
<th>Topics:</th>
<th>Grantmaking Activity:</th>
<th>Readings:</th>
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</table>
| 9.27  | Background: The role of fundraising in program development  
What do fundraisers think about when seeking funding? | What is a quality RFP and Decision rubric | A failure of Philanthropy  
http://ssir.org/articles/entry/a_failure_of_philanthropy  
Reading on positive impact |
| 10.4  | The Grant Making Process: Background | Developing the RFP and decision making rubric | Framing the Issue  
http://ssir.org/articles/entry/framing_the_issue_2  
Missouri Common Grant Application and Equifax Grant Application |
| 10.11 | The Grant Making Process: Knowing North City  
What are the needs of the area we are funding? How do we communicate what we are funding? | Review and Finalize RFP and decision-making rubric | Funders, your grant application process may be perpetuating inequity  
http://nonprofitwithballs.com/2015/08/funders-your-grant-application-process-may-be-perpetuating-inequity/  
Assignments: 2-3 page analysis of Equifax Grant Application, Missouri Common Grant Application, and another grant application you find |
| 10.18 | Background: Different approaches to Grant Making | Releasing RFP | Council on Foundations: Foundation basics  
https://www.cof.org/content/foundation-basics#what_is_a_charitable_organization |
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<tr>
<th>Date</th>
<th>Assignment: Decision making rubric</th>
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</table>
| 10.25 | **Topics:** The Grant Making Process: How to make the most impact in grant making? How do we make impact in grant-making? What are the trade offs?  
**Grantmaking Activity:** How will we receive and review applications?  
**Readings:**  
- Flying Over Philanthropy: [http://ssir.org/articles/entry/flying_over_philanthropy](http://ssir.org/articles/entry/flying_over_philanthropy)  
- Most Charities Shouldn’t Evaluate their Work  
  [http://ssir.org/articles/entry/most_charities_shouldnt_evaluate_their_work](http://ssir.org/articles/entry/most_charities_shouldnt_evaluate_their_work) |
| 11.1  | **Topics:** Preparing for grantmaking: Reading applications, making decisions, communicating yes or no  
**Grantmaking Activity:** Accept and regret letters, communication plan  
**Readings:**  
- Saying Yes/Saying No to Applicants  
  [http://www.grantcraft.org/assets/content/resources/yesno.pdf](http://www.grantcraft.org/assets/content/resources/yesno.pdf)  
- Kellogg Foundation Evaluation Handbook, page 2-9 skim other sections  
- Kellogg Foundation Template for Strategic Communication Plan |
| 11.8  | **Topics:** Preparing to make the decision: How much power should a foundation have?  
**Grantmaking Activity:** Preparing to make the decision, receiving applications  
**Readings:**  
**Assignment:** Communication Plan |
| 11.15 | **Decision Day**  
**Assignment:** Review Applications, complete rubrics |
| 11.22 | **Topics:** Reflection on process: How does grantmaking impact non-profit organizations? How does ethics interact with fundraising? Is grantmaking the best way to make change?  
**Grantmaking Activity:** None  
**Readings:**  
- The Charitable Industrial Complex  
- INCITE Collective, ed. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*, (South End Press, 2009) Introduction and Chapter 1  
- Donations within Limits |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Topics:</th>
<th>Readings:</th>
<th>Assignments:</th>
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<tr>
<td>11.29</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12.6</td>
<td>Topics: Reflection: What are other forms of sustainability for organizations? What is the role of Social Entrepreneurship? How does grantmaking intersect with these forms? Other?</td>
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<td>Readings: To be Assigned</td>
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<td>Assignment: Personal Philosophy SLAM</td>
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<td>12.13</td>
<td>Topics: Reflection: What role do you want to play fundraising/grantmaking?</td>
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<td></td>
<td>Grantmaking Activity: None</td>
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<td></td>
<td>Readings:</td>
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<td></td>
<td>Assignments: Final Critical Analysis Paper</td>
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**Philanthropy and Grantmaking in Community Development: The Theory and Practice of Corporate Social Responsibility, Creating Shared Value Through Investments in Financial Capability**

**Quick Guide**

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<th>Topic</th>
<th>Guiding Questions</th>
<th>Grantmaking draft timeline</th>
<th>Guest Speaker (more to come)</th>
<th>Due (Aside from readings each week)</th>
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<tr>
<td>8.30</td>
<td>Introduction</td>
<td>Why teach this class this way and why Equifax?</td>
<td>Set Up Grant Making Process</td>
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<td>9.6</td>
<td>Impact of grantmaking and philanthropy on social change</td>
<td>How does philanthropy and grantmaking impact organizations, the non-profit sector and society?</td>
<td>Clarifying class role as support for Equifax</td>
<td>Reflection 1</td>
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<tr>
<td>9.13</td>
<td>Cooperate Social Responsibility and Equifax’s Approach</td>
<td>What makes CSR different</td>
<td>Propose funding priorities</td>
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<td>9.20</td>
<td>Different approaches to Grant Making</td>
<td>Does our current structure work?</td>
<td>Finalizing funding priorities</td>
<td>Planning timeline</td>
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<td>9.27</td>
<td>Fundraising and program development</td>
<td>What do fundraisers think about when seeking funding?</td>
<td>Discuss RFP and Decision Making Rubric</td>
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<td>10.4</td>
<td>The Grantmaking Process</td>
<td>What is a funders role?</td>
<td>Finalize the RFP and communication plan</td>
<td>Analysis of RFPs</td>
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<td>10.11</td>
<td>Grant Making in Context</td>
<td>What’s happening in</td>
<td>Release the RFP</td>
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<td>10.18</td>
<td>Comparing Grantmaking Process</td>
<td>How does CSR fit with other approaches?</td>
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<tr>
<td>10.25</td>
<td>Making the most impact</td>
<td>What are tradeoffs grant makers face?</td>
<td>Communication Planning Receiving and Review Applications</td>
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<td>11.1</td>
<td>Decision making</td>
<td>How do grantmakers work with applicants/grantees?</td>
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<tr>
<td>11.8</td>
<td>Decision making</td>
<td>How much power should foundations have?</td>
<td>Receiving applications</td>
<td>Communication Plan</td>
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<tr>
<td>11.15</td>
<td>Decision Day!</td>
<td>Decisions! And communicating them...</td>
<td></td>
<td>Application review notes</td>
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<td>11.22</td>
<td>Reflection on process</td>
<td>How does grantmaking impact non-profit organizations? How does ethics interact with fundraising? Is</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Guiding Questions</td>
<td>Grantmaking</td>
<td>Guest Speaker (more to come)</td>
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<td>11.29</td>
<td>Thanksgiving Break</td>
<td></td>
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<tr>
<td>12.6</td>
<td>Reflection on Process</td>
<td>What are other forms of sustainability for organizations? What is the role of Social Entrepreneurship?</td>
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