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executive summaries

Results

7   In a Good Way: Advancing Funder Collaborations to Promote Health in Indian Country

Linda M. Bosma, Ph.D., Bosma Consulting; Jaime Martínez, M.Ed., and Nicole Toves Villaluz, B.A., ClearWay Minnesota; Christine A. Tholkes, M.P.A., LaRaye Anderson, B.S., and Sarah Brokenleg, M.S.W., Minnesota Department of Health; and Christine M. Matter, B.M., Center for Prevention, Blue Cross and Blue Shield of Minnesota

Funders continue to be challenged by how to best promote work in American Indian communities that builds health equity, addresses community context, and reduces the disproportionate impact of commercial tobacco. In particular, public health programs that address substance abuse and tobacco control promote the use of evidence-based practices that tend to emphasize a one-size-fits-all approach and that are rarely researched among American Indian populations. This article examines how three organizations collaborated on work to control commercial tobacco use in Minnesota's Indian Country, and shares lessons learned on how they came to incorporate tribal culture, respect traditional tobacco practices, and acknowledge historical trauma to inform their grantmaking.

Tools

20   Aligning Evaluation and Strategy With the Mission of a Community-Focused Foundation

Claudio Balestri, Ph.D., Fondazione Monte dei Paschi di Siena

Foundations are commonly recognized as having a comparative advantage in supporting forward-looking projects and programs. When a mission is focused more on improving the quality of life in a specific community than on addressing a specific social problem, evaluation of outcomes becomes more challenging. While available methods can provide valuable support to measuring the impact of a foundation's specific program, they are unlikely to provide an overview of the outcomes of a multitude of projects financed over time. This article presents the case of an Italian foundation committed to developing a tailored approach to evaluating the durable benefits of its local philanthropic activity.

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31   PCI: A Reflective Evaluation Framework for Systems Change

Beverly Parsons, Ph.D., InSites, and Huilan Krenn, Ph.D., W.K. Kellogg Foundation

Systemic change involves deep shifts in social norms, beliefs, power, and privilege — and seldom, if ever, follows a straightforward, predictable path. Such change also requires incremental, long-term action and evaluation. To better support systemic change, how might a foundation reframe its approach to evaluation? This article explores the interconnected dimensions of the PCI Reflective Evaluation Framework, an approach now in prototype form which is grounded in practical thinking about working within complex social systems. This article focuses on its use in advancing racial equity, describing possible applications to integrate a racial equity lens in unpacking and addressing the complexity of systemic change.

Sector

51   Crisis Philanthropy: Two Responses to the Pulse Tragedy in Orlando

Cindy Rizzo, J.D., Arcus Foundation

This article examines two philanthropic responses to the mass shooting at the Pulse nightclub in Orlando, Florida, on June 12, 2016, a tragedy that particularly impacted the region's growing Latinx LGBT community. The Central Florida Foundation's Better Together Fund and the Our Fund Foundation's Contigo Fund, while organized and operating in different ways, looked to best practices in crisis philanthropy and, in the wake of the massacre, provided the region with resources to address both short- and longer-term needs. Each learned from the other and in doing so, they made important contributions to their community and, in planning and implementation, to the field of crisis philanthropy.

63   Family Foundation Development in China: Two Case Studies

Shuang Lu, Ph.D., The University of Hong Kong and Chien-Chung Huang, Ph.D., Rutgers University

This article examines the development of two Chinese family foundations — the Lao Niu Foundation and the Lu Jiaxiang Foundation — using document analyses and semi-structured interviews with foundation leaders. While detailed data on program effectiveness and efficiency is lacking, it is evident that both foundations have generated positive impacts on social development despite an overall lack of support for the foundation sector from Chinese government policy. The case studies indicate that Chinese family foundations are exploring new paths in an increasingly mature philanthropic environment, and suggest several development approaches for family foundations in China and other emerging philanthropic sectors.

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77 Foundation Transparency: Opacity – It's Complicated

Robert J. Reid, Ph.D., JF Maddox Foundation

The perception that private foundations lack accountability has led to calls for greater transparency. This article seeks to examine transparent and opaque practice in private philanthropy, studying the literature as well as findings from interviews with foundation staff, trustees, and grantees that sought answers to two relevant questions: Does opacity exist in private philanthropy? Have foundations and grantees developed strategies for overcoming challenges related to opacity? U.S. tax law affords private philanthropy unique discretion regarding transparent practice. It might be productive for private foundations to explore how transparent and opaque practices impact their reputation and inhibit or support their activities.

90 Becoming Strategic: Finding Leverage Over the Social and Economic Determinants of Health

Douglas Easterling, Ph.D., and Laura McDuffee, M.P.A., Wake Forest School of Medicine

This article presents examples of the strategic thinking engaged in by health conversion foundations when they determined how they would address various social determinants of health. Interviews with the leaders of 33 foundations across the U.S. found that these foundations are operating through a multitude of strategic pathways that generally fall into four categories: expanding and improving relevant services, creating more effective systems; changing policy; and encouraging more equitable power structures. The article also considers how a foundation can develop a strategic pathway to address the social determinants of health that fits with its mission, values, philosophy, resources, and sphere of influence.

