

# About the Stanford Center on Philanthropy and Civil Society

Stanford PACS develops and shares knowledge to improve philanthropy, strengthen civil society, and address societal challenges. By creating a shared space for scholars, students, and practitioners, Stanford PACS informs policy and social innovation, philanthropic investment, and nonprofit practice.

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## Stanford Center on Philanthropy and Civil Society (PACS)

### Description:

The Stanford Center on Philanthropy and Civil Society (PACS) is a global interdisciplinary research center and publisher of the Stanford Social Innovation Review (SSIR).

### Stakeholder(s):

**Stanford School of Humanities and Sciences :**  
*Stanford PACS is a program under the School of Humanities and Sciences.*

### PACS Faculty & Leadership Team

**Lucy Bernholz :**  
*Director, Digital Civil Society Lab at Stanford PACS; Senior Research Scholar, Stanford PACS*

**Paul Brest :**  
*Faculty director, Effective Philanthropy Learning Initiative*

**Patricia Bromley :**  
*Marc and Laura Andreessen Faculty Codirector, Stanford PACS*

**Anh Le :**  
*Director of Finance and Operations*

**Johanna Mair :**  
*Academic Editor, Stanford Social Innovation Review; Codirector, Global Innovation for Impact Lab at Stanford PACS*

**Vera Michalchik :**  
*Director, Philanthropy Research and Education, Effective Philanthropy Learning Initiative; Senior Research Scholar, Stanford PACS*

**Eric Nee :**  
*Editor-in-Chief at Stanford Social Innovation Review*

**Nathaniel Persily :**  
*Professor of Law, Stanford Law School*

**Walter W. Powell :**  
*Marc and Laura Andreessen Faculty Codirector, Stanford PACS*

**Rob Reich :**  
*Marc and Laura Andreessen Faculty Codirector, Stanford PACS*

**Priya Shanker :**  
*Executive Director, Stanford PACS*

**Michael Gordon Voss :**  
*Publisher at Stanford Social Innovation Review*

**Robb Willer :**  
*Marc and Laura Andreessen Faculty Codirector, Stanford PACS*

### PACS Advisory Board

**Herb A. Allen III :**  
*Advisory Board Member, Stanford PACS*

**Laura E. Arnold :**  
*Advisory Board Member, Stanford PACS*

**Laura Arrillaga-Andreessen :**  
*Founder and Chairman, Stanford PACS*

**Roy Bahat :**  
*Advisory Board Member, Stanford PACS*

**Ted Janus :**  
*Advisory Board Member, Stanford PACS*

**Kathy Kwan :**  
*Advisory Board Member, Stanford PACS*

**Carter McClelland :**  
*Advisory Board Member, Stanford PACS*

**Felipe Medina :**  
*Advisory Board Member, Stanford PACS*

**Kim Meredith :**  
*Advisory Board Member, Stanford PACS*

**Jeff Raikes :**  
*Advisory Board Member, ex-officio*

**Elizabeth (Lizzy) Danhaki Reed :**  
*Advisory Board Member, Stanford PACS*

**David Siegel :**  
*Advisory Board Member, Stanford PACS*

**Darren Walker :**  
*Advisory Board Member, Stanford PACS*

**Yilan Zhao :**  
*Advisory Board Member, Stanford PACS*

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*Stakeholders (continued)*

**PACS Postdoctoral Fellows**

**Anushah Hossain :**

*Postdoctoral Fellow, Digital Civil Society Lab, Stanford PACS  
(2022-23)*

**Chenyang Jia :**

*(2022-23)*

**Meicen Sun :**

*Postdoctoral Scholar (2022-23)*

**PACS Stakeholders**

**Scholars**

**Practitioners**

**Leaders**

## Vision

Societal challenges are addressed

## Mission

To develop and share knowledge to improve philanthropy, strengthen civil society, and address societal challenges

## Values

**Philanthropy**

**Innovation**

**Safety**

**Ethics**

**Effectiveness**

**Accessibility:**

Stanford PACS is committed to providing an online environment that is accessible to everyone, including individuals with disabilities.

**Inclusiveness:**

We are working on updating our digital communications platforms to be inclusive.

