PUBPOL 559A Quadruple Bottom Line Performance

Syllabus
(ver 3.24.17)

Spring Quarter
Thursdays 5:30pm to 8:20pm
Parrington 308 (Remak Commons)

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Office Hours: Wednesdays, 4pm to 5pm, and by appointment

Course Summary
This course examines the Quadruple Bottom Line (QBL) as a conceptual framework and emerging set of tools for a more comprehensive and balanced accounting of organizational and institutional behavior and outcomes related to economic efficiency, social equity, environmental sustainability, and creative cultural vitality.

Course learning objectives include: 1) skills in critically assessing the advantages and disadvantages of each bottom line both conceptually and methodologically; 2) developing practical QBL tools for individuals and organizations; 3) understanding QBL performance in the context of early 21st century social and economic restructuring; 4) practicing competencies in interpretation, analysis, and communication.

Overview
The course builds upon the triple bottom line idea that was initially coined in John Elkington’s 1997 book *Cannibals with Forks: the Triple Bottom Line of 21st Century Business*. Elkington describes the triple bottom line of “profit, people, and planet” as an approach that for-profit businesses may use to account for non-financial values like social value (e.g., treating workers fairly and justly) and environmental value (e.g., less waste and energy consumption).

The triple bottom line metaphor and model is emerging as the de facto global standard for sustainability reporting by businesses, governments, and nonprofits. However, idea remains relatively under-developed conceptually, methodologically, and practically. The triple bottom line ideas has also not yet been fully framed within the context of public policy or of government and nonprofit organizations. We will do so in the course.

In our course, we will critically analyze the triple bottom line idea as well as further develop the fourth bottom line of creative cultural vitality. We will examine the advantages and disadvantages associated with “value,” “values,” and the “valuation” of each bottom line.
Course Intentions

We will examine the QBL framework as a means to advance research, teaching, and public service. We will discuss how the QBL approach may be used to help frame and inform discussions among policy makers, leaders, managers, businesses, and the public. Specifically, the QBL perspective is presented as an integrative framework that may be used by diverse stakeholders to simultaneously deliberate upon multiple performance outcomes expectations.

We will use the QBL framework to guide learning and discussion about the performance of governmental, non-governmental, and for-profit organizations around the world as a way to help address the challenges of 21st century governance so that global societies and communities are more prosperous, equitable, environmentally sustainable, and culturally creative.

This class uses readings, class discussions, guest speakers, written assignments, and student presentations to explore and learn about quadruple bottom line performance.

Requirements

**Participation, readings, and class discussion:** This course relies on discussion to critically explore issues and trade-offs related to quadruple bottom line performance. The quality of each class will depend upon your preparation.

This course fulfills the Evans School’s Values Elective requirement (with a passing grade).

Readings

There are no required textbooks. Readings are available on our Canvas course website.

**GRADING:**

The final grade for the course will be comprised of the following components:

- Class participation: 30%
- Canvas discussion posts (2 required + others): 10%
- Memos, 2 @ 15% (includes SPC presentation): 30%
- Final paper (25%) and presentation (5%): 100%

**Participation**

Student participation grades will be calculated based upon: 1) quality and quantity of contributions to classroom and Canvas discussions; and 2) discussion facilitation of selected course readings for one class session.
WRITTEN ASSIGNMENTS

Discussion Board Posts: During the quarter, students are required to respond to prompts by making two post submissions to discussion threads on our Canvas website.

Memos: Two memos will be due during the quarter. Memos should be no more than 3 pages long (1 inch margins, 12 point font, double-spaced, page numbers, your name).

Final Project Paper and Presentation: The course-long project provides an opportunity for you to integrate and apply your learning while developing a focused research project. You will present your work as part of a “Learning Gallery” during the last class.

Final Project Topics

Possible student projects in the course include:

A. Recommend adding 4th bottom line to Global Reporting Initiative reporting standards.
B. Develop a QBL performance measurement and management system for a government, nonprofit, for-profit organization, or for public/private partnerships and networks.
C. Design QBL-based governmental procurement guidelines.
D. Assess strengths/weaknesses of QBL-related methodologies (e.g., Benefit/Cost Analysis; certifications like Fair Trade, Organic, B Corp, democratic versus dollar voting);
E. Examine QBL-based implications for ethical consumerism, divestments, boycotts, etc
F. Envision QBL implications for emerging financial technology innovations. Examples: financial equity crowdsourced start-ups; QBL-based mobile wallet app; QBL-based global digital currency using block chain technology; QBL code principles for artificial intelligence, internet of things, etc.
G. Draft strategy paper or legislation for QBL-based public bank. Examples are Seattle municipal public bank and/or Washington State public bank (see www.washingtonpublicbankcoalition.org). Note that WA State Senator Bob Hasegawa (Evans alum and Advisory Board Member) previously introduced legislation for a Washington State Public Bank.
H. Explore QBL policy topics for tribal, indigenous, First Nation communities, such as recommendations for strategic partnerships with public organizations or creative financial sustainability. Example: case study for the Washington Indian Arts and Crafts project which is modeled on successful programs in BC, Alaska, and the Southwest; or a QBL case study of Upper Columbia United Tribes ucot.org (note: UCUT coordinator John Siros is an Evans alumnus).
I. Propose your own student-generated topic.

Assignment Tasks and Deadlines (see respective Canvas discussion threads for details):

1) Discussion Post #1: course motivation and learning interests DUE noon Thurs March 30
2) Memo #1: QBL Café DUE noon Thurs April 20
3) Memo #2: QBL Social Purpose Corporation proposal DUE noon Thurs May 18 (plus presentation in class May 18)
4) Final Project Paper: DUE noon FRIDAY June 2 (plus presentation in class June 1)
5) Discussion Post #2: self-reflection and learning DUE noon FRIDAY June 2
6) contributions to my learning peer assessment DUE noon Friday June 2
Evans School Student Conduct Norms, Academic Integrity, and Code

You are joining a learning community in the Evans School of Public Policy and Governance that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect, integrity, free speech, academic freedom, and that you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code and the Evans School Student Handbook.

Disabilities Statement

Any student requesting academic accommodation based on a disability is required to register with UW’s Disability Resources for Students. Please inform me of your accommodation at the beginning of the quarter.

Attendance Policy & Missed Class Make-up Memo

Attendance is all class meetings is mandatory. Missing three or more classes may put you at risk of not passing the course. Please inform me in advance if you will miss a class. If you miss a class, then you are expected to write a make-up memo (your name, two-page, double-spaced, 12 point font, 1 inch margin, page numbers) reviewing the readings required (i.e. indicated as “read” or “skim”, but not “optional”) for the day that missed; and emailed to me before the next class.

Grading Policy

This course follows the grading policy as detailed in the Evans School Student Handbook.
**CLASS SESSIONS**

**Class 1. Thursday, March 30, 2017**

*Introduction to the Triple Bottom Line and the Quadruple Bottom Line*

**READ:**


**SKIM:**


Class 2. Thursday, April 6, 2017

*Sustainability, Corporate Social Responsibility (CSR), Diversity, and the Triple Bottom Line*

READ:


SKIM (optional):


Class 3. Thursday, April 13, 2017

Guest Speaker (7:00pm):
Randy Engstrom, Director, City of Seattle Office of Arts and Culture

*Creative Economy and The Quadruple Bottom Line*

READ:


SKIM:


Jackson, Maria Rosario, Florence Kabwasa-Green, and Joaquin Herranz, Jr. (2006): “Cultural Vitality Defined” in *Cultural Vitality in Communities: Interpretations and Indicators*, Urban Institute. (skim Summary pp 4-9; Chapter 1 pp 12-21; and the Conclusion pp. 64-65)

SKIM (optional):

NEA Guide to the U.S. Arts and Cultural Production Satellite Account (Including a Blueprint for Capturing the Economic Value of Arts and Cultural Workers and Volunteers). Read: Preface, pages 1 to 19, 22 to 36.


[http://prospect.org/article/ruse-creative-class-0](http://prospect.org/article/ruse-creative-class-0)
Class 4. Thursday, April 20, 2017

Guest Speaker (5:30pm):
Tom Waldron, CEO, Waldron (a certified B corporation), http://www.waldronhr.com/

Sustainability Sweet Spots, Accountability, and Backlash

SKIM:


Class 5. Thursday, April 27, 2017

*Indigeneity and A Fourth Bottom Line: Art, Culture, and Spirituality*

Guest Speaker (5:30):
Iisaaksiicha Ross B. (*Apsaalooke Nation*) MSIM
Ross Braine, Tribal Liaison / Tribal Relations
Director / wǝɫǝbʔaltxʷ - Intellectual House
University of Washington

READ:


Class 6. Thursday, May 4, 2017

Guest Speaker (5:30pm): Howard Behar, former president, Starbucks Coffee Company

Critiques of CSR, Accounting for Environmental Costs, and the TBL

SKIM:


SKIM (optional):


Class 7. Thursday, May 11, 2017

Guest Speaker (5:30pm):
Jens Molbak  win win  https://www.youtube.com/watch?v=5t5220Hx_XI

Government and Governance

SKIM:


SKIM (optional):


Class 8. Thursday, May 18, 2017

Part 1: Social Entrepreneurship

Guest speaker (5:30):
Akhtar Badshaw
www.catalyticinnovatorsgroup.com

Part 2: “Shark Tank”

Presentation/pitch to peers as potential funders of your proposed QBL Social Purpose Corporation (per your QBL SPC memo due noon today)

Class 9. Thursday, May 25, 2017

QBL SPC R&D LAB

SKIM:


Class 10. Thursday, June 1, 2017

Final Project “Learning Gallery” Presentations & Discussions
PART ONE: Contributions to My Learning

Ways in Which Others Contributed to My Learning

NAME: _______________________________________

Please turn this in or email it on the day final project papers are due. This document is REQUIRED in order to process your participation grade. Please keep track during the term of whose contributions are helpful to you. Thank you for recognizing and appreciating others’ contributions to your learning.

Please name the individuals in the class who have contributed most to your learning. Please describe what you have gained by their contributions, the nature of their contribution, and provide some illustrative examples.

Please identify people who have contributed to your learning:

In the classroom:
(e.g., comments & questions in class discussions and small-group discussions)

Outside of class:
(e.g., helpful contributions from others when preparing for class, assignments, and team projects)
PART TWO: Peer Evaluation of Final Project Team

1. What are some things your team did really well in this project?

2. What are some things you and your team could have improved upon?

3. Please recommend a “team member performance grade” for each member of your team: