

IUPUI APPLICATION FORM FOR MAJORS

I. School IU School of Liberal Arts

II. Department Philanthropic Studies

III. Proposed Major Philanthropic Studies

IV. Related Degree Program

V. Projected Date of Implementation Fall, 2009

VI. List the major objectives of the proposed major and describe its chief features briefly.

The proposed Philanthropic Studies major is a 33-credit undergraduate major designed to prepare students for entry-level positions in philanthropy and nonprofit organizations by providing an understanding of the meaning and role of philanthropy and nonprofit, nongovernmental, or civil society organizations in society. Philanthropic Studies has been defined as the study of voluntary action intended for the public good with a particular focus on the “why” questions. Nonprofit Management programs have focused on the “how” questions. In the last twenty-five years we have witnessed what many have called a global “associational” revolution. Our approach at Indiana University has been and continues to be one in which understanding the social, cultural, political and economic roles played by philanthropy and nonprofit organizations is central to our educational efforts.

Philanthropic Studies is a field of inquiry built upon an interdisciplinary theoretical examination of philanthropy and nonprofit organizations. The humanities and social sciences enable us to explore its core values while thinking carefully about its scope and limits. Most important in the development of our understanding of philanthropic studies has been the 3-sector failure theory (economists) and political and social origins theory (sociologists and political scientists). Historians and philosophers have also contributed important insights to philanthropic studies. The important point is that the work is grounded in the liberal arts and it is and has been complemented by expertise in the professional schools. At IUPUI, the partnership with SPEA has been especially strong and collaborative.

Over the last 20 years there has been a major growth in undergraduate programs across America. More than 200 certificates, minor and nonprofit management concentrations have developed. Many other new programs have developed around the world. Few of these programs have focused on the “Why and What” questions; most have examined the “how-to”. The last 15 years has also witnessed

a major growth of philanthropic education in our k-12 educational systems. Much of the leadership for this has been the Learning To Give curriculum initiative. (See www.learningtogive.org) These trends along with the growth in the workforce in the nonprofit sector provide the right time for IUPUI to launch a BA degree with a Philanthropic Studies major. According to the American Humanics led “next-gen” initiative, more than 50,000 professional positions are available annually in the nonprofit sector in America. Having a BA degree in Philanthropic Studies with a minor in Nonprofit Management would be most attractive to potential employers as well as excellent preparation for future employees.

Philanthropic Studies (PHST) offers undergraduate students an opportunity to study two of the central aspects of human experience, giving and receiving. The major engages students in the central questions arising from the values and aspirations surrounding the urge and the duty to do good as imagined and practiced in societies since the beginning of recorded history. The major prepares students to engage questions and issues of public and private responses to suffering and/or to improving the world as they work in other academic fields and as they enter into the many fields in which questions about doing good and making a difference arise.

The major will help students to prepare for graduate work in related humanities and social sciences disciplines, for work in professional schools in areas related to relieving suffering and improving the world, and for careers in business and public service in areas connected to the non-profit sector and work focused on the common good. Some of these careers include enterprises focused on social services and health care, social work, journalism, law, and government.

The major will balance the academic study of philanthropy with opportunities for students to engage in work related to philanthropy through internships, service learning, and other practica. The PHST major grounds students in the central theory and shared knowledge in this emerging field and in the disciplines and professions closely related to it. Recognizing the interdisciplinary nature of approaches to philanthropy, the major seeks to engage faculty and community practitioners working in the area of giving, fund raising, voluntary association, and non-profit theory and practice. This major along with the new courses provide an opportunity for engagement with other majors in Liberal Arts to the benefit of all our students.

This major has grounded its course and major requirements in the work of the Curriculum Task Force of the Nonprofit Academic Centers Council (NACC) as presented in its 2007 report, “Curricular Guidelines for Undergraduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy.” That report stresses “community engagement as an essential element of undergraduate education,” “the use of service learning methods to not only build knowledge of the nonprofit and philanthropic sector but also to foster new skills that will promote the development of an engaged citizenry,” and the importance of

internships as a means to build knowledge and skills and create enhanced opportunities for future employment” (“Curricular Guidelines” 5, 6).

The NACC report suggests six general areas of foundational knowledge that it argues should be part of an undergraduate education and seven additional areas of more specialized knowledge for students wishing to focus their undergraduate careers on the nonprofit or philanthropic sectors. The report calls the area of foundational knowledge “The Role of the Nonprofit/Voluntary Sector in Society” and offers six topics as subheadings:

1. Comparative Perspectives on Civil Society, Voluntary Action, and Philanthropy;
2. Foundations of Civil Society, Voluntary Action, and Philanthropy;
3. Ethics and Values;
4. Public Policy, Law, Advocacy, and Social Change;
5. Nonprofit Governance and Leadership; and
6. Community Service and Civic Engagement.

The report suggests as the more focused areas of study for students intending to work in the sector the general title, “Leading and Managing Nonprofit Organizations,” and offers seven topics as subheadings:

1. Leading and Managing Organizations;
2. Nonprofit Finance and Fundraising;
3. Financial Management;
4. Managing Staff and Volunteers;
5. Nonprofit Marketing;
6. Assessment, Evaluation, and Decision-Making Methods; and
7. Professional and Career Development. (“Curricular Guidelines,” 9-12)

NACC guidelines encompass both our approach to study philanthropy through the lenses and disciplines of the liberal arts and the more common approach elsewhere. The proposed major embraces both the foundational knowledge base and the commitment to provide focus for students intending to work in the nonprofit world. The core requirements stress the foundational aspects of the subject area (as is fitting for a liberal arts degree), but provide the flexibility for students to prepare themselves for careers in nonprofit organizations.

Study in the PHST major begins with a sophomore-level course, PHST P201 -- Tradition and Practice in PHST (3cr.), which acts as a gateway course for the major. Further work at the entry-level is available in PHST P210 – Philanthropy and the Social Sciences, PHST P211 – Philanthropy and the Humanities, and PHST P212 – Philanthropy and Civic Engagement, three courses meant to reflect and represent the interdisciplinary nature of PHST. These sophomore-level courses allow access to PHST from various disciplinary and pre-professional emphases while offering an early focus for students whose interests in philanthropy have begun to aim at a specific area of graduate and professional study.

The advanced courses in PHST range from a foundational PHST P301 – The History of and Contemporary Approaches to Philanthropy (3 cr.) to a capstone seminar PHST P450 – Senior Seminar in Philanthropic Studies and include historical perspectives on civil society (PHST P320) and on the arts (PHST P325), a focus on vocation and calling as shaping ideas for all liberally educated people (PHST P375), an advanced look at values and aspirations in philanthropy (PHST P401), and two topics courses in Philanthropic Studies (PHST P330 and P430) as well as a readings course (PHST P495) and an internship course (PHST P490).

Students may meet some of the requirements and electives of the major by substituting advanced courses focused on subjects related to philanthropy and taught by members of the PHST faculty. These courses would ordinarily include HIST H415 – Philanthropy in the West, ENG L431 – Literature and Philanthropy, and other courses focused on philanthropy and taught by PHST faculty. The major requires students to take a basic course in fund raising, an area that has become increasingly central to work in the non-profit sector. This is an essential tool for graduates of the program to have as they enter the workforce. [Course syllabi and descriptions for most of PHST course and some cross-listed course are available in Appendix X.]

The requirements for the major would read in the *Bulletin* as follows:

In addition to the other courses required for a bachelor's degree, majors need to take 33 hours in Philanthropic Studies courses or courses cross-listed with Philanthropic Studies, with a grade of C or better in each, and at least nine of those hours should be taken at IUPUI. Those 33 hours are made up as follows:

Required courses (21 hours). You need all of the following:

- PHST P201 – Traditions and Practice in PHST
- PHST P210 – Philanthropy and Social Sciences, or
- PHST P211 – Philanthropy and the Humanities, or
- PHST P212 – Philanthropy and Civic Engagement
- PHST P301 – The History of and Contemporary Approaches to Philanthropy
- PHST P401 – Values and Aspirations in Philanthropic Studies
- PHST P450 – Senior Seminar in Philanthropic Studies
- SPEA V458 – Fund Development for Nonprofit Organizations
- PHST P490 – Internship in Philanthropic Studies (or International Experience or undergraduate research)

Electives (12 hours):

- 12 credit hours consisting of 4 courses, all of which must be numbered 300 and above. Choose among courses on philanthropy offered within Philanthropic Studies itself or in departments in the IU School of Liberal

Arts or in the nonprofit management areas of the IU School of Public and Environmental Affairs. Courses focused on philanthropy and characterized by service learning components, undergraduate research, study abroad, and accredited experiential learning initiatives are especially welcome as fulfillments of these electives.