## 1. Research

*Improve the body and reach of quality research on philanthropy, civil society, and social innovation*

Stanford PACS aims to improve the body and reach of quality research on philanthropy, civil society, and social innovation. ~ Stanford PACS encourages interdisciplinary approaches, leveraging the intellectual assets of a diverse, world-class faculty across the University.

### 1.1. Local Experiences

*Offer information about the local experiences of global trends influencing the nonprofit sector*

#### Stakeholder(s):

##### **Civic Life of Cities Lab :**

*The Civic Life of Cities is a comparative cross-city research project that offers information about the local experiences of global trends influencing the nonprofit sector, so we can learn about the conse-*

*quences of civic associational life for the vitality of urban areas.*

##### **Nonprofit Sector**

### 1.2. Civil Society

*Investigate the challenges and opportunities facing civil society organizations in the digital age*

#### Stakeholder(s):

##### **Digital Civil Society Lab :**

*The Digital Civil Society Lab investigates the challenges and opportunities facing civil society organizations in the digital age, and develops resources to*

*help organizations use digital resources safely, ethically and effectively.*

##### **Civil Society Organizations**

### 1.3. Outcomes

*Improve the knowledge of donors so they can make more informed, outcome-focused decisions*

#### Stakeholder(s):

##### **Effective Philanthropy Learning**

##### **Initiative :**

*The Effective Philanthropy Learning Initiative aims to improve the knowledge of donors—and of intermediaries providing donor education and advisory services—so they can make more informed, out-*

*come-focused decisions, thereby increasing their philanthropic impact.*

##### **Donors**

### 1.4. Civil Society & Sustainability

*Investigate the social and cultural underpinnings of sustainable development problems and solutions*

Global Civil Society & Sustainable Development investigates the social and cultural underpinnings of sustainable development problems and solutions and promotes the search for ways humans and the earth can flourish together.

## 1.5. Innovation

*Refine diagnostic tools to support strategic decision making*

### Stakeholder(s):

#### **Global Innovation for Impact Lab :**

*The Global Innovation for Impact Lab focuses on refining diagnostic tools to support strategic decision making; understanding failure and learning as inte-*

*gral parts of innovation efforts; and determining conditions for success of innovation archetypes and strategies.*

## 1.6. Stanford Life

*Explore the dynamics of individual, civic and political engagement at Stanford*

Life Beyond the Farm ~ This research explores the dynamics of individual, civic and political engagement at Stanford. How do Stanford students transition and integrate (or not) into undergraduate life and how does the structure of their commitments on campus shift over the course of their collegiate careers?

## 1.7. Polarization

*Investigate strategies for addressing rising polarization and declining civility in political engagement*

### Stakeholder(s):

#### **Polarization and Social Change Lab :**

*The Polarization and Social Change Lab investigates strategies for addressing rising polarization and declining civility in political engagement. We theorize*

*and empirically test interventions to overcome entrenched political divisions and affect positive social change.*

## 1.8. Internet & Democracy

*Create a research base addressing the influence of the internet on democracy*

### Stakeholder(s):

#### **Program on Democracy & the Internet :**

*The Program on Democracy and the Internet brings together researchers from across the Stanford campus to create an empirical research base that addresses the profound influence of the internet on the*

*basic mechanisms of democracy, from issues of misinformation, to intimidation and harassment, to demagoguery.*

## 1.9. Chinese Civil Society

*Provide a glimpse of the mélange that composes China's young civil society*

Recording Civic Action in China ~ Given the rapid growth in the number and diversity of Chinese NGOs, this archive only focuses on well-known grassroots NGOs established voluntarily by private individuals that pursue certain social missions through independent efforts. In capturing a tiny segment of Chinese NGOs, our goal is to provide scholars, practitioners, and the general public a glimpse of the colorful mélange that composes China's young civil society.

### Stakeholder(s):

**China**

**Chinese NGOs**

**Scholars**

**Practitioners**

**The General Public**

## 2. Teaching

*Teach courses and seminars on philanthropy, civil society, governance, and policy*

### Stakeholder(s)

**Undergraduates**

**Ph.D. Students**

**Masters Students**

Courses ~ Stanford PACS affiliated faculty and scholars teach courses and seminars for undergraduates, masters and Ph.D. students. Topics range from philanthropy and civil society to governance, policy, and more. Hands-on courses offer ways to translate ideas to action. To see when specific courses are offered, search the Stanford course directory here. Stanford PACS' flagship course is the year-long research workshop, intended for graduate students conducting research on the nature of civil society or philanthropy and advanced undergraduates doing research of writing senior honor theses on related topics.

