Commerce 4MG3
Strategic Philanthropy & Leadership – Building Philanthropic Leaders of the Future

Fall 2021 Course Outline

Strategic Market Leadership & Health Services Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

Given the multiple global crises we're encountering, giving is more important than ever. In this experiential course, you will learn about the philanthropic and nonprofit sectors in Canada, including the history, power, and privilege of philanthropy, as well as gain insights into the issues and opportunities in your community and the nonprofit organizations addressing those issues. Through the core, hands-on process of granting $5-10,000 to a local nonprofit(s), seeded by a gift from the Learning by Giving Foundation, you will learn what respectful and mutually beneficial community engagement looks like. By learning and applying a model to assess and compare nonprofits for selection based on your values, alignment, and desired impact, you will gain practical experience in thoughtful giving, building your leadership capacity for social, economic, and environmental change through meaningful engagement.

INSTRUCTOR AND CONTACT INFORMATION

Fri 8:30 – 11:20

Lynn Fergusson	**Dr. Kate Siklosi**
Instructor	Instructor
fergusl@mcmaster.ca	siklosic@mcmaster.ca

Office Hours: after class or by appointment
Class Location: virtual

Student TA
Jhanvi Mahajan
Mahajj1@mcmaster.ca

Course website: TBC

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	No
A2L:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest Speaker(s):	Yes

COURSE DESCRIPTION

This course is taught through lectures, discussions, group work, written assignments, guest speakers and hands-on experiential granting. Philanthropy and the volunteer sector are integral parts of civil society. In Canada, there are over 85,000 charities and over 2300 active grant making foundations, including almost 200 community foundations. These foundations collectively manage some $73 billion in assets and grant approximately $6 billion annually. A focal point of the class is a group assignment where you will engage in the hands-on process of identifying, comparing and deciding upon grants from a fund of $10,000 to eligible greater Hamilton area charities, selected as a class. This assignment provides the framework and opportunity for full immersion in leading practices of philanthropy, the charitable sector, nonprofit governance, foundation structures, community engagement and social impact.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

➢ Know what philanthropy is, the different organizational structures that exist in the sector, and their roles

➢ Gain a greater understanding of the philanthropic sector, its history, power and privilege

➢ Gain experience identifying and selecting relevant charities, determining important criteria for comparison and decision, considering a charity's perspective, and granting funds

➢ Have experience applying a model to strategically assess the merits of various charities and charitable initiatives; apply this thinking to Corporate Social Responsibility initiatives based on desired impact and goal alignment.

➢ Learn and apply a respectful and mutually beneficial approach to community engagement

➢ Gain insights into the challenges and opportunities in our community and the organizations addressing them

➢ Gain experience reflecting and identifying opportunities for improvements in the class granting approach and for the sector overall

➢ Gain experience collaborating with peers to reach decisions

- Gain self-confidence sharing their opinions
- Experience the challenges of donating funds well
- Explore nonprofit sector careers

COURSE MATERIALS AND READINGS

Required:
Course Materials Are Available on Avenue To Learn: http://avenue.mcmaster.ca

Optional:
Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance, Edgar Villanueva.

Getting to Maybe: How the World is Changed, Frances Westley, Brenda Zimmerman, and Michael Quinn Patton.

Give Smart: Philanthropy that Gets Results, Thomas J. Tierney and Joel L. Fleishman.

COURSE OVERVIEW AND ASSESSMENT

Course Delivery:

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Virtual class	Synch	Live sessions led by instructors, frequently including break out group discussions	**Zoom** During class time
Self-study	Asynch	Various multi-media learning materials (recorded lectures, videos, readings, etc.)	**Avenue to Learn** At your own time over the week
Virtual Community Engagement	Asynch	Engaging with a local charity as a potential grant recipient, within Assignment 2	**Phone and/or Zoom**

Course Evaluation:
Learning in this course results primarily from in-class discussion and completion of the major group and class project of granting $10,000 to eligible local agencies, which will be screened and selected by the class through best practices of granting. The balance of the learning results from the lectures, guest speakers, class assignments, research and group in-class presentations. All work will be evaluated on an individual basis except where group work is expected. In these cases, group members will share the same grade, adjusted by peer evaluation.