PHST P201 Traditions and Practice in Philanthropic Studies (3 cr.) [PHST faculty] Traditions and Practice in Philanthropic Studies offers a sustained and focused introduction to the methods and values central to the field and acts as a gateway to further concentrations in the study of philanthropy. The course will offer focused introductions to the seminal texts in the field as well as survey the practical and applied dimensions of PHST, including public policy and nonprofit management theory as well as perspectives on fundraising.

PHST P210 Philanthropy and the Social Sciences (3 cr.) Philanthropy and the Social Sciences (including sociology, anthropology, economics, communication studies, gender studies, ethnic studies and the like) offers an introduction to the specialized approaches social sciences bring to bear upon the study of philanthropy. The course surveys the issues and diverse roles played by philanthropic acts and actors in society as well as the characteristics problems and questions that figure most prominently in social science research and teaching on philanthropy.

PHST P211 Philanthropy and the Humanities (3 cr.) Philanthropy and the Humanities (literature, film studies, religious studies, philosophy and the like) offers an introduction to the specialized approaches the humanities disciplines brings to bear upon the study of philanthropy. The course surveys the issues and values as well as the problems and questions that figure most prominently in humanities research and teaching on philanthropy.

PHST P212 Philanthropy and Civic Engagement (3 cr.) Philanthropy and Civic Engagement offers an introduction to and a survey of approaches to the issues and values surrounding civic engagement and public encounters with giving and receiving, voluntary action, and actions taken in the name of the public good.

PHST P301 The History of and Contemporary Approaches to Philanthropy (3 cr.) This course offers an advanced consideration of the traditions and values that have shaped philanthropic activity over time and across cultures. It will examine relevant texts and representative movements and trends in giving and voluntary association.

PHST P330 Topics in Philanthropic Studies (1-3 cr.) In-depth study of selected topics and issues in PHST. Specific topics vary by semester. May be repeated once for credit with a different course topic.

PHST P401 Values and Aspirations in Philanthropic Studies (3 cr.) This course examines the values and aspirations that drive giving and volunteering in America and abroad. Students will locate these issues within major philosophical and religious traditions as well as survey current theory and practice shaping giving and volunteering.

PHST P430 Advanced Topics and Research in Philanthropic Studies (1-3 cr.) This course offers an in-depth study of selected topics in PHST. Specific topics vary by semester. Course may be repeated once for credit with a different course topic.

PHST P450 Senior Seminar in Philanthropic Studies (3 cr.) The senior seminar in PHST offers a deep and broad examination of a theme and/or concept central to the field. Participants will use their work on a significant research project as an occasion to capture the achievements of their careers as PHST majors.

PHST P490 Internship in Philanthropic Studies (3-6 cr.)

PHST P495 Readings in Philanthropic Studies (1-3 cr.)

Some of the courses that students may use to fulfill electives in PHST are as follows:

School of Liberal Arts

ANTH E411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.) This course examines cultural patterns of production, exchange, and consumption, with an emphasis on non-Western societies and how these factors influence economic development in the Third World. [Jeanette Dickerson-Putman]

ECON E414 Economics of the Nonprofit Sector (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economics. Public policy controversies such as regulation of fundraising, antitrust against universities, “unfair” competition with for-profit firms, and the tax treatment of donations. [Richard Steinberg; Patrick Rooney]

ENG L373-L374 Interdisciplinary Approaches to English and American Literature I-II (3-3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism. Philanthropy and Literature. [Richard Turner; Nancy Goldfarb]

ENG W313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: at least one 200-level writing course or excellent performance in W131 and/or W132 (contact the instructor if you are unsure of your readiness for this course). Students will read and analyze professional and student work as they prepare to practice the art of fact by combining the tools of a researcher with the craft of a novelist. The final portfolio includes a stylistic analysis of the student's and others' nonfiction works as well as two illustrated nonfiction texts based on the student's primary and secondary research. [Anne Williams]

HIST H415 Philanthropy in the West (3 cr.) The history of the social act of philanthropy from the beginnings of the Christian era to modern times. "Philanthropy" is construed broadly to include ethical injunctions to benevolence, charitable acts of individuals and corporate bodies, high art patronage, urban planning, and state action to improve living conditions through schooling, health care, prisons, and police, [Kevin Robbins]

PHIL P326 Ethical Theory (3 cr.) A variable title course. Advanced consideration of one or more ethical theories or theoretical issues about the nature and status of ethics.

