

EDUC 769-001

Philanthropy and Higher Education

Fall 2012

Course Syllabus

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The seminar will be held in room 4212 in the School of Education Building unless a change is noted in the syllabus or announced in class

Purpose of the Seminar:

Themes of Consideration

This seminar is organized to address two related themes. First, it provides a historical, philosophical, and organizational overview of the role and practice of philanthropy in the United States. This first theme is developed within the context of a society which is experiencing dramatic changes in its economic and political environments and one in which philanthropy plays an increasingly important role. Accordingly, we will explore the roots of philanthropy in Western thought, how it came to be integral to the formation of American public and private life, its impact on our institutions, and its contemporary expressions and challenges.

This general theme is then considered in the context of American higher education with special reference to the ways that philanthropic trends are reshaping its values and practices. The seminar examines the implications for leadership, scholarship, policy, and practice in higher education that are associated with an increasing reliance on all forms of external support.

Experimental Practice

The seminar has a unique feature that allows students to experience the challenges of practice in the field of philanthropic giving. As a class, we will organize ourselves to award a significant amount of money to one or more community non-profit groups. The complexity of managing this responsibility as a collaborative venture within a defined time frame and given parameters will soon be obvious; many of the

class assignments attempt to relate the foundational concepts of American philanthropy to this challenge. This opportunity has been made possible with very generous support from the Once Upon a Time Foundation of Fort Worth, Texas.

The seminar has attracted different participants over the last five years. It began as an introductory course for graduate students who might be considering a professional role in the broad area of philanthropy and advancement, but it also proved of interest to aspiring higher education faculty and administrators who simply wanted to know more about this emerging field. It now includes both of those groups plus individuals who have some background in business, fund-raising, or non-profit management. In the past, a number of advanced undergraduate students and students from other institutions have been approved to take the course. In short, the seminar draws on a large and diverse audience of students at many levels of their educational experiences and from a range of academic disciplines.

Center for the Study of Higher and Postsecondary Education

The Center for the Study of Higher and Postsecondary Education (CSHPE), founded in 1957 with a grant from the Carnegie Corporation of New York, has consistently been ranked as the nation's leading academic program in its field for over five decades. CSHPE takes an inter-disciplinary approach to examining higher education and higher learning in society. It enrolls students at the doctoral and master's level.

This seminar is one of two currently offered in the Center for the Study of Higher and Postsecondary Education as part of a specialized concentration on Philanthropy, Advancement and Development (PAD). For those enrolled in the PAD concentration both of these courses are required and this is generally the first course in the sequence (although they can be taken in either order). The distinction between the two courses is that this seminar begins with history, philosophies, and key concepts. The second course ("Advancement and Development in Higher Education" ED 699) focuses on the organization and functional activities of higher education communication, alumni affairs, fund raising, and strategy. Both seminars are pertinent for participants who are not adopting the PAD concentration, and in fact the majority of students enrolled in previous years have fallen into this category. The seminar also connects with an undergraduate program which is offered to introduce students to careers in philanthropy, the Development Summer Institute Program (D-SIP). This constitutes a unique package of inter-related course offerings organized with the goal of preparing more individuals with a sophisticated understanding of the world of philanthropy and its influence on society.

Overview:

While philanthropy plays an increasingly important role in the vitality of American society, it is an idea that is as deeply rooted in our lives as democracy, free enterprise and the interplay of individual and collective interests. As early readings in the seminar will illustrate, it has contributed to the unique evolution of our culture and our institutions and yet operates with its own place in the larger societal culture, and in fact is a culture of its own, represented by its own traditions, norms, language, and rituals. It is a culture whose most obvious activities are observed in the transfer of wealth, power, and opportunity between individuals and institutions, even though the routine cultural practices of philanthropy may obscure this drama in studied nonchalance, veiled language, and ritual.

Philanthropy is also a growing part of higher education in the United States. Once generally thought of as the defining characteristic of private institutions, it now is a significant component in support of public institutions as well. This trend toward greater reliance of philanthropy for university innovation support and distinction is indicative of a continuing evolution in our sense of what we think of as "private," "public," and "independent" in our social and political economy, but the precise border between the public

and private aspect of colleges and universities has always been shadowy, as course readings will demonstrate.

