**PADM-GP 2211**

**Program Development and Management**

**for International Organizations**

**Fall 2023**

# Instructor Information

* Professors: Anna Levy, Dave Algoso
* Email: al4753@nyu.edu, dalgoso@nyu.edu
* Office hours: After class and by appointment

# Course Information

* Class Meetings: Seven Friday sessions 09:00 to 13:00 from 8 September to 20 October
* Class Location: BOBS LL143

# Course Description and Objectives

International public service organizations manage large parts of their work through programmatic and project frameworks. The structure, design, and management of these programs has implications for how success is defined and achieved, on power and equity in agenda setting and programmatic processes, and overall impacts on people and planet.

Programmatic leadership, ethics, design, and implementation vary by sector or issue of interest, operational context, and type of organization—with major differences across large UN agencies, international nonprofit service providers, private foundations, small advocacy nonprofits, transnational investigative journalism consortia, action research think tanks, or more distributed movements or networks that lack a formal “organization”. Given the complexity of international work alongside active debates about how change happens, and on whose terms, this course prioritizes analytical and decision-making skills that managers and leaders will need to effectively navigate dynamics within their own organizations, across organizational partnerships, and with those whose well-being is at the center of programmatic work.

We will focus on cultivating technical, strategic, and tactical skills that balance the everyday operational demands of designing and managing programs with attention to broader systemic questions—from calls for decolonization and localization of international aid programs to managing abrupt operational transitions stemming from political or health crises.

Students will analyze case studies, hear practitioner perspectives from guest speakers, apply skills they are learning to scenarios from various contexts, and debate and discuss how various approaches may support or hinder organizational missions in practice. This course draws on and centers skills and perspectives students bring from professional and/or lived experience, as well as other courses taken at Wagner, from project and conflict management to accountability-related courses.

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# Course Learning Objectives

* Build skills to plan, lead, and manage within a range of international organizations
* Understand how different types of organizations collaborate to create change through programs, projects, and other structures when working around the world
* Understand the landscape of approaches and be confident navigating different scenarios they may encounter when designing and managing programs in international organizations.
* Be able to consider how organizational complexity at strategic, programmatic, and operational levels can support or hinder different goals
* Have a toolkit of approaches for navigating scenarios that may be faced when designing, managing, and leading programs
* Be equipped to analyze how discussions of participation, inclusion, feedback, accountability, equity, decolonization, which shape program design and management in international organizations
* Develop familiarity with how monitoring, evaluation, and learning (MEL) approaches can support effective adaptive management

# Course Sessions At-a-Glance

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| Date | Session title |
|  | Part I: Organizational systems and dynamics design |
| 1 - Sept 8 | **Course Overview and Introduction to the Role of International Organizations** |
| 2 - Sept 15 | **Understanding International Organizations’ Strategies and Structures** |
| 3 - Sept 22 | **Rapid Analysis and Decision-Making in the Context of Complexity, Competing Incentives & Priorities**  |
|  | Part II: Planning and management in the face of complexity (aspirations vs. realities) |
| 4 - Sept 29 | **Planning Deep Dive 1: Private Funders & Movements** |
| 5 - Oct 6 | **Planning Deep Dive 2: Municipal/Local Organizations & Transnational Organizations** |
| 6 - Oct 13 | **Adaptive Management through Monitoring, Evaluation, and Learning** |
|  | Part III: Stewarding change between programs and systems |
| 7 - Oct 20 | **Changing the System of International Organizations from Within** |

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# Assignments

You’ll have four assignments for this course, including the completion of one brief pre-course survey. Each assignment will build on the previous one, representing different stages of organizational program planning and implementation, including–internal strategy, planning, and operationalization, in the context of sectoral politics, alliances, and changing agendas.

The pre-course survey and first in-course assignment will be completed individually, while the final two assignments will be completed in small groups designated by instructors halfway through the course. All assignments, deadlines, and expectations are outlined below.

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| Due | Assignment | Weight | Description |
| 9/1 | **Pre-course survey**[Assignment #1 / Individual] | 10% | Please complete the brief survey shared by instructors on Brightspace by 9/1.  |
| 9/21 | **Organizational & programmatic analysis**[Assignment #2 / Individual] | 20% | For this assignment, you’ll be provided with **three different scenarios** that will have immediate decision-making and planning implications for organizational and programmatic work in a range of areas. **You’ll choose a specific organization and a programmatic area of operation within it. Using one of these scenarios,** **you’ll analyze programmatic and planning implications based on the selected scenario.** **Some guiding questions to help structure the analysis are both in the announcements and ‘Assignments’ section on Brightspace.**Final submissions should be *4-5 pages, Times New Roman, 1.5 spacing, 11 font.*  |
| 10/18 | **Comparative design & planning** [Assignment #3 / Group] | 20% | In this group assignment, you’ll be asked to **compare the design, planning, and accountability approaches of two specific organizations** of your choosing. You’ll draw on publicly available sources and apply the organizational analysis tools we’ve discussed in class, or other analytical frameworks of your choosing, to compare and contrast the two.**Some guiding questions to help structure the analysis are in the ‘Assignments’ section on Brightspace.**Final submissions should be *8-10 pages, Times New Roman, 1.5 spacing, 11 font.*   |
| 11/8 | **Programmatic change plan**[Assignment #4 / Group] | 30% | Your final group assignment for this class is to **craft a programmatic change plan for a specific organization undergoing (or undertaking) a paradigmatic shift**—which may respond to calls for localization or decolonization, political or funding changes, among others. The first two assignments have prepared you to choose an organization, how to analyze internal operations, as well as how to identify tools that support planning for programmatic change. The core of this assignment is the change *plan*, which will respond to a scenario that your team chooses. Framing and analysis of the scenario should be succinct, with the core of your submission organized as a clear, action-plan for stewarding programmatic change. It should be written from the perspective of a leader or team within the organization, with an imagined audience of your colleagues and/or partners. The format for this final assignment is a slide deck, presented as a pitch. *Decks should be 15-20 slides, along with a 3-4 page addendum (this can either be written as a policy brief or as a set of blog posts for relevant audiences).***Some guiding questions to help structure the analysis are in the ‘Assignments’ section on Brightspace.***\*\*Please schedule a check-in meeting with your assigned professor by/during the week of 10/30. For this meeting, we ask that you come prepared with your group’s organizational choice, change plan approach (and prompt), as well as some group thoughts on how you’ll approach the group process differently from assignment #2.* |
|  | **Participation (ongoing)** | 20% | Participation grades for this class consist of regular and timely attendance to class, active participation in class discussions, and equitable engagement in and contributions to team projects. While we do not survey teams regarding distributed roles in and contributions to group projects, we consider individual class attendance and participation as well as assignments in assessing shared effort toward group projects.  |

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# The landscape we’ll cover

Throughout the course, we will refer back to a taxonomy for differentiating between and among different types of organizations, in order to have a more nuanced understanding of: how different types of organizations approach the same (or similar) issues; the widely varied impacts of their respective approaches; and how they collaborate (or not).

Because there are many ways to cluster organizations, and this taxonomy is just one example, we’ll generally aim to ground our conversations in examples of real organizations to avoid speaking too abstractly about the categories.

Some of the archetypes we’ll use are:

