PUBPOL 559A Quadruple Bottom Line Performance

Syllabus
(ver 12.29.17)

Winter Quarter
Thursdays 3:30pm to 6:20pm
Parrington 308 (Remak Commons)

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office hours: Wednesdays, 3:30pm to 5pm, and by appointment, (in Parrington 331)

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.

Evans School’s Values, Ethics, and Equity Elective requirement. Per the Evans School Student Handbook, this course fulfills the requirement by providing students with:

Opportunities for critical reflection and examination of various aspects of their own values, biases, and ethical commitments, and how these commitments might be pursued;

Deeper understanding of the frameworks that explain how policy and management shape and are shaped by values, cultural norms, or structural inequities (overall or in a specific policy area).

The means to engage respectfully with the values and ethical ideals of others in a diverse and pluralistic society;

The capacity to understand and evaluate claims and arguments about values and ethics in public policy, management, and deliberation;

The practical knowledge and tools needed for ethical and inclusive service as a public leader.

To be considered as a values elective, a course must have at least one major assignment focused on values, ethics, equity and values, ethics; or equity must be pervasive in the syllabus.

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): 5%
- Memos, 2 @ 15% (includes SPC presentation): 30%
- Final paper (30%) and presentation (5%): 35%

**Participation**

Student participation grades are based on: 1) quality and quantity of contributions to classroom and Canvas discussions; and 2) discussion facilitation of selected course readings for one class.

**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. See Canvas discussion board for details.

**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 the 4th bottom line to Global Reporting Initiative (GRI) reporting standards. GRI is the de facto global standard for sustainability reporting, and essentially represents triple bottom line reporting for businesses, governments, and non-governmental organizations around the world.

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 (e.g. bitcoin); 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](http://www.washingtonpublicbankcoalition.org)). Note that WA State Senator Bob Hasegawa (Evans alum and Advisory Board Member) has pending legislation in the Washington legislature for a “Washington Investment Trust” (i.e. 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 ucut.org (note: UCUT coordinator John Sirois 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 Jan 4 (posted to Canvas discussion board)
2) Memo #1: QBL Café DUE noon Thurs Jan 25 (PDF posted to Canvas discussion board)
3) Memo #2: QBL Social Purpose Corporation proposal DUE noon Thurs March 1 (PDF posted to Canvas discussion board; plus presentation in class March 1)
4) Final Project Paper: DUE noon Monday March 12 (PDF posted to Canvas discussion board; plus presentation in class March 8)
5) Discussion Post #2: self-reflection and learning DUE noon Monday March 12 (Canvas discussion board)
6) Peer assessments: “contributions to my learning” DUE noon Monday March 12
7) Course Evaluation (TBA)

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

Students requesting accommodation based on disability must register with UW’s Disability Resources for Students. Please inform me of your accommodation when the course begins.

Attendance Policy & Missed Class Make-up Memo

Attendance is all class meetings is mandatory. Missing three or more classes puts you at risk of not passing the course. Please email 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, Jan 4, 2018

Introduction to the Triple Bottom Line and the Quadruple Bottom Line

READ:


SKIM:


Class 2. Thursday, Jan 11, 2018

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

READ:


SKIM (optional):


Class 3. Thursday, Jan 18, 2018

Art, Culture, Creativity, and The Quadruple Bottom Line

Guest Speaker (5:00-6:20pm):
Randy Engstrom, Director, City of Seattle Office of Arts and Culture

READ:

Hawkes, Jon. 2001. The Fourth Pillar of Sustainability: Culture’s Essential Role in Public Planning. Victoria, Australia: Cultural Development Network. (read 2-page summary; full report also available)


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://arts.gov/sites/default/files/nea_guide_white_paper.pdf

Read: Introduction, Chapters 1, 2, 3.

Class 4. Thursday, Jan 25, 2018

Coffee and the Quadruple Bottom Line

NOTE: QBL Café Memo due noon today on Canvas discussion board (see Canvas discussion board for details)

Guest speaker (5ish - 6:20):
Kylie Grader, Communications Program Manager, China & Asia Pacific Public Affairs, Starbucks; MPA ’16; (and former research assistant on QBL Research Project).

READ:

Grader, Kylie. 2016. The Coffee Industry and the Quadruple Bottom Line. QBL Research Project working paper. (Kylie Grader, MPA ’16; former research assistant in QBL Research Project)


Note: additional coffee-related readings/resources available in Canvas module “The Case for Coffee”

SKIM:


Class 5. Thursday, Feb 1, 2018

Social Innovation: Critiques of CSR, Accounting for Environmental Costs, and the TBL

Guest speaker (3:30 - 4:30):
Akhtar Badshaw
www.catalyticinnovatorsgroup.com
see Badshaw slides (on Canvas): social enterprise and next wave philanthropy

SKIM:


SKIM (optional):


Class 6. Thursday, Feb 8, 2018

*Government to Governance: Multi-sectoral Networks, Public/Private Partnerships, Tri-Value Social Enterprise; and the Triple Bottom Line in Government*

Guest Speaker (4:30pm - 5:30pm):
Jens Molbak win win  https://www.youtube.com/watch?v=5t5220Hx_XI

READ:


SKIM:


SKIM (optional):


Class 7. Thursday, Feb 15, 2018

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

Guest Speaker:
Iisaaksiichaa Ross B. (Apsaalooke Nation) MSIM
Ross Braine, Tribal Liaison / Tribal Relations
Director / wǝłɬʔałtxʷ - Intellectual House
University of Washington

READ:


Class 8. Thursday, Feb 22, 2018

Public Banking and the QBL

(in class student debate exercise)

Guest speaker (via video) (5:45pm – 6:15pm):
Bob Hasegawa, Washington State Senator, 11th Legislative District
http://sdc.wastateleg.org/hasegawa/

Readings:

- watch video (7:23) “Introduction to Public Banking,”
  http://www.publicbankinginstitute.org/intro_to_public_banking
- Washington State Public Bank Presentation_25 slides_final.ppt (skim)
  Federal Reserve Bank of Boston. (skim pages 1-20)
- “Report of the Commission to Study the Feasibility of Establishing a Bank Owned by the
  Commonwealth [of Massachusetts]. August 8, 2011. (read executive summary pages 2-3; and
  pages 23-25 about recommendations NOT to create a state-owned bank in Massachusetts).
- Policy Analysis Report for San Francisco Board of Supervisors: Community
  Supportive Banking Options. Nov 2017. (skim pages 1-7)

Other learning resources:

- Public Banking Institute link: http://www.publicbankinginstitute.org
- Bank of North Dakota (the only publicly owned state bank in the
- article by Bank of North Dakota president:
  http://www.prairiebusinessmagazine.com/business/4295236-bank-north-dakota-aims-
  diversifying-states-economy

Washington State public bank resources:

- Washington State Bank Coalition:
  https://www.washingtonpublicbankcoalition.org/public-bank-resources
- Facebook page "Invest In Washington, Not Wall
  Street“: https://www.facebook.com/statebankforwashington/
- SB 5464-Establishing the Washington Investment Trust (Hasegawa’s state bank
Class 9. Thursday, March 1, 2018

NOTE: QBL Social Purpose Corporation memo due noon today on Canvas discussion board (see Canvas discussion board for details)

"Shark Tank" pitches for QBL Social Purpose Corporations

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

Class 10. Thursday, March 8, 2018

Final Project “Learning Gallery” Presentations & Discussions

Final course tasks
DUE noon Monday March 12

Final Project Paper (PDF on Canvas discussion board)
Discussion Post #2: self-reflection and learning (Canvas discussion board)
Peer Assessment: contributions to my learning (emailed to Prof. Herranz)
Course Evaluation (via UW link)
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: