

EDUC 769-001

Philanthropy and Higher Education Fall 2013

Course Syllabus

Revision 6: September 9, 2013

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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.

Participation in the Seminar

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.

Intellectual Home: 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 interdisciplinary 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 and adopts a more societal view of philanthropy. 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. Philanthropy represents 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 which surround it may obscure this drama in studied nonchalance, veiled language, and ritual.

Philanthropy, while always important to the growth of higher education in the United States, is taking on an even more significant role in its modern forms. Once generally thought of as the

defining characteristic of private institutions, it now is a crucial component in providing support and enhancement for public institutions as well. This trend toward greater reliance of philanthropy for university innovation and distinction but also for student access and maintaining basic functions 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. While this is new and possibly concerning, 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 relatively 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 could range as high as \$50,000 based on enrollment. The class, working collectively, also is challenged to augment the funding streams in manages through additional fund raising.

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

The Seven Faces of Philanthropy Authors: 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

Other readings will be available on the course C-Tools Site after September 10, 2013.

Readings for Discussion:

For each class meeting there are specific readings that have been identified to spark discussion on a given weekly topic. We 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. Graduate students at Michigan are expected to make intelligent choices about how much time to invest in a given text, but reading through an article or book chapter is generally not enough to believe it has been mastered. Some of the readings are better endowed than others but please drill down for distinctions and nuances when you sense they may be available.

Also, 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. (In fact, there may be changes made to the syllabus from time to time to create a better "fit" for between student interest and course objectives)¹. 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 lest the idea of a seminar is endangered.

C-tools Sites (there are two):

There are two c-tools sites constructed for use in the seminar. One focuses on what might be considered traditional aspects of the seminar. Here you will find the course syllabus, assignments and readings and it includes both a drop box and announcement mechanism for facilitating communication between all of us. 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 laboratory project. This site will be seeded with information in early September and be further co-

¹ The syllabus is not a contract, it is a plan. Each version of the syllabus will be dated so that any future changes can be tracked. When changes are made to the syllabus, it will be announced on the C-Tools site and in class.

constructed over the semester. To begin with it will have information about the class project as it has shaped by a donor's vision and it will suggest how students in previous terms have responded to this vision. The site 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 site 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.

Remember that assignments for the course should be submitted via the Dropbox function on the C- tools site unless otherwise specified. The site tracks when postings are submitted so make sure students meet assignments on time unless you have a way of turning back the electronic clock (this is not an invitation to do so).

Announcements are posted on the web site periodically. You will usually get a notice at your UM email address that an announcement has been posted. Even so, it is a good idea to check the sites regularly to make sure you don't miss anything.

Grading:

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

101+ A+

93-100 A

89-92 A-

85-88 B+

Other grades are available

How are Grades Determined?

Class participation 25 points

To receive 15 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. It is also expected that students participate fully in the laboratory segment of the seminar and to contribute to the discussions (including the class "blog") that will be moderated as part of that experience. All of these constitute basic expectations of the seminar.

To receive additional and up to 20 points it will be evident from the discussions that a student has 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, 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. Students who in the past have earned 22-25 points for participation in the seminar have done everything described above *and* provided significant leadership in class discussions or the laboratory experience.

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 25 points

A description of several short assignments will be circulated the second week of class. These will be papers that, for the most part, require limited outside research, but are designed to show that each student is grasping the basic concepts of the seminar and contributing to the accomplishment of course objectives. These short assignments also provide some sense of how the final examination will be formatted as further described below.

There will be three short assignments. Assignments A, C and D will be worth up to 6.5 points and Assignment B will be worth up to 13 points. The total possible score for all short assignments will be 25.

Presentation of Funding Opportunity 25 Points

Students will form groups to present a formal argument for funding a non-profit organization of their choosing. This assignment will require considerable research, organization and thought. The grading will be determined on the collective representation of the students' work, with points given according to a point scale which includes clarity of the overall presentation, demonstration of need, sophistication of a logic model that translates the "theory of change" into a cogent logic model, the ability to field questions about the "ask" and a subsequent written summary of the presentation with responses to any key questions raised during the discussion. The written summary is due one week after the presentation.

Final Examination 25 Points

Believe it or not, previous students in the seminar have described the final examination in this course as having served to establish 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 (not necessarily the format) of a final examination in the course. In effect, the study guide suggests what we believe is most 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). Then, just prior to the last day of class, a set of final examination questions will be posted on the C-tools site. Answering these questions will require some modest additional research using tools and techniques taught over the course of the semester. More importantly, the questions are designed to push every student to integrate concepts from the course in a thoughtful manner.

This is not an easy examination to complete. In fact it may require the same amount of time and effort a student might give to developing a comprehensive research paper in comparable graduate courses. The only way to prepare for taking the examination is to have mastered the concepts of the course and to be able to go back and isolate key points in class readings and discussions. In my teaching experience, performance on this examination really does distinguish students who have mastered the material from those that have simply "ridden along" from week to week. Even better, it allows students who have truly worked hard all semester to go deeper

into the questions and show (to themselves and to me) their advanced knowledge.

Reflective Paper 10 Points

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



Blogging Guidelines

This semester we will be using the Forum feature of C-Tools to stimulate an online discussion in addition to the discussions we have in class. These are not meant to be burdensome tasks. Each Sunday response should be approximately 2-3 paragraphs of your opinion (please do not quote textbooks), and each Wednesday response should be approximately 1 paragraph per post.

Guidelines are as follows:

Sunday Post	<ul style="list-style-type: none">- Due at 9:00 PM EST on the Sunday before class (Ex. Posting for Week 1 is due at 9:00 PM EST on Sunday, September 8th)- 2-3 paragraphs of thoughtful response to the prompt (Hint. There are no “right” answers. These posts are only meant to stimulate ideas before we meet as a class.)
Wednesday Posts	<ul style="list-style-type: none">- Due at 9:00 EST on the Wednesday following class (Ex. Postings for Week 1 is due at 9:00 PM EST on Wednesday, September 10th)- 1 paragraph of thoughtful response to two other colleague’s posts. Consider this posting as an opportunity for dialogue with your colleagues in the grant making process. (Ex. Kelly would write one paragraph for each of John’s and Carly’s posts)

WEEKLY THEMES AND READINGS

September 9, 2013

Theme: Exploring the Various Meanings of Philanthropy in the West

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.*

Readings for Discussion²:

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*,

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

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

What we will do on the first day:

- Student and Instructional Team Introductions
- Purposes and Structure of the Seminar
- Review of Syllabus, C-Tools Sites and Course Expectations

...and after the break...

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

² 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. Keep in mind that this is offered as a convenience, not to substitute for the experience of visiting one of the University's many libraries. We apologize as 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 in the use of any office equipment patented after 1960. If you wish to read from original sources, the University of Michigan Library system has most of these materials.

September 16, 2013

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



Blog:

Philanthropy in the News: Find an article with an example of philanthropy from a news source. Must have occurred after September 15, 2012.

Lab Activity:

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:

Carnegie, A. (1992). The Gospel of Wealth. In D.F. Burlingame:(Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Knight, L. (1992). Jane Addam's Views on the Resposibilities of Wealth. In D.F. Burlingame: (Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Riley, J. (1992). Philanthropy Under Capitalism. In D.F. Burlingame: (Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Shah, R. (2012). Embracing Enlightened Capitalism. *Georgetown Journal of International Affairs*.

“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. Collectively, at least when viewed from a western perspective, 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”.

Why is this important when understanding philanthropy in U.S. society? The Friedman and McGarvie reading from the first week offers us a historical perspective. In the readings for this week we examine two different perspectives that coincided at the time that the country took a pivotal turn in terms of its social and economic relationships. The characterization of Carnegie

and Addams is meant to suggest something iconic, not entirely descriptive of either person or the complete approach to society that they represent. In the end, philanthropy as it was defined in the early twentieth century became a way of reframing and even defending capitalism and it became tied to the ways in which we think about social, economic and political mobility. It would not take long for this to affect the way that philanthropy and higher education were connected.

September 23, 2013

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

Assignment A is due today.

Blog: None.

Lab Activity:

- 1) Introduction of grant agreement letter, grant limitations, and our parameters
- 2) Discussion around what the letter says, what is expressed by donor, their perceived intentions, what else can we infer from other info?
- 3) Think about “what guidelines/parameters would you like to add?”
- 4) Class activity

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, 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.

Reich, R. (2013). Not Very Giving. *New York Times* OP-ED Contributor. Retrieved from <http://www.nytimes.com/2013/09/05/opinion/not-very-giving.html? r=0>

Orosz: Prologue and Chapter 1

Presentation:

Information about philanthropic activity has become increasingly common and notoriously unreliable. We will look at some informational sources that may offer some validity for understanding the general trends in the field and how these are affecting higher education. This information will also open up our first discussion intended to relate philanthropy to the support of education in the United States. When you are doing your reading, keep in mind the ways in which the research and various information sources either confirm or introduce tension into our

understanding of both philanthropy and education.

It won't be the last time we take up this issue.

September 30, 2013

Week 4: Why do people give?



Blog:

Blog about values that influence philanthropy. More details to come after Week 3 Class Discussion.

Lab Activity:

Project Milestone: Set Mission, Goals and Parameters

Readings for Discussion:

Grusec, J.E.(1982). The Socialization of Altruism. *The Development of Prosocial Behavior*. N. Eisenberg (Ed.). New York, NY: 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., & 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.

Prince, R.A. & File, K.M. (1994). *The Seven Faces of Philanthropy*. San Francisco, CA: Jossey-Bass. Please read the Introduction, the Appendix and then choose one or two chapters that you believe best fit your motivations for giving.

October 7, 2013

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

Please note: Assignment B is due on October 6, 2013 at 9:00 PM.

Blog: None.

Lab activity:

Designing an RFP.

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.

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

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.

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

Orosz: Chapters 3 & 4

October 14-15, 2013

Fall Study Break

October 21, 2013

Week 7: Philanthropy, Higher Education and Social Mobility



The seminar will be held today in the Michigan League.

Please plan to register for the event “The Graduates” and we will convene outside the Vandenburg Room on the 2nd floor at 4:10 PM. We will conclude this evening at about 7:30 PM.

Readings for Discussion:

Dowie, Introduction and Chapter 1

See Reading Folder on C-Tools Site

Faculty, staff asked to save the date for campaign kickoff events

*By Carey Chesney
Office of University Development*

Faculty, staff, students and community members are being asked to come together **Nov. 8** for events launching the Victors for Michigan campaign, the most ambitious fundraising campaign in U-M history.

A campus wide celebration will be at **5:00 to 7:30** p.m. on **Ingalls Mall** where members of the campus and local communities are invited to join donors and campaign volunteers to enjoy an outdoor launch.

At 8 p.m., the festivities move inside **Hill Auditorium** with President Mary Sue Coleman and Campaign Chair Steve Ross as students from across campus reveal, through their personal stories, why Michigan needs victors.

After the main event, there will be an after-party outside on the Mall.

Faculty and staff are the heart of this university, and their participation is sought to kickoff the campaign that includes every school, college, unit and campus of the university.

The Victors for Michigan campaign has three priorities:

- Guarantee that a diverse group of the world's brightest students will be able to study at Michigan. Providing sufficient financial support is the highest priority.
- Transform the Michigan education by extending academic excellence from the classroom into real-world experiences that develop students' global purview, and a creative, entrepreneurial mindset.
- Serve the public good by collaborating on bold new ideas to solve the world's most challenging problems.

Friends and family also are invited to attend the kickoff events.

October 28, 2013

Week 8: Historical Patterns in Philanthropic Giving to U.S. Higher Education



Duncan, Impact Philanthropy

Kellogg Foundation, Logic Model Development Guide

“Problems and Solutions and the Ways in Which Higher Education Contributes to Both”

We tend to think of problems as bad things to be avoided and solutions as their antithesis but in fact there is a relationship between problems and solutions that offers a challenge for philanthropy. The full story of Prometheus might be recalled fondly in this regard (indeed much thematic structure derived from Greek drama) for it offers a reminder of both our limits and our potential as humans. Higher education has been proffered as holding the answer to many of society’s most perplexing challenges ranging from ignorance to mortality, and the aspiration captured in these claims is indeed ennobling. But are we fooling ourselves? Are we fooling anyone else?

November 4, 2013

Week 9: Historical Patterns in Philanthropic Giving to U.S. Higher Education



Lab Activity: What is behind the OUAT gift?

Visit by Lauren Wolter of thephilanthropylab.org

OUAT 2011 Class RFP’s (on CTools – OUAT)

Dowie, Chapter 2, 3, and 4

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

November 8, 2013

UM Campaign Event

Please see the details for this event posted above (page 14) in the syllabus.

November 11, 2013

Week 10: The Launch of a University Campaign

Assignment C is due at 6:00 PM on November 10, 2013

Lab activity:

- Making first determinations on possible funding recipients
- Setting protocols for site visits.
- What should be covered in a class presentation?

Readings for Discussion:

Orosz chapters 5, 6 and 7

Review Submitted Proposals

Discussion of UM Campaign Launch

- Ross from ESPN: http://espn.go.com/college-football/story/_/id/9633142/miami-dolphins-owner-stephen-ross-give-200m-univeristy-michigan
 - Ross: <http://dealbook.nytimes.com/2013/09/04/relateds-ross-gives-200-million-to-university-of-michigan/>
 - Stamps from Michigan Daily: <http://www.michigandaily.com/news/art-and-design-school-be-renamed-penny-w-stamps-school-art-and-design>
 - Munger: http://www.huffingtonpost.com/2013/04/18/charles-munger-university-of-michigan-donation_n_3111464.html
 - List of largest UM gifts: <http://www.freep.com/article/20130904/NEWS06/309040072/university-michigan-largest-donations-ross>
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November 18, 2013

Week 11: Site visits to prospective grantees

Background Readings:

Orosz, Chapters 8 and 9

November 25, 2013

Week 12:

Lab Activity: Class Presentations

See points to cover in class presentations as will be posted on C-tools site

December 2, 2013

Week 13: Tensions and Controversies in Philanthropy and Higher Education

Assignment D is due at 6:00 PM on December 1, 2013

Lab Activity: Decision Process I

Readings for Discussion:

Dowie, Chapter 6

The Gates Effect, Chronicle of HE, July 14, 2013: <http://chronicle.com/article/The-Gates-Effect/140323/>

Singer article from NY Times: <http://www.nytimes.com/2013/08/11/opinion/sunday/good-charity-bad-charity.html>

Philanthropic Colonialism: http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html?_r=2&

***The Class
Distributed***

***Study Guide will be
this Week***

Please review the purpose of the study guide as described in the assignments section of the syllabus.

December 9, 2013

Week 14: Transactional vs. Transformational Logic

Lab Activity: Decision Process II (Final)

- Course Synthesis
- Review of Study Guide
- Course Evaluations

Readings for Discussion:

Dowie, Chapter 9 to conclusion

Orosz, Epilogue

Burkhardt

The Final Examination and the Prompt for the Reflection Paper will be Distributed this Week

Final Exam Period

Date TBA (check academic calendar for date, time and place)

Final Exams Due

Reflection Papers Due

Gift Awards