

3-2019

Back Matter

Follow this and additional works at: <https://scholarworks.gvsu.edu/tfr>

Part of the [Nonprofit Administration and Management Commons](#), [Public Administration Commons](#), [Public Affairs Commons](#), and the [Public Policy Commons](#)

Recommended Citation

() "Back Matter," *The Foundation Review*: Vol. 11: Iss. 1, Article 13.

<https://doi.org/10.9707/1944-5660.1459>

Available at: <https://scholarworks.gvsu.edu/tfr/vol11/iss1/13>

This Back Matter is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in The Foundation Review by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Executive Summaries

Tools

7

Strategic Learning in Practice: A Case Study of the Kauffman Foundation

Matthew Carr, Ph.D., Brett Hembree, M.P.A., and Nathan Madden, Ph.D., Ewing Marion Kauffman Foundation

Increasingly, foundations and nonprofits are seeking to engage their staff in learning and reflection activities that assess successes and challenges, and then generate insights that can improve their strategies. This case study describes how the Ewing Marion Kauffman Foundation cultivated a staff cohort “learning champions,” created simple tools and processes that can more easily capture lessons generated internally and externally, and provided training in facilitation techniques to ensure insights are connecting back into strategies to drive decision-making.

DOI: 10.9707/1944-5660.1451

22

Building a Culture of Learning: Teaching a Complex Organization How to Fish

Tiffany Clarke, M.P.P., M.P.H., Hallie Preskill, Ph.D., and Abigail Stevenson, M.B.A., M.P.H., FSG; and Pamela Schwartz, M.P.H., Kaiser Permanente

Many social sector organizations are balancing their strategic plans with an ability to respond more quickly to change as it unfolds in their communities. To increase its capacity for strategic learning, Kaiser Permanente Community Health developed and implemented a system called Measurement and Evaluation for Learning and Outcomes. While this was a tailored process, its underlying thinking, approach, and lessons learned can be informative to others who are thinking about how to position their organizations and communities to thrive in times of change.

DOI: 10.9707/1944-5660.1458

35

Reflective Practice for Learning From Experience: Navigating the Back Roads at Work

Jan Jaffe, M.B.A., Philanthropy Northwest

Between the desire to move the needle on social change and the pressure to be productive, philanthropy as a field is understandably driven to focus on doing and resistant to taking time to reflect on practice. This article is designed to help foundations encourage leadership and staff to put their expertise into play as a learning strategy. This article defines reflective practice and traces roots and research that can inform its use. It also reports on interviews with philanthropy practitioners about how they use various reflective practice methods to navigate high-stakes situations. In an examination of some of the barriers to learning on the job in philanthropy, this article also suggests some activities that might build a more receptive environment for reflective practice for individuals, groups, and organizations.

DOI: 10.9707/1944-5660.1452

Executive Summaries (continued)

49

Knowledge Translation to Enhance Evaluation Use: A Case Example

Alison Rogers, M.P.H., M.Eval., and Catherine Malla, M.I.P.H., The Fred Hollows Foundation

This article addresses how essential information about monitoring, evaluation, and lessons learned can be made available to foundations. The Fred Hollows Foundation identified a gap in this area through an evaluation capacity-building readiness assessment, and introduced the concept of participatory, real-time monitoring, evaluation, and learning bulletins grounded in the principles of knowledge translation. This article describes how those bulletins were developed and used within the foundation to ensure access to relevant and timely information, and examines how they provided a mechanism to promote internal reflection and shift attitudes around data, which supported the development of a culture of evaluation. This approach will be useful for foundations that have limited resources.

DOI: 10.9707/1944-5660.1453

Sector

62

Challenges and Opportunities in Philanthropic Organizational Learning: Reflections From Fellow Grantmakers

Jennifer Chubinski, Ph.D., Kelley Adcock, M.P.H., and Susan Sprigg, M.P.H., Interact for Health

As the field of philanthropy has matured, increasing attention has been paid to evaluating the impact of philanthropic investments. In recent years, the scope of evaluation has expanded to include an intentional focus on organizational learning with the goal of learning from ongoing work, informing decision-making, and ultimately improving impact. Based on interviews with learning, evaluation, and research officers in philanthropy across the country, this article shares stories from the field on lessons learned and mistakes made in philanthropic organizational learning. It identifies points of struggle and opportunities for improvement in organizational learning, as well as what can be learned from mistakes in the process.

DOI: 10.9707/1944-5660.1454

Reflective Practice

81

Shifting Mindsets: How Meaningful Accountability Systems Can Strengthen Foundation Learning and Improve Impact

Marc J. Holley, Ph.D., and Marcie Parkhurst, M.C.P., Walton Family Foundation

This article explores what it looks like when a foundation attempts to integrate accountability and learning practices, and presents a framework for the unique and complementary contributions that accountability and learning can make to the work of foundations. The article also looks at the tensions that can arise when a foundation's internal evaluation staff attempt to design, implement, and make use of accountability systems. It identifies three problematic perspectives that can hold foundations back from full engagement in internally driven accountability initiatives, and offers practical guidance on how to shift these mindsets to more productive practices.

DOI:10.9707/1944-5660.1455

95

Evaluators as Conduits and Supports for Foundation Learning

Clare Nolan, M.P.P., Engage R+D; Meg Long, M.P.A., Equal Measure; and Debra Joy Pérez, Ph.D., Simmons University

Evaluators play a critical role in supporting philanthropic learning, programming, and strategy, but evaluation and learning in philanthropy is often limited in ways that impede deeper resonance and impact. Most philanthropic evaluation is focused on the needs of individual foundations; knowledge sharing with the broader field is limited; and foundations struggle to integrate evaluation and learning as a management tool. This article makes the case that evaluators and funders can do more to build the collective capacity of evaluators working in philanthropy in order to enhance their contributions to community change. This article also examines the ways that evaluation in philanthropy is evolving, lays out root causes of its limitations, and looks at emerging tools, techniques, and lessons that showcase new ways evaluators and funders are working together to strengthen practice.