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| Archetype | Description / Examples |
| Private philanthropic foundations | Gates Foundation, Ford Foundation, Mackenzie Scott |
| Multilateral or bilateral development agency | UNICEF, World Bank, Norwegian Refugee Council, New Development Bank (BRICS Development Bank), JICA, African Development Bank, USAID  |
| Large international NGOs (working in many countries) | Development/aid groups, advocacy organizations, others: Mercy Corps, Outright International, Human Rights Watch, BRAC |
| Regional, national or subnational NGOs (working in one country or a few closely related countries) | Twaweza, RAICES, Ahmed Kathrada Foundation, Adeso, Shining Hope for Communities, PSAM, and thousands more |
| Transnational investigative or reporting entities | ICIJ, LittleSis, New Humanitarian, Chronicle on Philanthropy |
| Think tanks, action research institutions & consortia | ODI, Data & Society, Transparency and Accountability Initiative |
| Infomediaries and info architecture | Mapbox, Humanitarian Open Street Map  |
| Coalitions and membership-based associations | Federation of Somali Trade Unions, HEAL Food Alliance, *El Movimiento Agroecológico Latinoamericano y del Caribe*, (MAELA) |
| Distributed movements or networks | #Landback, #metoo, Decolonize Aid |
| Community-based organizations | Social service-focused, membership organizations |

# Overview of Course Arc & Sessions

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### **(Fri, 9/8) | Session 1: Course Overview and Introduction to the Role of International Organizations**

**What we’ll cover:** In this first session, we will introduce and review the syllabus as well as the overall structure, ethos, and goals of the course. Because small group activities, simulations, and assignments constitute a primary working modality for the course, we’ll take time for peer introductions. Finally, the thematic arc of the semester will be introduced through an in-class debate on what defines contemporary international organizations and why they matter.

**Preparatory readings:** None or few, completing the pre-course survey by 9/1 is the only preparatory work for this session.

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**Part I: Organizational systems and dynamics**

In this segment of the course (sessions 2 & 3), we’ll complete a landscape overview of a wide range of organizations operating globally or transnationally, focused on understanding their organizational structures, theories of change, planning and decision-making approaches from the perspective of internal actors and planners, and dynamics of complexity within and across their operations.

### **(Fri, 9/15) | Session 2: Understanding International Organizations’ Strategies and Structures**

**What we’ll cover:** This session will help us build a shared understanding of the thousands of different organizations working around the world by grouping them into a few archetypes and then analyzing their differences. We’ll look at organizational structures, leadership, governance, funding, strategies, capacities, constraints, and decision making practices—all of which shape the programmatic activities that organizations undertake. Finally, we will introduce a toolkit of frameworks and analytical methods for: landscape and programmatic assessment; issue- and power-mapping; participatory planning, management, and strategy; monitoring and accountability.

**Preparatory readings:**

* “[NEAR Strategic Plan 2021-2023](https://static1.squarespace.com/static/5fc4fd249698b02c7f3acfe9/t/610ac88e48fa1121ea5ef72c/1628096671914/NEAR%2BStrategic%2BPlan%2B-%2Bfinal.pdf),” Network for Empowered Aid Response (NEAR), 2021.
* “[ActionAid 2022 Global Annual Report,](https://actionaid.org/sites/default/files/publications/annual_report_2022%20-%2016%20Jun%202023.pdf)“ ActionAid, 2022.
* “[Oxfam International Annual Report](https://drive.google.com/file/d/1zjjd0NCKG_pctMIoxk4drzshwp9wc79Z/view)” + “[Oxam International Trustee’s Report](https://drive.google.com/file/d/1zcGUbM1BxJsBY7yLgJxMzYHnpWI5upHr/view),” Oxfam International, 2021/22.
* [Wikimedia Foundation’s wikipedia page](https://en.wikipedia.org/wiki/Wikimedia_Foundation).
* Dr. Claire Chaumont and Dr. Mamka Anyona, “[Caught in a Storm: The World Health Organization and the 2014 Ebola Outbreak Epilogue](https://drive.google.com/file/d/1zNgHH6lunkwgkG3LmbBPjWNnaWjYJ3IN/view?usp=drive_link)”, Harvard Kennedy School, 2020.
* Mark Suzman, “[Does our foundation have too much influence? Here’s how I see it.](https://www.gatesfoundation.org/ideas/articles/2023-gates-foundation-annual-letter)”, Gates Foundation, 2023.
* Class slides - to be added as read-ahead