Attendance is expected at each Synchronous class. The instructor is to be notified in advance if a class will be missed. Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 10% for each day they are late. Your final grade will be calculated as follows:

EVALUATIONS	WEIGHT	DESCRIPTION
Class Engagement	15%	In-class contributions over Zoom, as well as opportunities to contribute to discussion boards, Learning by Giving competition submissions, and additional opportunities supporting the grant process.
Assignment 1	15%	Local issues infographic (group assignment)
Assignment 2	15%	Charity Profile (individual assignment)
Assignment 3	25%	Charity grant proposals (group assignment)
Assignment 4	20%	Grant recommendations (individual assignment)
Assignment 5	10%	Reflection paper – Written, Audio, or Video (individual assignment)

COURSE DELIVERABLES

Assignment #1 – Gaining an Understanding of Local Issues – Group Infographic

DUE to A2L Assignment Folder by Thursday, September 23rd, 4pm EST.

This assignment is worth **15%** of your final grade and will be marked as a group.

In assigned groups of 3-5 you will select and conduct secondary research on a local (ideally under-represented) social or environmental issue and provide a summary understanding of that issue for the class. You may find these sources helpful in exploring some of the issues in Hamilton: Hamilton Community Foundation Vital Signs, United Way Halton & Hamilton Impact Report, The Spec's Code Red: 10 years Later . Your summary will include who/what populations are affected, how many, history/causes, challenges, and trends. You will also identify organizations addressing this issue in our community, and summarize what they are doing. You will summarize your findings in an easy-to-follow and informative 1-page infographic to be posted on Avenue to Learn, created in whatever program you choose (e.g., PowerPoint, Canva). Your submission will be assessed based on how thoroughly you have addressed the topic (10%) and how clearly it's presented (5%). Each will be graded as does not meet/meets/exceeds expectations.

Assignment #2 – Charity Profile (Individual Assignment)

DUE to A2L Assignment Folder by Monday Oct 18th, 4pm EST.

This Assignment is worth **15%** of your final mark and is expected to be no more than 6 pages in length, double-spaced, with twelve-point font, and with one-inch margins all around, plus title page.

Prepare a profile on a Canadian charity, social enterprise, or foundation (private, public or corporate). Research sources for this profile must include primary source information based on first-hand accounts via an in-person interview and/or site visit. You are expected to research additional sources such as their website, annual report, etc, in preparation for this interview.

A well-written paper will meet the above requirements and include:
- an introduction and conclusion, and be well written (grammar, editing, no typos etc.) with logical flow
- the name and position of the person you interviewed
- an overview of the organization – consider mission, size (revenue, staff), history, location, high level financial analysis (revenue sources, admin costs), challenges and opportunities it faces, etc.
- an overview of the charity using the RISE model.
- your conclusions/recommendations – based on your assessment, would you be compelled to support this organization? Why or why not.

Note: this is a separate activity from the RFP, to provide you with a greater understanding of the nonprofit sector. This is not an interview for their eligibility for a grant. **You must choose a separate charity than the one you are proposing for our grant.**

Assignment #3 – Grant Proposal (Group Assignment)

This group assignment has two components – a final proposal document (20%) and class presentation (5%), in total counting for **25%** of your grade.

a. Written Grant Proposals

DUE to A2L Assignment Folder by Thursday Nov 18th, 4pm EST.

In assigned groups of 3-5, you will draft a grant proposal on behalf of your selected charity, following the guidelines developed in class, for use in making the class granting decision. You will connect directly with the charity to obtain specific information to complete and strengthen your proposal and allow them to conduct an overall review to validate your proposal before submission. In connecting with the charity, you will also conduct "due diligence" virtually by "seeing" the charity's operation through a video call to validate their operation and get a better sense of the organization. You will frame the written response to satisfy the RISE model studied in class and provide the content deemed most important by the class.

You will have an opportunity to book specific time with your instructor to ask questions and get feedback on your proposal draft.

b. Presentation

DUE to A2L Assignment Folder by Thursday Nov 18th, 4pm EST. Delivered in class Friday Nov 19th.

Creating a final presentation document, your group will present a summary of your charity's proposal to the class, with each student presenting a component. Speaking on behalf of the charity, convince the class of why your charity should be awarded the grant. Timing will be confirmed in class, but expect this part of the presentation to be 5-8 minutes. Then, you will take off your charity hat and for up to 2 minutes, put on your funder's hat, to share with the class any additional information or concerns, in terms of this charity's fit with the class granting.

Assignment #4 – Grant Recommendations (Individual Assignment)

DUE to A2L Assignment Folder by Thursday Nov 25th, 4pm EST.

This Assignment is worth **20%** of your final mark.

Individually, using the criteria discussed in class, you will assess the proposals submitted on behalf of local charities to select the most suitable charity or charities to award grants, and in what amounts.

This will take the form of a written paper of 500-750 words that advises the "foundation" (the class) of your grant recommendation. In your paper, you will identify to which organizations—**excluding** the charity you worked with in Assignment 3 —you would grant the funds, and how much you would give to each, along with your rationale. You'll include in an Appendix A chart of your RISE scoring for all applicants (except the one you represent). You will include justification for the scores you give, as well as justification for which groups you've selected as the recipients.

It needn't be that the highest score comes out on top – the scores provide guidance but not necessarily the final answer. If you did not award funds based strictly on the scores, you'll provide commentary on what's missing from the scoring or why, despite the scores, you have selected a different result. Like any good paper, there will be an introduction providing an outline of the paper and a conclusion summarizing the paper. The body of the paper will consist of an easy-to-follow, comprehensive, logical flow of information that reflects the important insights into grant decision-making that you have learned.

Assignment # 4 – Reflection (Individual Assignment)

DUE to A2L Assignment Folder by Monday December 13th, 5pm EST.

This Assignment will be worth **10**% of your final mark. Throughout the class, you will keep a journal of your experience in this course, and your reflections upon it—including insights on your feelings, experience, and learnings through the granting process and learning about the philanthropic sector. You may be asked to post these to a discussion board in this year's virtual class delivery model. You will be asked at various intervals, throughout and at the end of the course, to consider and share these reflections. Your reflections will also include reflecting on how the final decision related to your individual grant recommendation was made.

Format
You may choose one of these three formats:
- a 500-750-word paper, or
- a 3-5-minute video, or
- a 3-5 minute audio recording.

In this assignment, you will speak directly to next year's class and/or the instructor. Include an introduction and conclusion with logical flow in-between, and make good use of the limited space to highlight your insights. Do not waste space to recap the course outline. Looking back on your journal entries should help you identify insights and recommendations. You may include some or all of your journal entries directly, as an appendix (or separate document from your recording), or not at all.

Content
a. You will cover what was impactful in your learning. You might consider:
   - How did the charities proposed and the granting process compare to your expectations?
   - What insights did you gain on the RISE model and/or assessing charities, as a result of this experience?
   - What did you take away from this class? What was most impactful to you?
   - Has your perspective on anything changed?

b. You will you also include a comparison of where and to whom the class decided to award grants and your own individual assessment. How and why was your assessment aligned and different with that of the class? What do you take away from those alignments and differences?

Reflection Guidance
Below is a graphic of Bloom's Taxonomy, which is a hierarchy of cognitive skills that help us learn as humans (adapted from Vanderbilt University, 2018). Higher categories on the triangle are more complex and correlate to deeper learning. In your reflections, challenge yourself to push towards these higher categories in terms of your thinking—the top three levels get to the necessary "so what?" of deep, experiential learning. Analyze and evaluate your experience and create new ideas for future classes or for your own future learning.
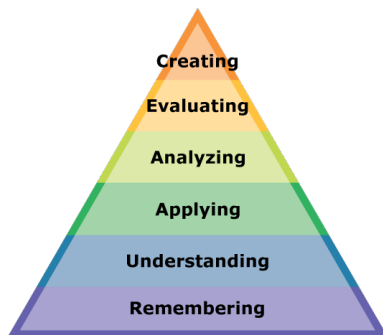
Marks will be based on depth of insight, thoughtfulness, and understanding of philanthropy and the granting process.