### 2.1. AI

*Consider how artificial intelligence will change the way we live, work and learn*

Artificial Intelligence (AI) in Real Life Seminar Series ~ How will artificial intelligence change the way you live, work and learn? What skill sets will you need in the...

### 2.2. Partnerships

*Bring together students from computer science and the social sciences to work with external partners*

Bridging Policy and Tech Through Design | Taught by Lucy Bernholz ~ This project-based course aims to bring together students from computer science and the social sciences to work with external partner...

#### Stakeholder(s):

**Computer Science Students**

**Lucy Bernholz**

**Social Science Students**

### 2.3. Digital Civil Society

*Incorporate our team's ongoing research as well as the latest relevant scholarship from across disciplines*

Digital Civil Society Seminar | Taught by Lucy Bernholz, Toussaint Nothias, and DCSL Postdoctoral Fellows ~ The Digital Civil Society Seminar is the Lab's flagship course for Stanford students. The class is taught and designed by the Lab's postdocs and lead scholars. Every year, the syllabus is re-invented to incorporate our team's ongoing research as well as the latest relevant scholarship from across disciplines.

#### Stakeholder(s):

**Lucy Bernholz**

**DCSL Postdoctoral Fellows**

**Toussaint Nothias**

### 2.4. Speakers

*Highlights evolving perspectives at the intersection of the social sector, digital technology, and contemporary society*

Digital Civil Society Speaker Series ~ Taught by Lucy Bernholz, Toussaint Nothias, and DCSL Postdoctoral Fellows ~ The Digital Civil Society Speaker Series highlights evolving perspectives at the intersection of the

social sector, digital technology, and contemporary society. Speakers are experts from social sector organizations and from various academic fields including but not limited to law, sociology, computer science, political science, history and communication studies. All speaker sessions are open to members of the Stanford Community.

## 2.5. Digital Security & Civil Society

*Instruct students in the political economy of software and digital infrastructure as they relate to civil society in democracies*

Digital Security and Civil Society | Taught by Lucy Bernholz and Divya Siddarth ~ This class will instruct students in the political economy of software and digital infrastructure as they relate to civil society in democracies. We will consider the role of privacy, anonymity, free expression and free association in democracies and examine the digital tools and practices that enable these freedoms. The class consists of three interwoven themes: > The role of civil society in democracies > The political economy of digital tools and their influence on society > Individual and collective digital security

### Stakeholder(s):

**Lucy Bernholz**

**Divya Siddarth**

## 2.6. Theses

*Write senior theses on the nature of civil society or philanthropy*

EDUC 374/ POLISCI 334/ SOC 374 – Seminar on Philanthropy and Civil Society Co-taught by Woody Powell, Rob Reich, Robb Willer ~ Year-long workshop for doctoral students and advanced undergraduates writing senior theses on the nature of civil society or philanthropy. Focus is on pursuit of progressive research and writing contributing to the current scholarly knowledge of the nonprofit sector and philanthropy. Accomplished in a large part through peer review. Readings include recent scholarship in aforementioned fields.

### Stakeholder(s):

**Doctoral Students**

**Rob Reich**

**Advanced Undergraduates**

**Robb Willer**

**Woody Powell**

## 2.7. Strategy, Governance & Management

*Provide a survey of the strategic, governance, and management issues facing nonprofit organizations*

EDUC 377B/ STRAMGT 368 – Strategic Management of Nonprofits Taught by Bill Meehan ~ This course seeks to provide a survey of the strategic, governance, and management issues facing a wide range of nonprofit organizations and their executive and board leaders, in the era of venture philanthropy and social entrepreneurship. The students will also be introduced to core managerial issues uniquely defined by this sector such as development/fundraising, investment management, performance management and nonprofit finance. The course also provides an overview of the sector, including its history and economics. Cases involve a range of nonprofits, from smaller, social entrepreneurial to larger, more traditional organizations, including education, social service, environment, health care, religion, NGO's and performing arts. In exploring these issues, this course reinforces the frameworks and concepts of strategic management introduced in the core first year courses. In addition to case discussions, the course employs role plays, study group exercises and many outsider speakers.