### (Fri, 9/22) | Session 3: Rapid Analysis and Decision-Making in the Context of Complexity, Competing Incentives & Priorities

**What we’ll cover:** In this class, we’ll deep dive into the practical realities of rapid analysis and decision-making in the context of complexity, competing incentives & priorities. The session will focus on navigating divergent or competing organizational incentives, constraints, pressures, budgets and resource flows, as well as simultaneously coordinating in the context of rapidly changing circumstances affecting program or mission delivery, information needs and asymmetries, donor and constituency pressures, among others. Through a context-relevant simulation, the class will explore these dynamics, how they form and how internal stakeholders’ decisions and agency are shaped by them. We will continue reviewing the rapid analysis toolkit started in the previous session, examining different tools’ relevance for various scenarios, decisions, and needs represented in the simulation.

**Preparatory readings:**

* Kerrie Holloway, Reem Al Masri and Afnan Abu Yahia. “[Digital identity, biometrics and inclusion in humanitarian responses to refugee crises](https://cdn.odi.org/media/documents/Digital_IP_Biometrics_case_study_web.pdf),” HPG working paper, ODI, Oct 2021 (read 1-38.)
* “[Lebanon Crisis Response Plan](https://www.3rpsyriacrisis.org/wp-content/uploads/2023/05/Lebanon-Crisis-Response-Plan-2023.pdf)  2023,” 3RP Syria Crisis Response (pgs 1-34) and Part II: Operational Response Plans, please read sections on Basic Assistance, Livelihoods, and Social Stability.
* [Zainab Chamoun](https://www.thenewhumanitarian.org/authors/zainab-chamoun), Annie Slemrod. “[Whatsapp, Lebanon?](https://interactive.thenewhumanitarian.org/stories/2022/07/28/whatsapp-lebanon/)” The New Humanitarian, 28 July 2022.
* McCarthy, Kerry. “[Evaluation for the times we are in — from ‘What Works’ to more complexity and systems aware practices](https://kclarity.medium.com/evaluation-for-the-times-we-are-in-from-what-works-to-more-complexity-and-systems-aware-f24dc3a890b4),” Medium, 27 July 23.

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## **Part II: Planning and management in the face of complexity (aspirations vs. realities)**

In this segment of the course (sessions 4, 5 & 6), we will apply analysis, planning, and decision-making techniques to specific organizational types and their internal operating dynamics, as well as in response to external pressures, conversations, current events, and unforeseen opportunities and challenges. Some themes that will be covered from practical programmatic perspectives will include: participation, equity, budgets, donors, and theories of change.

Sessions #4 & #5 involve focused, participatory program development and planning from four specific organizational perspectives: private funders, movements, municipal organizations, and transnational organizations.

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### **(Fri, 9/29) | Session 4: Planning Deep Dive 1: Private Funders & Movements**

**What we’ll cover:** In this session, we’ll closely examine and compare the programmatic design, action, and decision-making norms of funders (including philanthropic foundations and state donors) as well as social movements—through close analysis of a “request for proposals” (RFP).

**Preparatory readings:**

* Rittel, H.W.J., Webber, M.M. Dilemmas in a general theory of planning. *Policy Sci* **4**, 155–169 (1973). (Available in online libraries)
* [El Exituto](https://www.extituto.com/) | Please read their theory of change, and four project areas/toolkits in depth.
* Darren Walker & Hillary Pennington. “[Building on Feedback: Results from our Grantee Perception Survey,](https://www.fordfoundation.org/work/learning/learning-reflections/building-on-feedback-results-from-our-grantee-perception-survey/)” Ford Foundation, 2023.
* Vu Le, [“Subtle ways power dynamics manifest between nonprofits and funders,”](https://nonprofitaf.com/2022/05/subtle-ways-power-dynamics-manifest-between-nonprofits-and-funders/) *NonprofitAF*, May 2022.
* “[Transparency and Accountability Initiative 12-month work plan | April 2023-March 2024,](https://www.transparency-initiative.org/transparency-and-accountability-initiative-12-month-work-plan)” Transparency and Accountability Initiative, 2023.
* Sabina Robillard, Teddy Atim, and Daniel Maxwe, “‘[Localization: A “Landscape” Report](https://fic.tufts.edu/assets/Localization-FINAL-12.30.21.pdf).’” Feinstein International Center, 2021.

### **(Fri, Oct 6) | Session 5: Planning Deep Dive 2: Municipal/Local Organizations & Transnational Organizations**

**What we’ll cover:** This session continues the deep dive into specific organizational lenses on program planning and development. In this session, we’ll closely examine and compare the programmatic design, action, and decision-making considerations of municipal/local organizations as well as large, complex, transnational organizations.

**Preparatory readings:**

* Sulfikar Amir, Rifda Marwa Ufaira, Dani Mohammad Ramadhan, Anindrya Nastiti. “[Cool Infrastructures City Profile: Jakarta,](https://era.ed.ac.uk/bitstream/handle/1842/38971/UNI-ED%20Resilient%20cities%20JAKARTA.pdf?sequence=1&isAllowed=y)” University of Edinburgh, 2020-21.
* “[Taking Steps Together on Equity and Climate Change: Report on New Orleans climate equity plan/assessment](https://fluxconsole.com/files/item/211/109413/ClimateActionEquityReport.pdf),” Deep South Center for Environmental Justice, City of New Orleans, Greater New Orleans Foundation, 2019.
* Liza Rose Cirolia, Lauren Hermanus, Anna Taylor, Warren Smit, Alice McClure, “[Climate Infrastructure & City Governments: A Strategic Framework for African City-Labs,](https://www.africancentreforcities.net/strategic-paper-climate-infrastructure-city-governments-a-strategic-framework-for-african-city-labs/)” African Centre for Cities, July 2023.
* Nick Robins, Vonda Brunsting and David Wood. “[Climate change and the just transition: A guide for investor action](https://sustainabledevelopment.un.org/content/documents/22101ijtguidanceforinvestors23november1118_541095.pdf),” Grantham Research Institute on Climate Change and the Environment, December, 2018.
* Just Transition Policy Brief: “[Human mobility and labour migration related to climate change in a just transition towards environmentally sustainable economies and societies for all](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_860606.pdf),” International Labor Organization, October 2022.

**Optional/Suggested reading:**

* Sara McTarnaghan, Jorge Morales-Burnett, and Rebecca Marx, et al, [“Urban Resilience: From Global Vision to Local Practice: Final Outcome Evaluation of the 100 Resilient Cities Program](https://www.urban.org/sites/default/files/2022-09/Urban%20Resilience%20-%20From%20Global%20Vision%20to%20Local%20Practice_1.pdf),” Urban Institute, Sept 2022.
* “[Framework for Dignity in the Build Environment](https://www.ihrb.org/focus-areas/built-environment/framework-for-dignity-built-environment),” Institute for Human Rights and Business, 1 Nov 2020.

**In-class RFP: TBD**

### **(Fri, Oct 13) | Session 6: Adaptive Management through Monitoring, Evaluation, and Learning**

**What we’ll cover:** Now that we’ve explored how programs are designed and planned (covered in the prior two sessions)—what next? This session will teach students how to learn, adapt, and navigate complexity as they manage international programs. We’ll consider how regular monitoring and evaluation can feed into program learning and adaptation. We’ll also look at sudden shocks (like pandemics or elections) and slow shifts (like evolving digital/information landscapes) that change a program’s context. Finally we’ll consider how organizational dynamics can enable or hinder learning and adaptation.