Executive Summaries

Reflective Practice

Ainsley Hawthorn, Ph.D., Community Foundation of Newfoundland and Labrador; and Sandra Brennan, M.A., and Rob Greenwood, Ph.D., Memorial University of Newfoundland

Vital Signs, a national program of Community Foundations of Canada, produces annual reports of the same name that examine the quality of life in each of Canada's provinces using statistics on fundamental social issues. The *Vital Signs* report for Newfoundland and Labrador is produced in partnership between the Community Foundation of Newfoundland and Labrador and the Leslie Harris Centre of Regional Policy and Development, a university research unit with expertise in both promoting community-based research and making academic information accessible to the general public. This article examines the origins of this collaboration and the lessons that have been learned from it.
DOI: 10.9707/1944-5660.1410

Book Review

Reviewed by Brenda Sipe, Kendall College of Art and Design of Ferris State University
Liedtka, Salzman, and Azer, believe a revolutionary shift is underway today, a move from Innovation I, innovating by designers, to Innovation II, which uncovers multiple possible solutions and involves stakeholders in the process. The authors offer glimpses into design processes at eleven real-world organizations. This is an excellent resource on a practice which has gained popularity in the business press and academic literature. It serves as a practical guide for those who want to undertake organization change from Innovation I to Innovation II, in a social sector environment that focuses on meeting human needs.
DOI: 10.9707/1944-5660.1411

Executive Summaries

call for papers

For Two Themed Issues of *The Foundation Review*

Abstracts of up to 250 words are being solicited for Volume 11, Issues 1 and 2, of *The Foundation Review.* These two issues, sponsored by the Gordon and Betty Moore Foundation, the Walton Family Foundation, the McKnight Foundation and the Kauffman Foundation, are focused on the two related issues: 1) how foundations promote their own organizational learning; and 2) how foundations learn collaboratively with others, including grantees, community stakeholders, government and other funders.

Abstracts for the Foundation Learning issue (11.1) are due May 15, 2018. Abstracts for the Collaborative Learning issue (11.2) are preferred by May 15 but will be considered if submitted by July 15, 2018.

Some of the issues that might be addressed in the Foundation Learning issue include:

- **What does organizational learning look like in foundations?** What are foundations currently doing to promote staff reflection about key turning points in their work? How are foundations utilizing the resulting lessons to improve their programs and strategies? What are they hoping to accomplish as a result? What are the barriers to learning – time, resources, expertise, etc.?

- **How are foundations linking evaluation, learning, and action?** How is empirical evidence being incorporated into foundation learning systems? How are learning systems different when integrated with evaluation? How do foundations navigate the tension between learning and accountability, particularly in relation to evaluation? How do they insure that learning is moved to action?

- **Who is responsible for foundation learning?** What are the different ways foundations have structured their learning systems? Are they generally part of the evaluation function, or are they separate? To what extent are program, operations, and other staff involved in these systems?

- **What tools and frameworks have been shown to support organizational learning effectively and efficiently?** Are there tools for different audiences? What are the special needs and opportunities related to engaging foundation boards around organizational learning?

- **To what extent and in what ways are foundations addressing equity in their learning and evaluation practices?**

- **What are the roles and responsibilities of external consultants in supporting organizational learning systems?**

- **How might learning practices be influenced by the type of strategy being pursued?** For example, are they different when the strategy is emergent vs. clearly defined?

- **Where is organizational learning generally focused** — e.g., learning to improve internal operations, specific grantees or programs, foundation strategy, the field more broadly, or elsewhere?

Much of the benchmarking research on organizational learning in foundations has emphasized internal rather than external learning. For the Collaborative Learning issue, articles might address issues such as:

- **What does collaborative learning look like currently?** What are foundations doing to promote collaborative learning with others, including grantees, community stakeholders, government and other funders?

- **What tools and frameworks have been shown to support foundations engaging their communities in learning?** Are there tools for different audiences? How can learning be effectively moved to action?

- **How is equity addressed in community learning?** How do foundations navigate power differences when engaging communities in learning activities?

- **Are there differences in collaborative learning based on the geographic context** — for example between a local, place-based initiative vs. an international program?

- **What tools, frameworks, or practices are most effective with different audiences, such as community members, community leaders, and other funders?**

- **How are foundations addressing learning and accountability to communities?** What role does transparency play?

- **Systems interventions generally benefit from learning with other stakeholders.** What are effective strategies for managing learning in this context?

- **What are the roles and responsibilities of external consultants in supporting collaborative learning among multiple stakeholders?**

Abstracts are solicited in four categories:

- **Results.** Papers in this category generally report on findings from evaluations of foundation-funded work. Papers should include a description of the theory of change (logic model, program theory), a description of the grant-making strategy, the evaluation methodology, the results, and discussion. The discussion should focus on what has been learned both about the programmatic content and about grantmaking and other foundation roles (convening, etc.).

- **Tools.** Papers in this category should describe tools useful for foundation staff or boards. By "tool" we mean a systematic, replicable method intended for a specific purpose. For example, a protocol to assess community readiness and standardized facilitation methods would be considered tools. The actual tool should be included in the article where practical. The paper should describe the rationale for the tool, how it was developed, and available evidence of its usefulness.

- **Sector.** Papers in this category address issues that confront the philanthropic sector as whole, such as diversity, accountability, etc. These are typically empirically based; literature reviews are also considered.

- **Reflective Practice.** The reflective practice articles rely on the knowledge and experience of the authors, rather than on formal evaluation methods or designs. In these cases, it is because of their perspective about broader issues, rather than specific initiatives, that the article is valuable.

Book Reviews: *The Foundation Review* publishes reviews of relevant books. Please contact the editor to discuss submitting a review. Reviewers must be free of conflicts of interest.

Please contact Teri Behrens, Editor of *The Foundation Review,* with questions at behrenst@foundationreview.org or (734) 646-2874.

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