

Indiana University Lilly Family School of Philanthropy
IUPUI
Annual Report on Assessment
2019-2020

Introduction

This report provides a summary review of the efforts of the Indiana University Lilly Family School of Philanthropy (LFSOP) to assess its academic degree programs. The school was formally established in the spring of 2013. It emerged out of the 25+ year history of the Indiana University Center on Philanthropy which was housed in and offered degrees through the Indiana University School of Liberal Arts (SLA). Up until spring 2013, all degree assessment reporting was subsumed under SLA's reporting structures. Since that time, LFSOP has been establishing itself as a school by developing its faculty governance model, hiring faculty, adopting policies and procedures, and implementing systems and procedures necessary for effective and efficient operation as a stand-alone school. This ongoing developmental process will continue at least into the next several years and has implications for the school's evolving structures and capacity for assessing its degree programs. Consequently, this report summarizes the current status of assessment processes and plans for further evolving them during this transitional period of becoming a school.

Background

The vision of LFSOP calls for the field of Philanthropic Studies to be recognized as an integrated field of study that develops positive and lasting change in the world. The mission of LFSOP states that the School increases the understanding of philanthropy and improves its practice worldwide through critical inquiry, interdisciplinary research, teaching, training, and civic engagement. The School pursues its vision and mission by offering academic degree programs, continuing education training, and research on philanthropy and nonprofit organizations. The School's work is guided by its strategic plan, and the School views assessment as an important element for achieving the six core goals articulated in the plan, especially:

- Goal 2: Enhance the excellence of the academic programs in providing students with diverse perspectives on Philanthropic Studies and the world-wide practice of philanthropy;
- Goal 5: Attract outstanding and diverse students to the School and support them in their academic and professional pursuits.

The School has 21 core faculty members (50% or more FTE in the School), 31 affiliate faculty, and 9 adjunct faculty based in other schools across the IU system. Three of the core faculty members serve as program directors for the following academic programs: 1) B.A.; 2) M.A.; and 3) Ph.D. (two core faculty members share the director role for the Ph.D.).

B.A. Degree Program

The B.A. degree program in Philanthropic Studies began in 2010 and implemented curricular revisions in 2017. The degree requires completion of 120 credit hours, of which 40 credit hours are within the major. These 40 credit hours include 27 hours in core content, 9 hours in electives, and 4 hours in internship. The remaining credit hours are distributed across general education and traditional requirements for the liberal arts degree. The School encourages its majors to pursue certificates and minors in supplementary fields to enhance their intellectual and professional development, including those in—but not limited to—Nonprofit Management, Civic Leadership, Events Management, and Business. During the 2019-2020 year, there were 71 B.A. majors in the program, and 23 students graduated from the program. Assessment of the program is driven by [six program level student learning outcomes](#) which are formally assessed in the capstone course.

M.A. Degree Programs

The M.A. degree program in Philanthropic Studies requires completion of 36 credit hours. These credits include 27 hours of course work central to the study of philanthropy and 9 hours of elective courses. Students may choose to write a master's thesis, which requires 3 hours of research methods and 6 hours of thesis work. Only 1 or 2 students annually choose the thesis option as the vast majority of students prefer elective coursework. The design of the M.A. degree curriculum partially served as the model for the development of the national Curricular Guidelines for Graduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy published by NACC. During the 2019-2020 year, there were 159 students in the master's level programs, including 113 in the master's degree program and 46 in the graduate certificate program. Since the graduate certificate program's inception, almost 50% of certificate students have chosen to apply to the master's program and continue their study with the school.

The M.A. degree program has three options for delivery: 1) on-campus format; 2) executive format (hybrid); and 3) online format. The on-campus format is a residential, full-time program, and tends to attract recent college graduates and local residents and professionals. The executive format tends to attract working professionals from around the world whose personal and professional obligations prevent them from attending school full time. Executive students may take courses in person, online, or in hybrid format with a combination of online and intensive, one-week residential instruction. The course formats are substitutable across the three options. In general, on-campus students tend to take most classes in person, executive students tend to take most classes online plus in hybrid format, and online students tend to take most classes online.

The COVID-19 pandemic necessitated moving all on-campus courses and summer hybrid courses to one of the distance options. The school cancelled its study-abroad program for summer 2020 and students chose other electives. Several students had scheduled study abroad as their penultimate class and expressed extreme disappointment that the pandemic disrupted this unique opportunity. Three executive (hybrid) classes had been scheduled to include a residential

week during summer 2020; each instructor migrated to fully online course delivery. These delivery formats continued into Fall 2020.

In addition to the master's degree, the School also offers a Graduate Certificate in Philanthropic Studies. The certificate program is designed for those who have an interest, and perhaps career motivation, for this education, but who do not wish to pursue an M.A. or Ph.D. in Philanthropic Studies. It provides opportunities both for students interested in learning more about the field as well as career professionals looking to expand their knowledge. The certificate requires completion of 12 credits, which are comprised of core courses from the master's degree curriculum. Students can complete the Graduate Certificate in person, online, in hybrid format, or through a combination.

A new Graduate Certificate option is now available in the school. The Graduate Certificate in Philanthropic Fundraising was approved during 2018/19 and began during 2019/2020. This program requires completion of 15 credits, which – like the Graduate Certificate in Philanthropic Studies – are comprised of core courses from the master's degree curriculum. We do not yet have data on how many of these certificate students may choose to continue with the master's degree.

During the reporting period, there were 58 master's level graduates (20 graduate certificate and 38 masters, including the first graduate from the accelerated BA+MA program). This graduating class reflects a remarkable 38% year-over-year increase in graduate-level degree completion. At the time of this report, more than 90% had secured employment (of those actively seeking employment). Three master's graduates have reported difficulty in finding employment due to the economic downturn following the COVID-19 outbreak.

Ph.D. Degree Program

The Ph.D. degree program in Philanthropic Studies requires completion of 90 credit hours. These credits include 15 hours of core content, 12 hours in a minor concentration area, 9 hours of research methods, 6 hours of electives, and 18 hours in dissertation research. Up to an additional 30 hours of relevant master's level coursework may be transferred into the program. This doctoral degree program is the first of its kind in the nation; thus, there were no curricular standards to consult in its development. However, the School remains actively involved in the national conversation about philanthropy education through the Nonprofit Academic Centers Council (NACC), which is a voluntary association of colleges and universities with philanthropy and nonprofit management degree programs.

The faculty developed four key learning objectives to guide curriculum in the Ph.D. program. Students in the program will:

1. Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and understand multi-disciplinary theories that explore and explain philanthropic behavior and why nonprofit organizations exist in society.

2. Understand how to interpret and apply ethical frameworks and disciplinary concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational, scholarly, and professional goals.
3. Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to conduct original research, generate new knowledge, and create scholarly products.
4. Be able to apply ethical standards to the pursuit of professional, scholarly, and societal goals to advance the common good.

During the 2019-2020 year, there were 31 doctoral students enrolled in the program, and no students completed the program. In keeping with most of doctoral education, the program relies upon coursework, qualifying exams, dissertation defenses, and placement rates to assess its curriculum. The COVID-19 pandemic caused several students to shift their dissertation research agendas. Six candidates are conducting qualitative research that includes interviews. At least four students have completely changed research methods because their interview populations declined to participate. The other two candidates hope to continue with interviews but will face significant delays in finalizing their dissertations.

Current Assessment Apparatus and Continuous Improvement

COVID presented challenges for the senior capstone where most program level assessment takes place for the BA program. We pivoted in March 2020 to an online delivery format which was challenging for students and instructor given the social and interactive nature of capstone processes. The campus capstone showcase became a virtual showcase with assistance from the Institute for Engaged Learning and the School's marketing and communications teams. Students posted their eportfolios along with video tours of the eportfolios. We also included a survey mechanism whereby visitors could provide feedback directly to students on their eportfolios. The forum can be viewed [here](#).

During the reporting period, we mapped our mid-curricular course pathway to the PLUS Profiles. This course is P390 Internship and Career Preparedness. Students produce an eportfolio in it that assists their career and internship interest discovery process. These eportfolios are then updated, revised and expanded in the P490 Internship course before finalization in the P450 Capstone. In planning for 2020-2021, the capstone was mapped to the PLUS profiles and they will be used as a basis for reflection along with the program level outcomes. We are also excited because the spring 2021 cohort of seniors will be the first full cohort that will have experienced the eportfolio foundation of the curriculum.

We intentionally planned for students to be able to build upon the ePDPs (electronic professional development portfolios) they create in First-Year Seminars as instructors of courses in the major at the 200- and 300- level incorporated language and discussion about how course assignments could fit in with their ePortfolios. Then, in P390 Internship and Career Preparedness (most often taken at end of sophomore year or beginning of junior year), they will adapt the ePDP or build a new ePortfolio to support their internship search. Then, during junior or early senior year, students will take the P490 Internship course in which they will adapt the P390

ePortfolio (or produce a new one) to reflect their internship experiences. Then, as seniors in the P450 Capstone, they will produce a capstone level ePortfolio that integrates their learning and identity development from across their undergraduate careers. We call this gradual implementation of eportfolios across our curriculum our keystone-milestone-capstone ePortfolio progression. We anticipate it yielding good long term assessment data as we move into the future.

Here are relevant indicators from the reporting period.

- A total of 17 undergraduate students completed the internship during the reporting period. One hundred percent of the hosting organizations reported that students met or exceeded their expectations and that they would host another intern from the School again. 100% of these students earned 85% or higher on their internship coursework. Nine of these students were impacted by COVID. Their internships shifted into virtual format, but they adapted steadily and completed their internship responsibilities demonstrating a range of coping skills in the process.
- 89% of senior capstone students achieved an 85% (out of 340 point scale) or higher rating on content, design, organization, and narrative of their eportfolios which demonstrates a high level of mastery of six degree program learning outcomes. The foundation of the eportfolio are six written reflections based upon the six program learning outcomes. Students provided evidence of their achievement of the six learning outcomes in the reflections and then used the reflections to design their eportfolios. These outcomes were previously linked to the PULs, which is what students in this capstone class matriculated under. In the spring 2021 capstone course, we will begin assessing students based upon the PLUS profiles.
- 88% of B.A. graduating seniors secured employed or placement in graduate school while 5% were not looking for either.
- A total of 36 graduate students completed the internship during the reporting period. One hundred percent passed the internship portfolio requirement by demonstrating proficiency.
- No graduate students chose the master's thesis option.
- During the reporting period, 4 Ph.D. students took – and passed – their qualifying exams. One student scheduled a retake of examinations for fall 2020.
- None of the Ph.D. students graduated during the reporting period.

The graduate director teaches P590, Directed Off-Site Study (Internship) course required of all master's students. Significant assessment apparatus is included in the course. The syllabus emphasizes that P590 provides a crucial bridge between theory, the classroom, and real-world issues, plus practical skill development in a professional setting. P590 thus enables the culminating experiential learning opportunity for students to integrate graduate-level knowledge

outside the classroom and prepare integrative, competency-based portfolios. The completed portfolio represents students' integrative knowledge, intellectual skills, and applied and collaborative learning. The P590 portfolio captures students' ability to engage scholarly or professional debates in a field setting. The director adapted Kohl's theory of experiential learning, tailoring journal instructions to connect course content to practice and based on service learning pedagogy. The syllabus requires students to engage scholarly literature in a final paper to address the bidirectional connections of theory and practice, including implications for further research, philanthropic practice, or public policy.

The instructor, students, and the nonprofit site manager all participate in assessment of P590. Nonprofit managers complete both qualitative and quantitative assessments. In the 100+ evaluations compiled over the past three reporting periods, managers overwhelmingly rate students as excellent, and only occasionally as good (less than 5% of the responses).

In 2017-2018 a task force spearheaded a comprehensive review of the doctoral program, which continues into the present. Several updates to the doctoral program went into force during the 2018-2019 reporting period. The major improvements include modification to the P790 dissertation seminar to prepare students to submit an article for publication, greater linkage among the four other core courses, and explicit requirement of P521 or equivalent. Two core faculty now share the director function, dividing responsibilities according to their areas of expertise and increasing students' opportunities for advising and guidance regarding all aspects of the PhD program.

The doctoral directors improved the 2018 and 2019 PhD boot camps to more deliberately integrate content into subsequent coursework, so that the literature and methods training are not isolated from the curriculum and therefore left for students to forget. Boot camp content is now sequenced more deliberately, beginning with orientation to disciplinary research and scholarship, humanities inquiry, qualitative methods, quantitative methods, and international research. First- and second-year students must attend boot camp; all PhD students and candidates are invited to attend sessions of interest to them. Second-year students overwhelmingly state that they gain a much deeper understanding and sense of confidence during their second boot camp.

The Career & Leadership Preparedness (CLP) program is a co-curricular initiative that provides career development and job search strategies for our undergraduate and masters degree students under the direction of our Director of Student Services and Admissions, who is our primary academic advisor. The program is continually evolving and includes general services, advising, and coaching. Its annual plan includes offering two to four workshops for students within the school, offered by staff, faculty and/or alumni. The topics range from resume writing and job search strategies to leveraging who you are to get the job and the effective use of LinkedIn. In Fall 2019, there were four workshops. These efforts are connected to the IUPUI Career Services Council, so all campus career workshops, job fairs and other career opportunities are promoted to our students. At the end of 2019, the CLP coordinator retired. This program was then taken up by our Director of Student Services.

While the academic advising process is not assessed (the performance of the Director of Student Services and Admissions is annually evaluated), feedback from students has been

solicited through the CLP. Improvements were made in real-time based on this feedback to inform workshop content.

Due to a combination of COVID and the staff retirement, there were no events scheduled for the spring of 2020. In the fall of 2020, the Director of Student Services added elements from CLP into the required Internship and Career Prep course that our sophomores and juniors take prior to their 3-credit required internship. In this capacity, she worked with students individually on their needs in this area such as resume and cover letter review, LinkedIn profile review, etc. She also highlighted students who were graduating and looking for jobs, and current students looking for internships on the school's LinkedIn page. In addition, the school provided internship scholarships to students who couldn't find paid internships due to so many organizations not being able to pay interns due to COVID. CLP also worked with students who have graduated and still haven't found employment or whose employment was negatively impacted by COVID. They were matched with up to 3 mentors to help guide them in their job searches.

Response to 2018-2019 Feedback

Feedback from the PRAC Report Review Subcommittee focused making sure to link to BA degree program outcomes and being more explicit about assessment in the capstone course.

Plans for 2020-2021

In the BA program, we will begin assessment PLUS Profiles through the capstone ePortfolio during the next reporting period. Students will produce four written reflections keyed to the PLUS Profiles using a minimum of 3 artifacts for each profile from their in- and out-of-class learning experiences. They will also reflect upon the six BA program learning outcomes. By combining the two levels of outcomes in the series of reflections we anticipate having rich data on student learning and development.

The greatest challenge to the MA and graduate programs is the gradual shift in student preference away from the traditional, full-time, on-campus format toward part-time, online and executive format. MA and graduate certificate students now overwhelmingly identify as online students. Part-time enrollment has risen gradually over the last three years. This presents both opportunities and challenges for the school in scheduling, sequencing, and greater demand for online summer offerings. . In addition, the COVID-19 pandemic required all classes to be delivered in the online or synchronous distance format versus on campus. Some instructors have taught in the online format for some time and can shift modality with ease. Other instructors were challenged by the change in course delivery format and turned to peers or the Center for Teaching & Learning for guidance.

A private funder assisted with the funding and development of another new graduate program, the Graduate Certificate in Muslim Philanthropic and Humanitarian Studies, which begins in fall 2020. This certificate includes 18 credit hours, including three core courses from

the master's degree curriculum and three new courses. The school has retained a new adjunct instructor who only teaches in this program.