**Preparatory readings:**

* “[MEAL vs. M&E: What Is the Difference and Why Does It Matter?](https://www.evalcommunity.com/career-center/meal-vs-me/)” and “[Monitoring, Evaluation, Accountability, and Learning (MEAL)](https://www.evalcommunity.com/career-center/meal/),” EvalCommunity.com, 2023.
* “[ADAPTing Aid: Lessons from Six Case Studies](https://www.mercycorps.org/research-resources/adaptive-management-case-studies),” Mercy Corps / IRC, 2016. Read the overview sections (pages 1-11) and select two of the case studies to read..
* “[Discussion Note: Adaptive Management](https://usaidlearninglab.org/sites/default/files/resource/files/dn_adaptive_management_final2021.pdf),” USAID, 2021.
* [“Learning by Doing,”](https://twaweza.org/learning-by-doing/culture-of-learning/) Twaweza website, accessed 2023.
* Neil Dillon, “[Breaking the Mould: Alternative approaches to monitoring and evaluation](https://www.alnap.org/system/files/content/resource/files/main/ALNAP%20Breaking%20the%20Mould_paper.pdf),” ALNAP, 2019.
* Debra Ladner, “[Strategy Testing: An Innovative Approach to Monitoring Highly Flexible Aid Programs](https://asiafoundation.org/publication/strategy-testing-an-innovative-approach-to-monitoring-highly-flexible-aid-programs/)”, The Asia Foundation, 2015.

**Bonus readings:**

* “[Discussion Note: Complexity-Aware Monitoring](https://usaidlearninglab.org/sites/default/files/resource/files/dn_-_complexity-aware_monitoring_final2021_1.pdf),” USAID, 2021.
* Michael O’Donnell, “[Adaptive management: What it means for CSOs](https://www.bond.org.uk/wp-content/uploads/2022/03/adaptive_management_-_what_it_means_for_csos_0.pdf),” Bond, 2016.
* Mary Kay Gugerty and Dean Karlan, “[Ten Reasons Not to Measure Impact—and What to Do Instead](https://ssir.org/articles/entry/ten_reasons_not_to_measure_impact_and_what_to_do_instead),” *Stanford Social Innovation Review*, Summer 2018.
* Dave Algoso, “[Adaptive Archetypes—or, 50 Ways to CLA](https://usaidlearninglab.org/community/blog/adaptive-archetypes-or-50-ways-cla),” USAID Learning Lab, 2018.

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## **Part III: Stewarding change**

Any issue that affects the well-being of large populations, that touches on justice or grievance redress for historical inequalities, or that requires large, coordinated shifts in institutional or political practices is going to be layered, long-term, and messy. Programmatic planning is one process contributing to multiple avenues for change. This final segment of the course will build on the program planning, decision-making, and organizational leadership skills discussed throughout the course to date—preparing students for engaging broader conversations, shifts, and anticipatory planning alongside more organizationally fixed approaches, resources, and operations.

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### **(Fri, Oct 20) | Session 7: Changing the System of International Organizations from Within**

**What we’ll cover:** With a focus on systemic advocacy while managing or running programs within existing organizations, this final session will zoom back out to contextualize programmatic and operational leadership in terms of broader public advocacy and systems change. This final session will uplift skills for balancing mission-aligned program management with stewardship of organizational change.