Classroom Engagement

This is worth **15%** of your course mark.

Name cards and class pictures are used to help give credit for your participation. You must have your **full first and last name** clearly written and displayed in front of you for every class—either physically, or on your Zoom display.

The instructor will **cold-call** on anyone / ask for your thoughts at any time. Hence, it is imperative that you prepare for and attend each and every class, with your video turned on. Debate and raising challenges in discussion are important activities that help in the learning process—the willingness of individuals to engage in such activities with their classmates is appreciated / will be taken into account for your grade, as are any contributions that help move the discussion and learning forward. Participation will be graded by examining the quality of contributions in each class, and may be peer-evaluated.

In addition to class discussion over Zoom, classroom engagement may include preparing questions for or introducing a guest speaker, contributing to discussion boards, Learning by Giving competition submissions, and additional opportunities supporting the grant process as they arise.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:
- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact *Student Accessibility Services* (SAS) at 905-525-9140 ext. 28652 or *sas@mcmaster.ca* to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a

need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies

is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4MG3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

Commerce 4MG3
Strategic Philanthropy & Leadership –
Building Philanthropic Leaders of The Future
Fall 2021 Course Schedule

WEEK	DATE	ASSIGNMENT
1	Fri. September 10	*Before class:* **Review**: this Course Outline **Watch:** brief instructor introductory videos posted on A2L **Watch:** 5-min Learning by Giving video posted on A2L **Listen:** ~30-min Impact Conversations Podcast: Doris Buffett's Legacy: doubling impact by empowering young philanthropists, with Amy Kingman, (former) Executive Director, posted on A2L *In class:* **Discuss:** Class Outline, Schedule, Classroom Engagement, Readings **Lecture:** Intro to Philanthropic Sector in Canada **Activity:** Assignment 1 overview and group assignments **Guest Speaker:** Tamer Ibrahim, Laidlaw Foundation
2	Fri. Sept. 17	*Before class:* Record your max 30-sec intro video and post to A2L **Listen:** Impact Conversations Podcast: The Charitable Sector in COVID-19 and Beyond (~30 mins) **Activity:** Complete Toronto Foundation Values Exercise **Read:** Saving the Babies (3 pgs) **Review:** list of potential equity-deserving charity participants *In-class:* **Activity:** Breakout and full group Values Discussion **Activity:** Saving the Babies exercise **Lecture/Discussion**: The Philanthropic Sector (part 2)
	Thurs. Sept 23	**Assignment 1 (Issues Infographic) DUE to A2L Assignment Folder by Thurs Sept 23rd, 4pm EST.**
3	Fri. Sept. 24	*Before Class:* **Review:** Recorded Lecture: RISE Model **Read:** SSIR – The Eight-Word Mission Statement **Review:** posted Infographics on A2L *In-class:*

		Activity: 60-second infographic voice over per group **Discussion:** Local issues **Activity:** Develop class mission statement **Activity:** Determine approach and select charities for granting project **Activity:** RISE model application – Pathways to Education **Guest Speaker:** Jay Carter, Office of Community Engagement, McMaster (TBC) *Reminder: Choose a charity to profile for Assignment #2 (due Oct 18)
4	Fri. Oct 1	*Before Class:* **Activity:** RISE model application – to one of the charities in your issue infographic. **Post on A2L:** An example of a grant application **Read:** SSIR – Eliminating the Bias in Grantmaking Practice *In-class:* **Discussion:** Breakouts and full group – Grant application insights and RISE model; **Guest Speaker:** Kate Masson, Community Manager, Ian Martin Group / Ian Martin Meaningful Work Foundation **Activity:** Finalize proposal outline **Activity:** Grant Proposal Assignment 3 groups formed **Activity:** STOP/GO feedback
5	Fri. Oct 8	*Before Class:* **Watch:** Dan Palotta TEDTalk – How we look at charities is dead wrong *In-class:* **Activity:** Role Play – Asking for Funding **Discussion:** Implications of charitable sector challenges on our grant? **Activity:** Decide Grant Assessment Criteria **Discussion**: Assignment 2 and 3 questions
		Reading week
	Mon. Oct 18	**Assignment 2 (Charity Profile) DUE to A2L by Mon. Oct 18th, 4pm EST.**
6	Fri. Oct 22	*Before Class:* **Read:** SSIR: Grantees as Customers; Transforming the Donor-Grantee Relationship. **Read:** HBR – Delivering on the Promise of Nonprofits **Watch/activity:** Watch empathy mapping video posted on A2L and individually complete an empathy map for a typical client of your assignment 3 charity