The doctoral directors, together with faculty who teach in the doctoral program, continue to evaluate the curriculum, advising, and research guidance based on student feedback. The graduate director has drafted a student handbook, and the directors are evaluating the creation of a formal mentoring policy for both faculty and doctoral students.

A task force continues to evaluate whether or not the school will offer a “professional doctorate” in philanthropic leadership, which could deliver most or all coursework online or otherwise through synchronous technology. This track would be tailored to philanthropic practitioners who will not or cannot relocate to Indianapolis for coursework and who would not give up their full-time professional employment in the sector. The task force is evaluating all aspects of the degree program: staffing, admission criteria, pricing, costs, faculty teaching and advising capacity, course content, course delivery, dissertation protocols, and timing.

The faculty have agreed to the constructs of the professional doctorate, its overall course structure, the final project/capstone, its target audiences, most of the student learning outcomes for the program as a whole and several of the courses, approximately how the courses would be taught, staffing needs, etc. However, the faculty have reserved the right to vote once again on the final package. The main audience would be for working practitioners with five or more years of relevant experience, who want to advance their understanding of philanthropy and the philanthropic sector, while simultaneously deepening their understanding of leadership in the philanthropic sector both through academic coursework and workshops, conferences, and intellectual discourse with their faculty and peers. In addition, these student/practitioner/leaders will become better at understanding and discerning what is good research—both qualitative and quantitative, including evidence based on experiments, primary, and secondary data. While there remains many details to be resolved, there has been a profound leap forward in the understanding and level of agreement in the conversations.

The final project (whether called final project, capstone, or dissertation) will be focused on solving a problem in the student's organization, subsector, or the field more generally. This would be above and beyond the normal workday work, but would not necessarily be like a traditional dissertation with the creation of “new knowledge.” However, a traditional dissertation would also be an acceptable final project.

The current working draft of the proposal for the professional doctorate is attached as an appendix. It describes the motivations for the program, the general outline of the course sequence, including a brief description of each description. It also contains a current status of the learning outcomes as developed heretofore. It should be noted that a number of faculty members have agreed to take the lead in developing the syllabi for each of the courses.

The assessment of the degree program will include the following: student course evaluations of each course; focus groups of students from each cohort; annual discussions amongst the faculty and staff involved in the professional doctorate. Longer term, we would have focus groups of employers (or boards of directors for those alumni, who are CEOs) of the

perceived market value and utility of this degree program. We aspire to create a panel study of our students as they enter and graduate and progress in their careers. This would include job titles, responsibilities, and compensation. Finally, we would invite alumni to join in periodic focus groups to debrief on the collective value of the degree and how it might be enhanced in the future.

Appendix: Professional Doctorate Co-Construction

This document provides a space for the leaders of the school, members of the professional doctorate committee, and the faculty at large to engage in a co-construction process to develop a draft description of the professional doctorate program in **philanthropic leadership**.

Definitions & Big Ideas

Philanthropy: *Voluntary action for the public good.*

Philanthropy is a crucial part of a democratic society. Philanthropy can be an individual act or structured through organizations (such as foundations and other charitable organizations or platforms). Philanthropy can include gifts of money or time. Philanthropy can be formal or informal. It supports projects and endeavors intended to benefit others beyond the self, such as funding and maintaining libraries, museums and scientific research. Philanthropy also supports efforts that may be too innovative or risky to gain the widespread support of the general public or the government, as well as the interests of marginalized groups that do not have their interests adequately met and supported within public or for-profit efforts.

(Modified from Learning to Give <https://www.learningtogive.org/resources/philanthropy>).

Andrew Carnegie in *The Gospel of Wealth* laid out the challenge that philanthropy should not maintain the condition of the poor but rather should provide opportunities for betterment, raising the possibility that philanthropy is different from charity, which focuses on eliminating the suffering caused by social problems, while philanthropy focuses on the lessening of social problems.

Despite the many beneficial aims that philanthropic efforts intend to contribute to society, the reality and practical implementation can sometimes fall short. The ideals of philanthropy are often challenging to enact in real life. Because of this, philanthropy has garnered some critiques. This includes widely read publications, such as *Winners Take All: The Elite Charade of Changing the World* by Anand Giridharadas and *Just Giving: Why Philanthropy is Failing Democracy and How It Can Do Better* by Rob Reich. Even contemporary publications in support of philanthropy urge for changes, such as a call for greater equity across race, ethnicity, indigenous communities, and socioeconomic status described in such publications as *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*, by Edgar Villanueva. This program brings together these efforts to challenge philanthropy to be better with the long-standing roots and traditions which established and perpetuate philanthropy.

Leadership: *The creation and enactment of social changes within leadership contexts.*

Philanthropic leadership includes several aspects of leadership generally, such as leadership that is transformational, authentic, adaptive, ethical, representative, participatory, equitable, intersectional, and/or action-oriented. Transformational leadership is a process in which “leaders and their followers raise one another to higher levels of morality and motivation” (James MacGregor Burns). Adaptive leadership, as described by Ron Heifetz, extends the notion of leadership and the importance of being flexible and adaptable. Adaptive leadership is recognizing that complex problems that have no clear answer (the types of challenges that contemporary philanthropy often attempts to address) are not fixed by “top leaders.” Instead adaptive leadership is inclusive and tackles complex problems by mobilizing individuals, groups, and stakeholders to join the process of generating solutions, regardless of their role and status. Despite the various models and definitions of leadership, leadership, particularly in the 21st century is about change, adaptability, addressing complex challenges, and mobilizing and moving diverse stakeholders to a new and better place.