**Preparatory readings:**

* Tom Aston, “[(Re)making the case for adaptive management](https://thomasmtaston.medium.com/re-making-the-case-for-adaptive-management-d23541954604)”, *Medium*, 2022.
* Rob Ricigliano, [“Building emergent organizations”](https://blog.kumu.io/building-emergent-organizations-80414fe33537), *Medium*, 2020.
* [Localisation Performance Measurement Framework (LPMF)](https://www.near.ngo/lpmf), NEAR. Read the introduction and skim the framework itself.
* Vu Le, “[Join the movement to end Crappy Funding Practices!](https://nonprofitaf.com/2023/05/join-the-movement-to-end-crappy-funding-practices/)”, *NonprofitAF*, 2023.
* Kendra Nicolai, “[Getting out of the way: Practicing Decolonized Thinking](https://communitycentricfundraising.org/2023/05/03/getting-out-of-the-way-practicing-decolonized-thinking/)”, Community-Centric Fundraising, 2023.
* “[Fostering Equitable North-South Civil Society Partnerships](https://rightscolab.org/ringo-projects-first-research-report-voices-from-the-south/)”, Re-imagining INGO (RINGO) Initiative, March 2021.
* Nathan J. Robinson interviewing Linsey McGoey, “[How Bill Gates Makes the World Worse Off](https://www.currentaffairs.org/2022/07/how-bill-gates-makes-the-world-worse-off)”, *Current Affairs*, 2022.
* Stopping As Success:
	+ Watch the “[Stopping As Success+ Introductory Video](https://www.stoppingassuccess.org/resources/stopping-as-success-introductory-video/)”
	+ Hasi Edema, “[The humanitarian sector is far behind its ‘localization’ aims](https://www.stoppingassuccess.org/resources/the-humanitarian-sector-is-far-behind-its-localization-aims/)”, Stopping As Success / CDA Collaborative, 2023.
	+ Browse other “[Stopping As Success](https://www.stoppingassuccess.org/resources/)” case studies and resources
* “[Start Network Anti-Racist and Decolonial Framework](https://startnetwork.org/learn-change/resources/library/anti-racist-and-decolonial-framework)”, Start Network, June 2022.
* “[Case Study: Ford and Twaweza](https://www.fundingforrealchange.com/case-study-ford-twaweza)”, Funding for Real Change, Accessed 2023.

**Bonus:**

* See other resources on [Ford’s BUILD program](https://www.fordfoundation.org/work/our-grants/building-institutions-and-networks/) (discussed in the Funding for Real Change case study)
* Anna Levy, “[Do no structural harm? Dissent in international and non-governmental organizations](https://whistleblower.org/resources/reports-and-publications/do-no-structural-harm-dissent-in-international-and-non-governmental-organizations-ios-and-ngos/)”, Government Accountability Project, 2018.
* Rob Ricigliano, “[The Evolving Operating System of Philanthropy](https://medium.com/in-too-deep/the-evolving-operating-system-of-philanthropy-f6ce290359b6)”, *Medium*, 2018.

# Class policies

**Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with us.

**Use of ChatGPT and other AI tools**

Use of ChatGPT and related tools is allowed in this class, but a few caveats apply.

* First, the assignments have been designed around tasks the tools do not perform well, and your work will be graded down, perhaps substantially, if it fails to meet expectations.
* Second, the final text included in your assignments must always be your own writing; using text from another source without citation (regardless of whether that source is ChatGPT, a book, or a blog) is always plagiarism.
* As with all assignments, learning from the work is your responsibility. You must use the tools in a way that involves effort you learn from. Therefore, for every assignment, you should also turn in a description of which tools and techniques you used, and which parts of the assignment you used them for.
* Be prepared to discuss your work in class, or in conversation with us.

**Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

**NYU’s Calendar Policy on Religious Holidays**

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify us in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

**Missing classes for sickness or other emergencies**

We understand that sickness and other emergencies may cause students to occasionally miss class. When this happens, please notify us as soon as possible so we can plan accordingly. While we understood it would be ideal to join virtually or watch recorded versions of classes missed, it is unfortunately not practical for the highly interactive and experiential nature of the sessions. When students must miss sessions, we will do our best to find a shared time with you to discuss and review core material missed. We also invite you to share notes and review with your classmates in the event of missed classes.

**Parents and Guardians**

You may find yourself in situations where your child care falls through or some other event that you need to bring your infant or child to class. This class is happy to make accommodations necessary for you to balance your student and childcare roles.

* All breastfeeding and bottle-fed babies are welcome in class as often as is necessary to support the relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, we never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby (breast or bottle) are welcome in class anytime.
* For older children and babies, we understand that minor illnesses and unforeseen disruptions in childcare often put parents and guardians in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
* We ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
* In all cases where babies and children come to class, we ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
* If a child care gap will mean you need to miss a session entirely, please let us know as soon as possible and we will work to make other arrangements, as described above (see “Missing classes for sickness or other emergencies”).