		In-class: **Discussion:** What do we understand about charities, the charitable sector, and subsectors from our profile papers? **Activity:** Discuss empathy mapping findings with your group. **Discussion:** Deeper dive on Impact. **Activity:** What might your charity's Theory of Change look like? This week: get guidance, answer questions, clarify your thinking on your assignment 3 proposal.
7	Fri. Oct 29	*Before Class:* **Read: Decolonizing Wealth, chapters 2-6** **Watch:** The Role of Philanthropy in Decolonizing Wealth: https://www.youtube.com/watch?v=-fiLovRdrAo **Activity**: Complete at least 1 Implicit Association Test: https://implicit.harvard.edu/implicit/takeatest.html *In-class:* **Discussion:** Implicit bias and decolonizing wealth **Activity:** Drawing Exercise and Parallels to Philanthropy
8	Fri. Nov 5	*Before Class:* **Read:** Bundle Indigenous Evaluation **Read:** "Towards Black and Indigenous Futures on Turtle Island: A Conversation (Robyn Maynard and Leanne Betasamosake Simpson)" **Read:** Unfunded *In-class:* **Guest speaker:** Dr. Joseph Smith, co-founder, Foundation for Black Communities (TBC) **Discussion:** Equity and Bias in Philanthropy TBD – possible time to work in groups on Assignment 3
	Wed. Nov 10	
9	Fri. Nov 12	*Before Class:* **Review** all RFP submissions. Vote online prior to class for which org(s) you think (so far) should receive the grant. *In-class:* **Guest Speaker:** Social Innovation (TBC) **Lecture:** Corporate Social Responsibility **Activity:** Draft/revise a survey on the experience for grant applicants (and student groups?)
	Thurs Nov 18	**Assignment 3 (Grant Proposal Final Document and Grant Presentation) DUE to A2L Assignment Folder by Thursday Nov 18th, 4pm EST.**

10	Fri. Nov 19	**Assignment 3 (Grant Presentation) delivered in class.** *Before Class:* **Read:** Review all proposals; vote online **Plan:** for presentation and class deliberations *In-class:* **Activity:** Group Presentations and Q&A
	Thurs Nov 25	**Assignment 4 (Individual Grant Recommendations) DUE to A2L Assignment Folder by Thursday Nov 25th, 4pm EST.**
11	Fri. Nov 26	*Before Class:* Complete individual grant recommendation assignment, prepared to discuss and select grant recipients in class. Vote online, reflecting your grant decision. *In-class:* **Discussion:** Final granting decisions **Activity:** contacting grantees **Discussion:** Share learnings from proposals Activity: Send experience survey to grant applicants (and student groups?)
12	Fri Dec 3	*Before class:* Sign up and prepare for volunteer assignments towards class engagement, such as emceeing, introducing and awarding grants, thanking participants. *In-class:* **Activity: Grant Celebration with charities**, including report out from last year's recipients and awarding of this year's grants. **Activity:** Review experience survey results from charities & students, if applicable **Activity:** Debrief the course/identify areas for improvement, prepare for reflection assignment.
	Mon Dec 13	(no class) **Assignment 5 (Individual Reflection) DUE to A2L Assignment Folder by Monday December 13th, 5pm EST.**