There are many types of organizations, each with its own focus on different contexts of leadership. In grouping these organizational types together, this program focuses in particular on three general contexts of leadership: (1) leadership within organizations, (2) leadership within governance systems, and (3) leadership within social movements. While these contexts are not understood to be mutually exclusive, and indeed many leaders engage at all three levels, the three sets help to highlight these sets of organizations.

Philanthropic Leadership

Philanthropic leadership is about connecting the notion of philanthropy as a tool for social advancement with the practice of transformational and adaptive leadership that bring people together to move towards something new (and better). In *Understanding Philanthropy: Its Meaning and Mission*, Payton and Moody refer to this as the “moral imagination,” meaning that an important human capacity that is alive in philanthropic leadership is the ability to imagine the world as different than it currently is, and a willingness to try to make it better. In this way, the program in philanthropic leadership embodies the broader mission of the school, which is to improve philanthropy in order to improve the world.

The key to wrestling through needed changes to the historical and beneficial roots of philanthropy is to engage in leadership for social change. Often leaders enact social changes in order to perpetuate and maintain philanthropy within changing economic, cultural, and political contexts. Other times, leaders enact social changes to evolve the ways that employees, volunteers, funders, boards of advisors, and the general public engage with the organization. In

other leadership efforts, leaders engage governance structures, collaborating organizations, and/or communities of everyday people to shift existing power structures, increase diversity of decision-makers, enhance sustainability, and in other ways alter the philanthropic footprint. Thus, a crucial aspect of this innovative doctorate program in philanthropy is leadership.

The Value of a Degree in Philanthropic Leadership

First, this program is valuable for leaders who are interested in fundraising and development, university advancement and leadership, foundation program officers and presidents, nonprofit chief officers and presidents. In these positions, leadership change is often directed within the organization and specifically directed at altering the ways that organizational constituencies engage with the organization. Leadership efforts in this context often include motivating and empowering organizational constituencies to become engaged and to increase engagement.

Second, this program is also valuable for leaders who are interested in changes within governance systems. This includes leadership positions within United Ways, community foundations, education governance, global philanthropic networks and committees, global funds, crowdfunding efforts, research centers, policy centers, think tanks, and more. Leadership efforts in this context often include leveraging, facilitating, and incentivizing organizational constituencies with collaborating organizations and public policymakers.

Third, this program is also valuable for leaders who are interested in grassroots social movements, community development, civil rights, and organizations engaged in works with historically marginalized groups or communities. Leadership positions in this context include, for example, directors, officers, and program managers of diversity, equity, and inclusion efforts, civil society institutes, international peacekeeping, economic development, environmental sustainability, global biomedical health, social justice, other community or global movements. Leadership efforts in this context often include mobilizing communities and amplifying voices.

Within these multiple contexts, themes of leadership in philanthropy include (though certainly are not limited to): digital civil society, social change, systems change, organizational change, impact investing, problem solving, design thinking, creativity, social impact, evaluation, innovation, power dynamics, power shifts, power sharing, diversity, equity, inclusion, collective impact, collaboration, inter-sectoral relationships, mixed governance, motivations of givers, ways to engage givers, organizational development, governance and leadership within organizations, advocacy, philanthropy and political systems, growth and scaling of social sector solutions.

By learning about and contributing to these leadership themes, students in this program will further strengthen the philanthropic sector, develop the current and next generation of leadership for the sector, and launch into the next phase of their philanthropic career.

Designed for Working Professionals

We expect most students in this program to be working professionals, and the program is designed to accommodate the needs and status of working professionals. Indeed, the faculty in this program engage with students as equals and enjoy learning from and with students as much, if not more, than teaching the new information. As such, the culminating project of this program facilitates students in crafting their own creative output, which can be designed to contribute to the organization in which students are already employed. This applied project, with its practical ends and organizational audiences, is one of the defining ways in which this professional doctorate is distinct from an academic doctorate and a traditional dissertation.

Students will enter the program with a completed Master's degree, and will be seeking additional professional and intellectual development. We welcome people of various disciplinary backgrounds, as that diversity of training and thought will help to support a vibrant community of thinkers and doers.

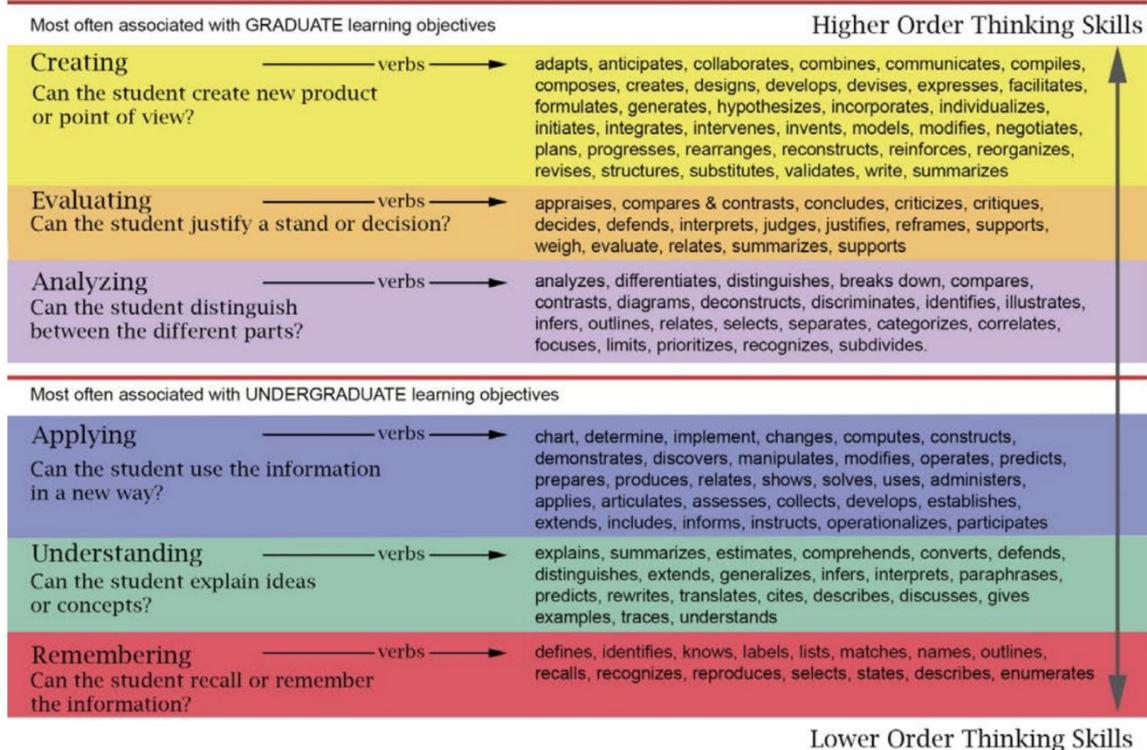
Differentiation from a Traditional Academic PhD

This professional doctorate degree is distinct from a traditional academic PhD degree. A traditional academic PhD degree is typically awarded for original research and scholarship, prepares students primarily for broadening theoretical and scholarly understanding of a subject, and is oriented towards students placing in academic positions, such as becoming a professor. Alternatively, this professional doctorate degree is awarded for translating existing research, scholarship, and data into actionable insights that advance the practice of philanthropy. To advance to higher levels of leadership, influence, and credibility, working professionals in this program will apply the insights of research and data to formulate solutions to complex problems.

Student Learning Outcomes

This program has three sets of learning outcomes, in: philanthropy, leadership, and inquiry. The courses especially target the philanthropy and inquiry learning outcomes. The leadership component of the program is primarily developed through the first course, an applied project, and a leadership seminar series that connects students with leading philanthropic practitioners. As a result of this program - which culminates, integrates, and expands upon the depth of prior knowledge and experiences that participating leaders bring - students will be able to:

Bloom's Taxonomy



Philanthropy

1. Analyze how the contexts of philanthropy shape the roles, activities, and impacts of civic organizations and, in turn, how civic organizations also reshape those broader contexts.
2. Recognize inequities in the distribution of philanthropic resources.
3. Deconstruct philanthropic leadership by engaging multi-disciplinary perspectives in examining philanthropic contexts within: organizations, governance systems, or movements.
4. Adapt theories of civil society to propose data-based strategies for how civic organizations can affect changes, even within hostile or repressive political climates, under-resourced social environments, or other troublesome social contexts.
5. Design systems to attend to the power dynamics in philanthropic decision-making, including within and across linked organizations, governance systems, and communities.

Leadership

1. Address barriers to recruiting and retaining people from diverse backgrounds to boards of advisors, staff, and other key positions surrounding philanthropic decision-making.
2. Plan for and secure revenue streams from funders that align with the strategic goals and catalyze existing social capitals.
3. Design adaptive decision-making processes, programs, and systems that apply leadership theories and meaningfully include input from relevant and diverse sets of stakeholders.

4. Collaborate by cultivating a strong portfolio of human, relational, social, network, and cultural capital to achieve strategic goals and foster cross-sectoral partnerships.
5. Weigh ethical values and standards by enacting collectively designed strategies for complex organizational, systems, and social change.

Inquiry

1. Adapt and contextualize existing research to formulate an applied research inquiry into the values, culture, history, or social impacts of philanthropy.
2. Appraise data from a range of sources, disciplines, and methods to interpret how the results impact the practical problem or its social context.
3. Create data-based approaches to affecting social changes by summarizing findings from relevant research and deconstructing their relevance for the applied project audiences.
4. Apply leadership theory to design a research project that addresses a practical problem within philanthropic leadership that targets a social context.
5. Communicate the outcomes of philanthropic actions to specific stakeholders by translating results for broad and multi-disciplinary audiences and interpreting the practical implications.

Evaluation of Student Learning Outcomes

Evaluation of the program student learning outcomes occurs primarily through the culminating final project, which is designed to address a real-life problem present within the leader's organizational context. In addition, the student learning outcomes are also assessed throughout the program within courses, as described further in the program curriculum section

Applied Final Project

As a dissertation in practice, student leaders will craft an applied final project, in consultation with a committee of their choosing, for a particular end that would be beneficial to the organizational context within which students are currently or desire to be employed. For example, a student leader will produce one of the following applied projects:

- Write a case study for a selected organization, set of organizations, or communities.
- Evaluate an existing collaborating/collective impact system, engage system participants to collect assessment metrics at the organizational, system and community levels, and evaluate whether participating parties had equitable outcomes.
- Develop a grassroots fundraising plan that reaches a diverse community and is supported by a data management and evaluation plan.

Or, a student leader can work with their committee to propose another applied project.

The goal of the applied final project is to translate research into actionable strategies designed to solve real and complex problems. To foster data-informed practice, the student will provide a synthesis of existing scholarship on their identified topic that is designed for their specified organizational audience(s). Data can be drawn from existing and interdisciplinary research in philanthropic studies, leadership, organizational studies, management, history, psychology, religious studies, political science, sociology, philosophy, public affairs, and other relevant disciplines. If a student wants to conduct original data collection or a secondary analysis of existing data, this is an optional, but not mandatory, approach to the final project. The final project is required to be developed in collaboration with a committee of the student's choosing, and the committee will consult with the student regarding their intended applied project.

Program Curriculum (*Credit hours and intended timing in parentheses*)

To foster the programmatic student learning outcomes and build toward the applied final project, this cohort-based program includes the following courses, objectives, and primary activities. Each course is an intensive 8 weeks, and the program courses are designed to be completed sequentially. The courses are mostly asynchronous with some optional live meetings on zoom. The first course also includes a 1-week synchronous format, designed to be in-residency in Indianapolis but alternatively can be optionally completed online via synchronous zoom sessions. This synchronous time facilitates development of a student cohort that joins leaders across organizational contexts and enriches student exposure to multiple leadership models.

YEAR 1

1. Philanthropic Leadership Practices (3 credits - May/June)

This is a survey course of the field of philanthropic leadership practices that reviews the dynamic contexts of philanthropy (cultural, political, social, and economic). Multidisciplinary approaches are engaged in defining philanthropic leadership and reviewing foundational texts, including attention to transformation, adaptive, and grassroots leadership approaches. *Assignment:* Analyze a set of biographies for philanthropic thought leaders who authored foundational texts and examine the outcomes of those texts on others and society.

2. Reviewing Applied Projects (3 credits - July/August)

This is a literature review course of existing case studies, impactful books, and scans of the field across multiple decades. Applied projects are reviewed from three contexts of leadership: within organizations (such as fundraising and grantmaking leadership), governance systems (such as community foundation leadership), and movement mobilization (such as grassroots and civil society leadership). Students will engage case studies, design thinking, and strategic innovation resources to begin developing applied final projects. *Assignment:* Draft brief project concept paper; peer review cohort project concept papers to collaborate on developing applied projects.

3. Cultivating Generous Societies (3 credits - September/October)

This course is a review of existing approaches to studying the cultivation of generous societies globally that attends to multiple levels of analysis: micro, meso, and macro. For example, studying the cultivation of generosity through micro-level approaches involves attending to individual motivations and orientations, such as family dynamics, schooling, socialization, personality, faith, and other interpersonal relational contexts. At the meso-level, generosity can be cultivated in organizations, social networks, and movements. Best practices in fundraising and asking are also reviewed to consider how to cultivate generosity and philanthropy in ways that appeal to multiple segments, from everyday people to high-net worth individuals. Finally, studying the cultivation of generosity through macro-level approaches involves attending to governance, the political system, laws, economics, and culture. *Assignment:* Propose an initial set of practices for cultivating generosity within a specific philanthropic leadership context.

4. Domains of Philanthropic Practices (3 credits - November/December)

This course focuses on the particular domain of implementation in which philanthropic leaders are operating. Student-selected domains include, for example, Healthcare Philanthropy, Education Philanthropy, Youth Philanthropy, Religious Philanthropy, International Philanthropy, Environmental Philanthropy, Housing & Homelessness, Democracy in Philanthropy, Racial Equity and Diversity in Philanthropy, Gender in Philanthropy, Digital Humanities, Data Philanthropy, Arts & Culture Philanthropy, Philanthropy in Literature. *Assignment:* Develop a communication plan that targets relevant stakeholders within the student-selected professional domain, and present revised drafts of proposed projects that respond to feedback from earlier courses and receive additional cohort development input.

5. Democracy, Civic Engagement, & the Politics of Philanthropy (3 credits - January/February)

This course engages comparative analysis to consider broad themes of civil society, power dynamics, shared governance structures, systems, intersectoral relationships, and participatory action as forms of community and philanthropic engagement. The course considers co-leadership with and for communities. Leadership in a community prioritizes participation within the context of policies, stakeholders, and democratic processes. *Assignment:* Write a policy brief for a local, national, or international public agency for why it should support or partner with the proposed efforts, or develop a plan for engaging the community intended to benefit from the applied project.

6. Applied Project Preparation I (3 credits - March/April)

This implementation course guides students in becoming *informed consumers* of a wide range of research, learning how to read and interpret data, understanding the value of methodology details, and garnering existing information to propose useful and meaningful changes. This research-to-practice course includes a review of different ways of doing research and discovery – ethnography, historical archives, case study (including comparative), experimental and survey research, examples of quantitative hypothesis testing, generating new facts, and narrative explication. *Assignment:* Draft an applied research proposal that further develops ideas for the applied research project by identifying key values, constituents, and audiences for their project;

formulating a draft of the intended applied research question; and proposing strategic actions designed to create a set of intended outcomes within the student-selected philanthropic domain.

YEAR 2

7. The Art & Science of Synthesis (3 credits - May/June)

This course introduces purposeful and systematic literature review methods toward critical inquiry designed to elicit questions regarding the values, cultures, and histories of philanthropy embedded within existing scholarship. Evaluations of a range of quantitative, qualitative, and mixed methods research on the contexts of philanthropy, leadership, revenue streams, and other relevant information. Begins the first step of the culminating applied project through an assignment that asks students to formulate the problem space of their inquiry, identify potential committee members, and meet with each potential committee member to discuss the burgeoning theory of change within a selected context. *Assignment:* Conduct and write a purposeful or systematic literature review that synthesizes existing research and data in relation to the applied project, research question, proposed strategies, and intended audiences.

8. Philanthropy, Justice, and Ethics (3 credits - July/August)

This course advances attention to justice and ethics by critically questioning the role of philanthropy in society. This includes attention to issues such as gender, race and ethnicity, socioeconomic inequalities, democratic debates, environmental justice and sustainability. These issues are considered in relation to theories of justice, DEI, and citizen analytics (such as the Polis Center's SAVI interactive map databases). *Assignment:* Collaborate in cohort teams to develop a code of ethics for domain-relevant policies and practices.

9. Philanthropy Practices & Policies (3 credits - Sept/Oct)

This course attends to the how of philanthropy, especially considering best practices in public policy, law, funding, oversight, and regulation. *Assignment:*

10. Data for Good (3 credits - November/December)

Scaling the research topic and crafting an applied proposal. Telling compelling stories with data. Moving beyond problem naming alone into offering theories of change that seek to improve social good. Proposing data-based approaches to leadership that affect changes to organizations, governance systems, social networks, or other applied contexts. Measuring and communicating the outcomes of philanthropic actions to stakeholders in the targeted change context. Thinking carefully about audience/user considerations and translating results to each set of identified audiences (for text communications) and users (for website communications). *Assignment:* Write a first draft of their applied project proposal that revises based on feedback.

11. Philanthropy Leadership Workshop (3 credits - January/February)

Leadership series akin to an applied Philanthropy Research Workshop: monthly leadership workshop open to everyone, but with special closed session for Professional Doctorate students.

Throughout the speaker series, students will be able to engage with the speakers about their anticipated final project. Participation is required in Year 1 and 2 (with one or two passes each year). *Assignment* to be completed in Year 2 will contribute to development of dissertation proposal, for example include their reflection on what they learned from the speakers for their own development as a leader, for the development of their own organization and in relation to their final project. Year 2 students will be involved in selection of speakers, to enable them to build their advisory committee.

12. Applied Project Preparation II (3 credits - March/April)

This concluding implementation course on practical leadership engages the student cohort in presenting and further developing applied projects, along with refined communication plans for disseminating the results and carrying out the project within student-selected domains.

Assignment: Student officially forms applied project committee and defends project proposal.

YEAR 3

13-15. Thesis research and reading (3 credits each)

Design an applied research project that engages philanthropic leadership to address a practical problem. Weekly check-in with director, progress to be presented to class in the middle and conclusion of the term, cohort gatherings. (ARNOVA pre-conference for cohort/alumni group)

Applied Project Timeline

- May/June – engage stakeholders identified in communication plan
- July/Aug – present applied project proposal and invite feedback
- Sept/Oct – information gathering & analysis
- Nov/Dec – case study writing
- Jan/Feb – committee review & revisions
- March/April – applied project defense
- May – graduation

This table provides a visual summary of how each of these courses tracks toward the broader programmatic outcomes and targets one or more of the three sets of learning outcomes.

**DRAFT* Table 1. Curriculum tracked to Each Student Learning Outcome*

	Class Number														
Learning Outcomes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Philanthropy #1	✓	✓		✓			✓						✓	✓	✓

Philanthropy #2	✓	✓			✓		✓						✓	✓	✓
Philanthropy #3	✓	✓				✓	✓						✓	✓	✓
Philanthropy #4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Philanthropy #5								✓	✓	✓	✓	✓	✓	✓	✓
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Leadership #1	✓							✓			✓	✓	✓	✓	✓
Leadership #2	✓							✓			✓	✓	✓	✓	✓
Leadership #3	✓							✓			✓	✓	✓	✓	✓
Leadership #4				✓		✓					✓	✓	✓	✓	✓
Leadership #5								✓			✓	✓	✓	✓	✓
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Inquiry #1		✓				✓	✓			✓		✓	✓	✓	✓
Inquiry #2		✓				✓	✓			✓		✓	✓	✓	✓
Inquiry #3							✓			✓		✓	✓	✓	✓
Inquiry #4							✓			✓	✓	✓	✓	✓	✓
Inquiry #5				✓		✓	✓			✓	✓	✓	✓	✓	✓

PLANNING MATRIX FOR LEARNING AND ASSESSMENT

1. What general outcome	2. How will you know it (the outcome) if you see it?	3. How will you help students	4. How will you measure each of	5. What are the assessment	6. What improvements will be made based on
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are you seeking?	(What does the student know? Or what is the student able to do?)	learn it? (in class or out of class)	the desired behaviors/attributes listed in #2?	findings?	assessment findings?
See proposal above .	<p>Course based outputs.</p> <p>Feedback from alumni focus groups.</p> <p>Feedback from faculty focus groups.</p> <p>Feedback from</p>	<p>Readings</p> <p>Course assignments such as papers, final exams, web postings, class presentations.</p> <p>Student final projects.</p>	<p>Grades.</p> <p>Quality of student postings, presentations, final projects, etc.</p> <p>Feedback from employers, students, alumni, faculty.</p>		<p>We can revise courses, add new courses, and the expectations for the final projects.</p> <p>We can adjust the admissions requirements.</p>

employer focus groups.					
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