### Stakeholder(s):

**Nonprofit Organizations**

**Bill Meehan**

## 2.8. Strategic Philanthropy

*Challenge students to expand their strategic thinking about philanthropic aspiration and action*

EDUC 377C/ GSBGEN381 – Philanthropy: Strategy, Innovation and Social Change | Taught by Laura Arrillaga-Andreessen ~ Appropriate for any student driven to effect positive social change from either the for-profit or nonprofit sector, Strategic Philanthropy will challenge students to expand their own strategic thinking about philanthropic aspiration and action. In recent decades, philanthropy has become an industry in itself – amounting to over \$300 billion in the year 2012. Additionally, the last decade has seen unprecedented innovation in both philanthropy and social change. This course explores the key operational and strategic distinctions between traditional philanthropic entities, such as community foundations, private foundations, and corporate foundations; and innovative models, including funding intermediaries, open-source platforms, technology-driven philanthropies, and venture philanthropy partnerships. Course work will include readings and case discussions that encourage students to analyze both domestic and global philanthropic strategies as they relate to foundation mission, grant making, evaluation, financial management, infrastructure, knowledge management, policy change, and board governance. Guest speakers will consist of high profile philanthropists, foundation presidents, social entrepreneurs and Silicon Valley business leaders creating new philanthropic models. The course will also provide students with real-world grantmaking experience in completing nonprofit organizational assessments and making grants to organizations totaling \$20,000. The course will culminate in an individual project in which students will complete a business plan for a \$10 million private foundation.

### Stakeholder(s):

**Laura Arrillaga-Andreessen**

## 2.9. Theories

*Consider theories of Civil Society, Philanthropy, and the Nonprofit Sector*

ETHICS 232T/ POLITIC 236/ POLITIC 236S – Theories of Civil Society, Philanthropy, and the Nonprofit Sector | Taught by Bruce Sievers ~ What is the basis of private action for the public good? How are charitable dollars distributed and what role do nonprofit organizations and philanthropic dollars play in a modern democracy? How do nongovernmental organizations operate domestically and globally? The historical development and modern structure of civil society emphasizing philanthropy and the nonprofit sector. Readings in political philosophy, political sociology, and public policy.

### Stakeholder(s):

**Bruce Sievers**

**Nonprofit Sector**

**Civil Society**

**Nongovernmental Organizations**

**Philanthropists**

## 2.10. Technological Disruption

*Consider ethical questions posed by the rapidly expanding and unpredictably evolving technology sector*

Ethics of Technological Disruption | Taught by Rob Reich, Mehran Sahami, and Jeremy Weinstein

In 2001 Google adopted the tagline “Don’t Be Evil” to describe its corporate code of conduct. In 2015 when Google was restructured within its parent conglomerate, Alphabet, the motto was replaced by “Do the Right Thing,” which remains the corporation’s tagline today. Though particular to one company, these mottos reflect and help shape attitudes across the technology industry more broadly—even gesturing toward something like a Hippocratic Oath. Although brevity is their virtue, both mottos also raise essential questions, starting with this one: Do they set a high bar or a low bar? And, more to the point, have technologists given enough thought to the world they’re making, to the dislocations they’re enabling, and to the lives and livelihoods they are often unknowingly changing, both here at home and across the world?

Three senior Stanford faculty (a computer scientist, a political scientist, and a philosopher, all award-winning teachers) joined forces along with invited entrepreneurs, engineers, policy-makers, and investors throughout the tech community in order to ask, and perhaps to answer, some of the profound ethical questions posed by the rapidly expanding and unpredictably evolving technology sector. Among other issues, we will explore data privacy, artificial intelligence, autonomous systems, algorithmic bias, the attention economy, and the power of private platforms. With each topic, we will encounter a range of perspectives, allowing us genuinely to wrestle with the tensions and trade-offs that accompany technological change.

With every new innovation, we need to ask: What does this technology enable others to do? What responsibilities does this imply for me as an innovator, a citizen, and a human being? The goal of the course is to bring about a fundamental shift in how we think about our roles as enablers and shapers of technological change in society. The course will challenge all of us to internalize a commitment to our responsibilities as innovators, designers, coders, engineers, policy-makers, citizens, and consumers.

This course falls within Stanford Continuing Studies program, the purpose of which is to “share the rich educational resources of Stanford University with adult students, to nurture a vibrant learning community, and to nourish the life of the mind.” The catalog for Stanford’s Continuing Studies program can be found here. Moreover, this course is modeled off of a newly designed version of the undergraduate class CS 181: Computers, Ethics and Public Policy, linked here, and taught by the same teaching staff. ran Sahami,...

#### Stakeholder(s):

##### Rob Reich :

*Professor of Political Science and, by courtesy, Professor of Philosophy and of Education, Stanford*

##### Mehran Sahami :

*Professor (Teaching) of Computer Science; Robert and Ruth Halperin University Fellow in Undergraduate Education, Stanford*

##### Jeremy Weinstein :

*Professor of Political Science; Senior Fellow, Freeman Spogli Institute for International Studies; Sakurako and William Fisher Family Director, Stanford Global Studies Division; Ford-Dorsey Director of African Studies, Stanford*

##### Hilary Cohen :

*Pre-Doctoral Research Fellow, The McCoy Family Center for Ethics in Society, Stanford*

## 2.11. Technological Change

*Bring about a fundamental shift in how students think about their role as enablers and shapers of technological change in society*

Ethics, Public Policy, and Technological Change | Taught by Rob Reich, Mehran Sahami, and Jeremy Weinstein ~ Ethics, Public Policy, and Technological Change is a new undergraduate course whose aim is to explore the ethical and social impact of technological innovation, marrying the humanities, social science, and computer science. The course will be co-taught by three leading Stanford faculty from Political and Computer Science. By having faculty with wide-ranging expertise design the course from the ground up, the course aspires to construct student experiences that robustly and holistically examine the impact of technology on humans and societies. The goal of the course is to bring about a fundamental shift in how students, whatever their choice of major and whatever their professional career pathway, think about their role as enablers and shapers of technological change in society.

#### Stakeholder(s):

##### Rob Reich

##### Mehran Sahami

##### Jeremy Weinstein

## 2.12. Speech, Democracy & Internet

*Cover contemporary challenges to democracy presented by the Internet*

Free Speech, Democracy, and the Internet | Taught by Nate Persily ~ This course will cover contemporary challenges to democracy presented by the Internet. Topics will include disinformation, polarization, hate

speech, media transformation, election integrity, and legal regulation of internet platforms in the U.S. and abroad. Guest speakers from academia and industry will present on these topics in each class session, followed by a discussion. Students will be responsible for one-page papers each week on the readings and a research paper to be turned in at the fall paper deadline.

**Stakeholder(s):**

**Nate Persily**

### 2.13. Philanthropy & Impact

*Explore topics related to strategic philanthropy and impact investing*

GSBGEN 319 – Strategic Philanthropy and Impact Investing | Taught by Paul Brest and Mark Wolfson

The course will be structured around the perspective of a foundation or a high net worth individual who has decided to devote substantial resources to philanthropy and wishes to decide which philanthropic goals to pursue and how best to achieve them. Although there are no formal prerequisites for the course, we will assume that students have experience working at a foundation, nonprofit organization, impact investing fund, or similar organization, or have taken an introductory course in strategic philanthropy such as GSBGEN 381. (There is sufficient overlap with Paul Brest’s Autumn course, Measuring and Improving the Impact of Social Enterprises (GSBGEN 322), that students taking that course should not enroll in this one.)

We will explore selected topics including: the roles of the philanthropic and nonprofit sectors in society; whether giving to the poor is morally obligatory or discretionary; choosing philanthropic goals; fundamentals of nonprofit strategy; designing performance metrics and measuring philanthropic impact; the justifications for tax-subsidized philanthropy; barriers to the practice of strategic philanthropy; impact investing; alternative legal and organizational structures to carry out philanthropic programs, including donor-advised funds, direct giving, support organizations and foundations; and; whether foundations should be designed and run to exist in perpetuity or to spend down corpus over a finite lifetime.

**Stakeholder(s):**

**Paul Brest**

**Mark Wolfson**

### 2.14. Problem Solving

*Teach skills and bodies of knowledge relevant to problem-solving roles*

GSBGEN 367 – Problem Solving for Social Change | Taught by Paul Brest ~ GSB graduates will play important roles in solving many of today’s and tomorrow’s major societal problems—such as improving educational and health outcomes, conserving energy, and reducing global poverty—that call for actions by nonprofit, business, and hybrid organizations as well as governments.

This course teaches skills and bodies of knowledge relevant to these roles through problems and case studies drawn from nonprofit organizations, for-profit social enterprises, and governments. Topics include multi-attribute decision making; decision making under risk; psychological biases that adversely affect people’s decisions; methods for influencing individuals’ and organizations’ behavior, ranging from incentives and penalties to “nudges;” designing, implementing, scaling, and evaluating social strategies; systems thinking; and novel financing mechanisms like impact investments and social impact bonds. Students who have encountered some of these topics in other courses are likely to gain new perspectives and encounter new challenges in applying them to solving social problems.

**Stakeholder(s):**

**Paul Brest**

## 2.15. Applied Philanthropy

*Discover, debate, discuss and decide what evaluation approach approach to use as well as what decision-making process to apply to decide on whether to make a major donation*

GSBGEN 393 – Practicum in Applied Philanthropy: Achieving Impact from a Major Gift | Taught by Bill Meehan

Giving away money well—i.e., achieving genuine planned impact in a measurable way—turns out to be as hard or harder than earning or investing it. In this seminar, students will decide how and to which nonprofit organization they will make a real \$100,000 donation. The students, guided by the instructor, will choose what readings and resources to draw on in making their decisions from a bibliography provided as well as other sources they develop.

They will also discover, debate, discuss and decide what evaluation approach approach to use as well as what decision-making process to apply. Students are likely to be asked to research and present knowledge on relevant topics. And a final presentation to a donor trying to decide whether to fund part of the \$100,000 is likely also.

### Stakeholder(s):

**Bill Meehan**

## 2.16. Philanthropy & Strategy

*Introduce the strategic framework that underlies any social program*

Philanthropy and Strategy – Online Course ~ This ongoing, free course introduces the strategic framework that underlies any social program—whether concerned with health, education, drug abuse, or the environment—offered by a nonprofit organization or government agency.

The course will take you through the essentials of nonprofit and philanthropy strategy. You will apply the basic elements of strategic planning—from defining the problem through designing a theory of change to evaluating outcomes—to real-world problems. With this foundation, you will be able to develop strategies that will inform your work as a nonprofit leader, philanthropist, or policy maker, and help ensure that you achieve demonstrable long-term impact, rather than the illusion of results.

### Stakeholder(s):

**Social Programs**

**Nonprofit Leaders**

**Nonprofit Organizations**

**Philanthropists**

**Government Agencies**

**Policy Makers**

## 2.17. Voter Verification

*Tracking how counties have implemented/are planning to implement voter verification requirements*

Policy Practicum: “Every Vote Counts” Voter Verification Project | Taught by Nathaniel Persily and Luciana Herman

California recently passed SB 759, the “Every Vote Counts Act,” to codify requirements allowing voters a chance to fix their ballot in case of a signature mismatch. SB 759 requires elections officials notify voters of mismatched signatures at least 8 days prior to the certification of an election. Ballots would be counted by elections officials if a signature verification statement is returned no later than 5:00 p.m. two days prior to certification. However, the law does not specify in great detail the steps that counties should take to contact voters. Prior to the bill’s passage, a report by the California Voter Foundation revealed substantial variation in how counties verified mismatched signatures and contacted affected voters. This Policy Lab research project will produce the first public report tracking how counties have implemented/are planning to implement the requirements of SB 759.

This project maps how the implementation of state statutes and guidelines dealing with vote-by-mail signature verification varies among California counties. Research questions for each county include: (1) What criteria does a signature need to meet to “not appear to be the same” (and therefore result in a ballot being invalidated)? (2) What remedial steps are taken, with regards to SB 759, if an election worker determines there is a “signature mismatch” before the statutory deadline? To answer these questions, students will conduct a survey of county election officials and administrative material and produce a final report with findings and lessons to improve county procedures. Students will research legal and policy frameworks, interview policy makers and state administrative officials, develop targeted policy recommendations, and brief policy makers on recommendations. The final report will be publicly available and will inform California county election officials, state policy-makers, and voting rights advocacy groups.