The University of Michigan has integrated these elements of sponsorship and support since its founding. Michigan has often been described as a “Public Ivy”, and is currently viewed as an emerging model in American higher education: A great public university sustained and distinguished by significant private support. Because Michigan has a well established and particularly sophisticated infrastructure for raising external support with record setting results, we will occasionally draw on examples from the campus to illustrate some of the concepts of the seminar.

As part of the seminar, we will be cooperating in an innovative program that allows the class, working as a group, to experience some of the challenges associated with giving away money with the intention of promoting a public benefit. Through a generous gift from a small foundation, the class determines how resources should be received and then distributed to community organizations. Participants will examine the impact of awards made by the previous year’s class, the process used to make decisions and how these align with what is being studied in the seminar. Then the class will be asked to set its own mission statement and adopt procedures for making its own awards. The funds available to the class will range from \$50,000 to \$100,000 based on enrollment. This practical opportunity will raise questions about efficacy, accountability, risk, pragmatism, ethics and sustainability. The individual and group responsibility associated with this aspect of the course will establish a unique and challenging context for learning. We will be joined in this experiment by students at Princeton, Yale, Stanford, Texas, and a handful of other leading institutions who have been granted similar opportunities.

In summary, through this seminar we will attempt to:

- Establish a general orientation to the field of philanthropy,
- Explore theoretical frameworks which lead to an understanding of the essential processes at work when resources are distributed to support a public cause,
- Connect those frameworks to interests pursued through higher education institutions and in the field of education at large, and
- Gain an exposure to current literatures and information sources that might be helpful to a faculty member, administrator or future donor with an interest in furthering educational opportunities
- Experiment with practices in the field.

Setting Course Expectations and Summarizing the Teaching Strategy:

The approach to the seminar and the underlying teaching strategy reflect a few assumptions:

Students bring different experiences, motivations and learning styles to the classroom. The implications of this observation not only include the challenge to bring a wide range of ideas forward through readings and discussion, but also the need to recognize that some students might be taking the class as a basis for further research, others to broaden their career opportunities, out of an interest in higher education or the non-profit sector. Of particular interest is the way in which individuals from different perspectives think about the practice of philanthropy, how the concepts of wealth and legitimacy are intertwined, and how philanthropy is understood from different cultural and personal viewpoints.

The subject matter (philanthropy and higher education) can be approached in a variety of ways. As we will discover, much of what is written about philanthropy as a general subfield of study is derived from the work of practitioners, historians, and occasionally psychologists and

economists. But there are many different ways to approach this seminar and we will try and entertain thoughts from a wide range of disciplinary and practice-related perspective. We will respect the tradition established by John Dewey when he taught pedagogy at the University of Michigan over a hundred years ago: we will use the “circumambulant experience of learning through action” to apply lessons from prior scholarship while we enact the process we are studying.

Learning and philanthropy are each inherently transformational processes hidden in transactional exchanges. This principle is central to the seminar. It has implications for the ways in which learning (and philanthropic exchange) go beyond a redistribution of information or resources between individuals and can have the larger impact of reshaping identities and purpose. This creates a shared opportunity for teacher and student (or beneficiary and benefactor) to expand the parameters of what passes between them and to take greater responsibility for the outcomes of their interaction.

How do these assumptions shape the teaching and learning relationship?

Traditional course expectations (such as reading and writing assignments) will form the “transactional” spine of the seminar and there will be grades and feedback as typically surround teacher-student roles. But consistent with the theme of the course, we know that these things are largely incidental to the reason we are sharing time within the seminar. The greater goal is *to learn something, to think differently about the issues we consider and to build the capacity to act with greater effect in ways consistent with our personal and professional values.* We will want to keep our focus on these more transforming changes over the course of the semester—and beyond.

Required Texts:

American Foundations: An Investigative History

Author: Dowie

ISBN: 0-262-04189-8

Publisher: MIT Press

Available also on reserve at Shapiro Undergraduate Library

The Seven Faces of Philanthropy

Author: Prince and File

ISBN: 978-0-7879-6057-5

Publisher: Wiley Periodicals

Available also on reserve at Shapiro Undergraduate Library

The Insider’s Guide to Grantmaking

Author: Joel J. Orosz

ISBN: 0-7879-5238-9

Publisher: Jossey-Bass

Giving It All Away: The Story of William W. Cook & His Michigan Law Quadrangle.

Author: Margaret O’Leary

ISBN: 9780472034840

Publisher: University of Michigan Press

Other readings will be available on the course C-Tools Site after September 4, 2012

Readings for Discussion:

For each class meeting there are specific readings that have been identified to spark discussion on a given weekly topic. We sincerely hope and anticipate that every student will thoughtfully digest each of these readings and come to class with carefully considered reactions, well-formed questions and original insights. Reading through an article or book chapter is not enough. Some of the readings are better endowed than others but please drill down for distinctions and nuances when you sense they may be available.

As suggested above, there are always more good readings to consider than we will have time to discuss. Therefore we have placed some additional resources on the C-tools web site. Many of these are quite interesting (or so we thought). If you discover a reading on the supplemental list (or in your own study) that you think should be included on the syllabus, please let us know.

Consistent with the course description and teaching strategy, readings and assignments will be adapted when possible to fit individual learning objectives. We will be happy to work with any student who wants to tailor the readings to better suit their interests. But it is also important that we have some learning experiences in common, else the idea of a seminar is endangered.

C-tools Sites (there are two):

Technically, there are two c-tools sites constructed for use in the seminar. One deals with the course syllabus, assignments and readings and includes both a drop box and announcement mechanism for communicating between the instructor, graduate instructor and participants. This is referred to as “the C-tools site” for the course.

A second site has been developed to help organize information related to the class project. This site will be co-constructed over the semester. At the start of the term it will have information about the class project as organized by students in previous terms. This resource will be gradually augmented as the term progresses. Current participants will also post materials to this site and it will be the place where we “house” our grant making activities. This is referred to as “the Class Project site”.

Both sites are important and everyone should make a point of keeping up with changes on either site.

Grading:

Class participation

25 points

To receive 12 points under this criterion, a student would appear every time the class meets over the course of the semester, ready to contribute to the seminar with readings prepared and otherwise awake, intellectually alive and fully engaged. To receive additional and up to 20 points it will be evident from the discussions that a student will have consistently taken time to have deeply consider the readings as such but also show the ability to compare and contrast concepts and ideas in original ways, offer new insights and render good questions, and demonstrate a mastery of the larger emerging themes of the seminar. Preparation and ability to engage actively in discussions of case studies, with guest presenters and in the class project will be judged to be especially important.

If requested, we will provide students with an interim participation grade about half way through the course so that they know where they stand in terms of this measure.

Short Assignments**50 points**

Please see snapshot of assignments at the end of the syllabus and more detailed information which follows.

Examination on Key Terms and Concepts**15 Points**

Believe it or not, previous students in the seminar have described the final examination in this course as having established the subject matter most firmly in their minds. Shocking, but true.

Shortly after Thanksgiving, a set of questions will be posted in the C-tools site which will illustrate the elements of a final examination in the course. In effect, we will be suggesting what we believe is important to know having participated in this discussion over the term. *Students are encouraged to work together in preparing answers for the questions* (although they do not have to do so). Independently, students will take a short on-line examination prior to the last day of class.

Written Research Paper**20 Points**

A final paper will be requested at the end of the semester. The topics and format for this paper are described in the “Assignments” section of the C-tools site.

A typical grading scheme (based on a possible 110 points):

100+ = A+ 93-99= A 90-92= A- 87-90= B+ Other grades are available

Weekly Themes, Readings and Assignments

Please also see the course outline posted on the C-Tools Site

September 10, 2011

Week 1: Introductions, Overview and Mutual Course Expectations

Before the first seminar please go to the C-Tools Site, become familiar with its organization, and download the ED 769 “Pre-class questions” that you will find there. Please read the instructions and fill out this simple form (it will only take a few minutes) and *bring your completed answers to class*.



Readings¹ for Discussion:

Sulek, M. (2010). On the Classical Meaning of Philanthropia. *Non Profit and Voluntary Sector Quarterly*,

Sulek, M. (2012) On the Modern Meaning of Philanthropy. *Non Profit and Voluntary Sector Quarterly*, May 2010

Lawrence J. Friedman and Mark D. McGarvie, *Charity, Philanthropy and Civility in American History*, Cambridge University Press, UK, 2003, (Chapter 1 “Philanthropy in America: Historicism and its Discontents”).

“Teaching Philanthropy in the History of Higher Education: Values and the Public Good,” Andrea Walton, *Journal of College and Character*, Volume 4, Issue 6, 2003.

What we will do on the first day:

- Introductions
- Individual and Collective Learning Goals
- Purposes and Structure of the Seminar
- Course Expectations

¹ To facilitate your access to reading material for the course copies of certain reading material have been made available on the seminar’s C-Tools site. We apologize that there are occasionally some compromises in the quality of images, generally due to source material or handling. Sometimes the poor quality of scanned copies can be attributed to professorial incompetence. If you wish to read from original sources, the University of Michigan Library system has most of these materials.

...and after the break...

We will offer a brief conceptual overview of the seminar and discuss the initial readings.

Introduction of the class project and the Class Project site.



“This college, this university, is not maintained by its alumni and by the state purely to help its graduates achieve an economic advantage in their life’s struggles. There is certainly made a greater purpose, and I believe you recognize this.”

Senator John F. Kennedy

Remarks Given on the Steps of the University of Michigan Union
October 14, 1960

September 17 2011

Week 2: Wealth, What it Means and the Responsibilities it Brings

Class Simulation:

Today’s class will begin with a simulation activity that will build on the readings for the first few weeks of the seminar.

Readings for Discussion:

“The Gospel of Wealth”, Andrew Carnegie (excerpts) in *The Responsibilities of Wealth*, Dwight F. Burlingame editor, Indiana University Press, 1992.

Knight, L. (1992). “Jane Addam’s Views on the Responsibilities of Wealth” in *The Responsibilities of Wealth*, Dwight F. Burlingame editor, Indiana University Press, 1992.

Riley, J. (1992). “Philanthropy Under Capitalism” in *The Responsibilities of Wealth*, Dwight F. Burlingame editor, Indiana University Press, 1992.

“Embracing Enlightened Capitalism”, Rajiv Shah, *Georgetown Journal of International Affairs*, Volume XIII, No. 2, Summer/Fall. 2012.

Presentation:

“The Political Economy of the United States and How Philanthropy Operates Within It”

For good reason, we tend to associate the organization of our national economy, our national institutions, our structures of government and the traditions of independent responsibility with our national identity and character. But each of these arrangements has been the subject of debate throughout our nation’s history and collectively they have roots in Platonic visions of “the Good Society” described over two thousand years ago. How the powers and responsibilities of personal and public agency are balanced remain contentious issues even today. There have been frequent cycles in American history when the role or size of government, or the power associated with the private sector has been questioned. Ultimately, the mediation between public, private and independent sectors represents some understanding of how we might best achieve a “public good” that promotes “life, liberty and the pursuit of happiness”, “a more perfect union” and the promise of “liberty and justice for all”.

September 24, 2011

Week 3: Who Gives, How Much, to Who?

Assignment A is due today.

In order to complete the assignment you will need to review the websites for Giving USA and the Council for Aid to Education. You should also download the data tables found on ctools. The questions will be posted there as well.

Readings for discussion:

Cheslock, J. J., Gianneschi, M. (2008). Replacing State Appropriations with Alternative Revenue Sources: The Case of Voluntary Support. *The Journal of Higher Education*. 79, (2), pp. 208-229.
Drezner

Drezner, N. (2006). Recessions and Tax-Cuts: Economic Cycles' Impact on Individual Giving, Philanthropy, and Higher Education. *International Journal of Education Advancement*. 6, (4), pp. 289-305.

Giving USA, The Annual Report on Philanthropy for the Year 2011.

Presentation:

Information about philanthropic activity has become increasingly common and notoriously unreliable. We will look at two informational sources that may offer some validity for understanding the general trends in the field and how these are affecting higher education.

October 1, 2011 Class begins at 5:00 PM today and will extend to approximately 7:45

Week 4: Why do people give?

Assignment B is due today.

Readings for Discussion:

Grusec, J.E. "The Socialization of Altruism." *The Development of Prosocial Behavior*. N. Eisenberg (Ed.). New York: Academic Press, 1982. 139-166. Print.

The article can be found in: *The Development of Prosocial Behavior* by Nancy Eisenberg (Editor), Harry Beilin (Series Editor).

ISBN-13: 978-0122349805

Bekkers, R., and Weipeking, P. (2011). A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms the Drive Charitable Giving. *Nonprofit and Voluntary Sector Quarterly*, 40, (5), pp. 924-973.

The Seven Faces of Philanthropy, Russ Alan Prince & Karen Maru File, Jossey-Bass, 1994.

Please read the Introduction, the Appendix and then choose one or two chapters that you believe best fit your motivations for giving.

Presentation:

Project Milestone: Set Mission, Goals and Parameters

Please note: Assignment C is due on October 7, 2012 at 6:00 PM

October 8, 2011

Week 5: Historical Overview of Philanthropy and U.S. Higher Education

Readings for Discussion:

Cash, Samuel B. (2005) Private voluntary support to public universities in the late nineteenth century. *International Journal of Educational Advancement* 5(4):343-358.

Walton, A. (2003). Teaching Philanthropy in the History of Higher Education: Values and the Public Good. *Journal of College and Character*, 4(6).

Gasman, M. (2002). W.E. B. DuBois and Charles S. Johnson: Differing Views on the Role of Philanthropy in Higher Education. *History of Education Quarterly*, 42, (4). Pp. 493-516.

Drezner, N. D. (2011). The Influence of Philanthropy on American Higher Education, In ASHE Higher Education Report, 37, (2), pp. 17-26.

Strickland, S. (2008). Partners in writing & rewriting history: Philanthropy & higher education. *International Journal of Educational Advancement* 7(2): 104-118.

Understanding Philanthropy as an Ecological Concept

Since at its essence philanthropy is a “human systems process” in which shared action is taken in pursuit of a public good, philanthropy displays the properties of all complex organisms that share boundaries, a physical location, protective instincts, dynamism and yet a tendency toward homeostasis. Recognizing philanthropic effort from a systems perspective opens the imagination to a better understanding of why it continues to evolve alongside other aspects of social and cultural life.

Project Milestone: Review nominations and identify those that fit criteria to receive RFP

October 15-16, 2012

Week 6: Fall Study Break

October 22, 2012

Week 7: Modern development of the relationship between philanthropy and higher education

Readings for Discussion:

Duncan, B. (2003). A theory of impact philanthropy. *Journal of Public Economics*, v. 88, pp. 2160 -2180.

Speck, B. W. (2010). The Growing Role of Private Giving in Financing the Modern University. *New Directions for Higher Education*, pp. 8-16.

W.K. Kellogg Foundation Logic Development Guide, 2003, Available on line at <http://www.wkkf.org>

Logic Models

Many foundations and agencies use logic models to plot and explain how their work will have an impact in an area of concern. Logic models incorporate a “theory of change”.

A good source for understanding logic models can be found on the course c-tools site or at the W.K. Kellogg Foundation web site. W.K. Kellogg Foundation Logic Development Guide, 2003, Available on line at <http://www.wkkf.org>

Project Milestone: Adopt an explicit “theory of action” for the class project and develop procedures to support it

October 29, 2012

Week 8: Higher Education as a vehicle for Opportunity and Progress

Readings for Discussion:

American Foundations: An Investigative History, Mark Dowie, MIT Press, 2001, Chapters 1-4

Case Study: “Cosmetics for Cancer”

November 5, 2012

Week 9: Higher Education as a vehicle for Opportunity and Progress

Readings for Discussion:

American Foundations: An Investigative History, Mark Dowie, MIT Press, 2001, Dowie, Chapters 5-11 and Epilogue

Review the web sites of the Kettering Foundation and the National Issues Forums

"Shaping our Future: How Should Higher Education Help Us Create the Society We Want?"