DOI: 10.9707/1944-5660.1456

107

Building Principle-Based Strategic Learning: Insights From Practice

Kelci M. Price, Ph.D., Colorado Health Foundation; Chera Reid, Ph.D., Kresge Foundation; and Suzanne Kennedy Leahy, Ph.D., Episcopal Health Foundation

Given that many foundations are engaged in strategic philanthropy, where they have specific conditions in the world they are trying to change, it is critical that they have the capacity to effectively learn about and improve their strategies. This article offers three principles for strategic learning, informed by the field and insights from practice across three foundations. Each principle is explored in terms of what it means and why it is important, along with examples from how it could look in practice. By taking a principle-focused approach to strategic learning, this article offers a base from which to build a rigorous practice of strategic learning in any organization and to tailor the specifics of that practice to the organization's unique context and culture.

DOI: 10.9707/1944-5660.1457

The Grantmaking School

Professional Education for Foundation Staff and Donors



Explore all of our programs at:

JohnsonCenter.org/TheGrantmakingSchool

Upcoming Courses:

**Strategy and Evaluation
in Grantmaking**

June 19–20
Detroit, Mich.

**Strategy and Evaluation
for Health Foundations**

July 8–9
Durham, N.C.

**Social Movements
and Grantmaking**

Sept. 18–19
Detroit, Mich.

Questions?

Email Michael Pratt at prattm@gvsu.edu
for more information.



JOHNSON CENTER
AT GRAND VALLEY STATE UNIVERSITY

Call for Papers

FOR VOLUME 12, ISSUE 2

Abstracts of up to 250 words are being solicited for Vol. 12, Issue 1 of *The Foundation Review*. This issue will be an open (unthemed) issue. Papers on any topic relevant to organized philanthropy are invited.

Submit abstracts to submissions@foundationreview.org by July 31, 2019. If a full paper is invited, it will be due October 31, 2019 for consideration for publication in June 2020.

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.

Questions? Contact Teri Behrens, editor of *The Foundation Review*, with questions at behrenst@foundationreview.org or (734) 646-2874.

Subscribe today!

ONLINE

1 YEAR, 4 ISSUES

Individual	\$87
Institutional.....	\$360
Student	\$41

PRINT & ONLINE

1 YEAR, 4 ISSUES

Individual	\$107
Institutional.....	\$405

HOW TO ORDER

➤ **Go Online:**

www.TheFoundationReview.org

➤ **Send an Email:**

tfr@subscriptionoffice.com

➤ **Call Us:**

(205) 995-1567

\$30 service fee added to international print orders.

FREE TRIAL SUBSCRIPTION

Start your 90-day free online trial at www.TheFoundationReview.org. You'll also receive a complimentary print copy of the latest issue in the mail.

MULTI-SITE PRICING FOR INSTITUTIONS

Full price for one site, plus a **50% discount** for each additional site

PLUS...

Your subscription includes access to **FREE** quarterly webinars!

Sponsor Subscriptions

If you or your organization are interested in supporting the work of *The Foundation Review*, please contact Teri Behrens at behrenst@foundationreview.org.

Become a Partner

Discounted subscriptions are offered to members of partner organizations. Contact Pat Robinson at pat.robinson@gvsu.edu for more information.

The Foundation Review is the first peer-reviewed journal of philanthropy, written by and for foundation staff and boards and those who work with them. With a combination of rigorous research and accessible writing, it can help you and your team put new ideas and good practices to work for more effective philanthropy.

The Foundation Review is published quarterly by the Dorothy A. Johnson Center for Philanthropy at Grand Valley State University in Grand Rapids, Michigan.

Learn more at www.TheFoundationReview.org.

Master of Philanthropy and Nonprofit Leadership



Ranked 13th in the nation and #1 in Michigan!*

Grand Valley State University's Master of Philanthropy and Nonprofit Leadership prepares students for careers or advancement in the nonprofit and philanthropic sector through **classroom study, applied research, professional development, and field experience.**

Students learn to lead and manage philanthropic and nonprofit organizations ethically and effectively, and go beyond traditional boundaries in the pursuit of prosperous, safe, and healthy communities.

Learn More

Visit gvsu.edu/spnha or email Michelle Wooddell at wooddelm@gvsu.edu for more information.

**Fully accredited by the
Nonprofit Academic
Centers Council
(NAAC)**

Coursework includes:

- ▶ Financial management
- ▶ Fund development
- ▶ Grantmaking
- ▶ Marketing
- ▶ Nonprofit management
- ▶ Program evaluation
- ▶ Social entrepreneurship



*GVSU's Nonprofit Management program was ranked 13th in the nation and #1 in Michigan by U.S. News & World Report in 2019.

THE FoundationReview®

The Foundation Review is the first peer-reviewed journal of philanthropy, written by and for foundation staff and boards and those who work with them. With a combination of rigorous research and accessible writing, it can help you and your team put new ideas and good practices to work for more effective philanthropy.

Our Mission: To share evaluation results, tools, and knowledge about the philanthropic sector in order to improve the practice of grantmaking, yielding greater impact and innovation.

Published Quarterly by the Dorothy A. Johnson Center for Philanthropy at Grand Valley State University

www.thefoundationreview.org

ISSN 1944-5660 | eISSN 1944-5679