**Stakeholder(s):**

**Nathaniel Persily**

**Luciana Herman**

**California County Election Officials**

**California State Policy-Makers**

**Voting Rights Advocacy Groups**

**Voters**

## 2.18. Social Media Content

*Propose the structure and procedures for an external social media oversight board decisions to take down or leave up controversial content*

Policy Practicum: Creating a Social Media Oversight Board for Content Decisions | Taught by Paul Brest, Nathaniel Persily, Dan Ho, and Rob Reich

In recent years, social media platforms have faced public scrutiny for their practices in managing controversial content. New technologies are emerging that will make it increasingly more challenging for platforms to link content to its owners or determine its authenticity. Yet, legislative responses to force social media companies to better moderate their content are fraught with challenges where one-size solutions may not fit all situations. Social media companies, thus, are now seeking approaches that protect freedom of expression on their platforms while helping to forestall violations that may result in legal repercussions or government policy responses. They seek to offer individual users access to remedies to address content removal without violating the protection of individual freedoms.

Investigating possible solutions, the practicum research team will work closely with scholars at the Stanford Project on Democracy and the Internet and in consultation with senior staff at Facebook to propose the structure and procedures for an external social media oversight board (in effect, an appellate court) for platforms’ decisions to take down or leave up controversial content. A motivating case will be Facebook’s attempts to create an independent appellate tribunal, and senior staff at Facebook will be available to engage on the project. Issues include the board’s selection and membership, and its processes, including how cases are selected for review, deliberated, and decided, and how decisions are published to provide guidance for a social media platform and its users. Student researchers will conduct interviews with social media personnel about the challenges they face in moderating controversial content and review possible adjudication models and processes. Students who have completed First Amendment Law and/or who have recent experience working at social media companies are especially invited to apply. The practicum meets as a discussion seminar weekly on Thursdays, 9-11 AM.

**Stakeholder(s):**

**Paul Brest**

**Nathaniel Persily**

**Dan Ho**

**Rob Reich**

**Social Media**

## 2.19. Political Attitudes & Behaviors

*Consider how political attitudes and behaviors are formed and whether they can be changed*

SOC 298: The Social Psychology of Contemporary American Politics (SOC 398) | Taught by Robb Willer, Professor of Sociology, Psychology, and Organizational Behavior

Where do individuals' political attitudes and behaviors come from, and how can they be changed? In this class we will read and discuss cutting-edge research from social psychology, sociology, and political science on topics such as polarization, persuasion, elitism, social activism, and racial resentment. A central idea of the class is that social and psychological factors powerfully influence political views, and research in this area can help to understand our often confusing political landscape. Additionally, understanding the causal architecture of political attitudes and behavior is essential for taking effective political action, especially in this time of deep and growing political divides.

**Stakeholder(s):**

**Robb Willer**

## 2.20. Politics, Morality & Hierarchy

*Consider new theory and research, recent publications, and current research on politics, morality, and hierarchy*

SOC 375W: Workshop: Politics, Morality, and Hierarchy | Taught by Robb Willer, Professor of Sociology, Psychology, and Organizational Behavior ~ Advanced research workshop with a focus on new theory and research, recent publications, and current research by faculty and graduate student participants. Topics of relevant research include, but are not restricted to, morality, cooperation, solidarity, politics, status, and power.

**Stakeholder(s):**

**Robb Willer**

## 2.21. Technology & Social Good

*Position students to make informed choices about using digital tools to accomplish the social goals*

Technology for Social Good | Taught by Lucy Bernholz and Rob Reich ~ Digital tools have changed the way we volunteer, give money, and organize for social good. This class offered through the Stanford Continuing Studies program looks at a range of examples from donating digitized DNA to keeping human rights activists safe with digital tools and looks at the opportunities and challenges of these approaches. The goal of the course is for students to be positioned to make informed choices about using digital tools (or supporting others to do so) to accomplish the social goals they care about.

**Stakeholder(s):**

**Lucy Bernholz**

**Rob Reich**

## 2.22. Citizen Activity

*Introduce the roles of individuals and associations in shaping our collective public life and the civic fabric of our towns, states, and countries*

The Active Citizen in the Digital Age | Taught by Lucy Bernholz and Rob Reich

We participate in our communities in many ways – as neighbors, volunteers, voters, donors, members of local organizations (PTAs, churches, associational groups), and political activists. Democracies depend on people being willing to participate. Some participation is required (paying taxes, some military service). But democracies also depend on people's willingness to join in by choice.