Project Milestone: (Student led meeting) Ground rules for decision making

Begin your review of submitted proposals posted on the Class Project Site

November 12, 2012

Week 10: Philanthropy's Role in Promoting Access and Equity in Higher Education

Review Web Sites:

- Texas Guarantee Agency <http://www.tgslc.org/publicbenefit/>
- Ford Foundation: <http://www.fordfoundation.org/>
- Lumina Foundation: <http://www.luminafoundation.org/>
- Carnegie Corporation of New York: <http://carnegie.org/>
- The National Forum on Higher Education for the Public Good: <http://thenationalforum.org>

Please read the several National Forum on Higher Education for the Public Good grant proposals that will be posted on ctools site.

The class discussion will focus on how each of these foundations approaches the goal of promoting access and equity in higher education and society> then we will consider how various funding proposals relate to that goal, the foundation's vision and strategies, and the mission and strategies of the originating group.

As you read the proposals you should develop your own sense (and perhaps create a framework) for comparing the (A) foundation's public mission and goals, past grant making and articulated priorities with (B) the mission, goals and strategies of the proposal writers.

How does (A) compare to (B)? How has each proposal made this alignment clear? How do the proposals differ from each other as they speak to different funding opportunities? What aspects are constant across the various proposals?

Project Milestone: Sign up for class presentations of high potential proposals

November 19, 2012 Class to be held at the UM Law School, Hutchins Hall

Week 11: Transactional and Transformational Philanthropy



Readings for Discussion:

The Seven Faces of Philanthropy, Russ Alan Prince & Karen Maru File, Jossey-Bass, 1994, Chapters 1-8.

"Transformational Giving and its Relationship to the Emerging Roles of Public Colleges and Universities"
John Burkhardt, International Journal of Educational Advancement, Vol. 7 No. 2 (2007)

Giving It All Away: The Story of William W. Cook & His Michigan Law Quadrangle.
Author: Margaret O'Leary, Chapters 4-9 (pp. 61 – 208).

Review all submitted proposals on Class Project Site

Transaction vs. Transformation

We live in a world that is recorded in bits and bytes, where trillions of transactions can occur simultaneously in a single second, and where we sell, buy, barter and steal without any real human interaction. But transactions don't define us adequately, in fact we have become immune to them in many ways--even as their number and apparent importance increases every day.

Trans+formation is a concept that connotes change at a very deep and formative level and our transforming relationships and experiences do tell us who we are. Furthermore, transformation suggests a process of change that spans beyond a single experience, person or event.

How do these words relate to the practice of philanthropy? What can we learn from the ways in which the words are used in appeals for support and the recognition of gifts? How do these distinctions play out in the context of our own lives?

November 26, 2012

Week 12: Philanthropy, Higher Education and Democracy: Making a Case for Support

Readings for Discussion:

Orosz, Joel J. "Chapters 1 - 9." *The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs*. San Francisco: Jossey-Bass, 2000. Print.

Presentation of Case Statements

Review materials posted on class project site

December 2, 2012

Week 13: Philanthropy, Higher Education and Democracy: Making a Case for Support

Readings for Discussion:

Orosz, Joel J. "Chapters 1 - 9." *The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs*. San Francisco: Jossey-Bass, 2000. Print.

Presentation of Case Statements

Review materials posted on class project site

Submit rankings by 5:00 PM Sunday, December 9, 2012

December 10, 2012

Week 14: Philanthropy, Higher Education and Democracy: Making Choices
Summary Presentation

Assignment E is due today.

Project Milestone: Award decision and plan follow up activities

December 18, 2012 (Consult Academic Calendar for Official Date and Time)

Final Papers Due

Grades will be posted by December 20, 2012. Feedback from final paper will be provided the first week of the Winter term.