This online class provides an introduction to the roles of individuals and associations in shaping our collective public life and the civic fabric of our towns, states, and countries. Sometimes this involves coming together to influence governing bodies such as city councils or public agencies; sometimes it focuses on doing the things your community wants but can't or won't get government to do.

And while democracy and democratic structures have evolved over centuries, the different sectors of society are still in the early stages of adapting to digital dependencies. This class introduces the ways in which networked digital infrastructure matters to democracy. Throughout the class we will consider the ways in which digital dependence is changing civil society and active civic engagement.

Class participants will learn about – and practice – coming together to make community decisions and the importance of these roles in democratic systems.

**Stakeholder(s):**

**Lucy Bernholz**

**Rob Reich**

**Communities**

**Individuals**

**Associations**

**Towns**

**States**

**Countries**

**Neighbors**

**Volunteers**

**Voters**

**Donors**

**Local Organizations**

**PTAs**

**Churches**

**Political Activists**

### 3. Publications

#### *Issue publications*

For a listing see <https://paccenter.stanford.edu/resources/publications/>

## 4. Tools & Resources

*Design, develop, and prototype resources that help donors increase the effectiveness of their giving*

### Stakeholder(s)

**Donors**

**Charitable Intermediaries**

A core function of EPLI is to design, develop, and prototype resources that help donors and the intermediaries who support them increase the effectiveness of their giving. All tools designed by EPLI are intended to be shared through a Creative Commons license. You can find a selection of some of our completed tools below.

### 4.1. Guide

*Cover the essentials of improving philanthropic practice*

Guide to Effective Philanthropy ~ EPLI's signature resource to guide emerging, high-capacity philanthropists through their funding journey. This book covers the essentials of improving philanthropic practice in one easy-to-follow resource (Digital version available now, print version available for purchase).

#### Stakeholder(s):

**Effective Philanthropy Learning Initiative**

### 4.2. Toolkit

*Provide a workbook and planner for those who want to engage in thoughtful, inspired, and effective philanthropy*

An action-oriented workbook and planner for donors, families and advisors who want to engage in thoughtful, inspired, and effective philanthropy. The best practices reflected in this toolkit are based on field research led by Stanford experts with donors, advisors, and nonprofits (Digital version available now, print version available for purchase).

#### Stakeholder(s):

**Donors**

**Advisors**

**Families**

### 4.3. Directory

*Provide a directory of organizations supporting philanthropic activities*

The Philanthropy Resource Directory (PRD) is an online tool comprised of approximately 280+ organizations across the United States working to support the philanthropic activities of high-capacity donors.

## 5. Events

*Provide a listing of events*

See <https://paccenter.stanford.edu/events/>

## 6. Student Research

### *Support student research*

Stanford PACS supports student research by awarding small grants on a quarterly basis to undergraduate and graduate students pursuing original research related to philanthropy, social innovation, civic engagement, democracy, and other related topics.

#### 6.1. Grants

*Offers grants to support student research in related areas*

As a leading research center dedicated to developing and sharing knowledge that can create positive social change, Stanford PACS is committed to supporting and nurturing promising new scholars interested in the study of philanthropy and civil society. In this spirit, the center offers a number of small grants each quarter to support student research in related areas. These grants typically support undergraduate honors theses, masters' students' capstone projects, and doctoral student research.

##### **Stakeholder(s):**

##### **Stanford Students :**

*Stanford PACS small grants welcome applications from all Stanford students. The grant typically supports undergraduate honors theses, masters' students' capstone projects, and doctoral student*

*research. Eligible expenses could include database purchases, travel expenses, conference fees, telephone costs or other expenses related to data collection and analysis.*

#### 6.2. Engagement & Relationships

*Engage with the broader Stanford PACS community to learn and develop long-term relationships*

In addition to financial support, we also invite our small grants recipients to engage with the broader Stanford PACS community and learn from established scholars, practitioners and leaders of social change. It offers students the opportunity to develop long-term relationships with Stanford PACS and enables them to chart productive careers in the study or practice of philanthropy.

##### **Stakeholder(s):**

**Stanford PACS Community**

## Administrative Information

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