PHST P375 Philanthropy, Calling, and Community (3 cr.) This course explores the intersections among the concepts of calling, career, and community within the body of knowledge represented by PHST as well as in the personal and professional lives of undergraduates. Students may use the work in the course as a point of definition in creating their understandings of the purpose of their academic work.

RELS R379-Religion and Philanthropy (3 cr) [Tom Davis, David Craig, Edward Curtis] This course surveys the connections between major religious traditions and the expression of philanthropy in those traditions.

RELS R393 Comparative Religious Ethics (3 cr.) Comparisons of ethical traditions and moral lives in the world's religions. The focus will be how formative stories, exemplary figures, central virtues, ritual practices, etc., clarify different traditions' understandings of key moral issues, rights, and roles. [David Craig]

SOC R476 Social Movements (3 cr.) P: R100 or consent of instructor. Study of the origins and dynamics of contemporary social movements in American society, with some attention to cross-national movements. Coverage of progressive and regressive movements aimed at changing the social, economic, and political structure of the society. Case studies of expressive and ideological movements, including fads, cults, and revolts and revolutions. [Patricia Wittberg]

School of Public and Environmental Affairs

SPEA V221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the United States nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations and looks at current challenges that the sector faces. [Joseph Palus; Nancy Goldfarb; Marty Sulek]

SPEA V268 American Humanics Topics (1-3 cr.) Topics covering specific American Humanics competencies reflecting the particular needs and interests of participating students and the local advisory board for the program. Topics may include risk management, fundraising, board and committee development, and nonprofit marketing. Topics vary from semester to semester. May be repeated for credit.

SPEA V362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

SPEA V458 Fund Development for Nonprofit Organizations (3 cr.) Course builds an understanding of the practice, philosophy, law, and theory of fundraising. Students establish an organization's value base and mission, prepare funding appeals, evaluate readiness for a campaign, assess funding sources, implement fundraising vehicles, evaluate effectiveness, and discuss stewardship of contributions.

SPEA V462 Community Development (3 cr.) The process and outcomes of local citizen-based efforts to improve social, economic, and cultural conditions. Interaction of public and nonprofit sectors in community revitalization. Experiences, cases, and problems involving both rural and urban settings.

VII. Why is the major needed? (Rationale)

Students pursuing careers related to philanthropic studies (in nonprofits, in philanthropic departments of corporations or social ventures, or in governmental agencies that work with nonprofit organizations) need a variety of perspectives and skills that go beyond the technical training provided in many nonprofit management programs. It is important to understand the values that govern donor behavior, the potential nonprofit organizations have for making a distinct contribution to social welfare, the history of philanthropy and philanthropic institutions. Social movements, religious institutions, advocacy groups, soup kitchens, arts organizations and the like are not just organizations serving an

instrumental need. They also serve as powerful influences on the empowerment of marginalized groups, civic engagement, and the quality of life.

Philanthropic studies faculty have outlined the parameters of Philanthropic Studies as a field and as a focus for a Ph.D. program. They have been leaders in the national conversation about appropriate offerings in a PHST curriculum. The forty-nine faculty members at Indiana University appointed to the Philanthropic Studies faculty constitute the largest such faculty in the world and thus has extraordinary resources to offer an undergraduate major. Many of the courses already taught by faculty in the liberal arts support the goals of a philanthropic studies major and we should have the ability to expand as the need develops in the years ahead.

The summer conferences and workshops for liberal arts faculty and for undergraduate students that have been held at IUPUI for the study on philanthropy as a liberal art have met with great success. It is important to note that the value of an undergraduate degree in philanthropic studies will better prepare citizens to serve on nonprofit boards, to make good use of their volunteer time and gifts spent serving others, and to vote for policies that foster informed social welfare and public policy.

Undergraduates at IUPUI have a right to expect that the faculty will offer them access to a new and emerging field of study. Students completing the undergraduate major in PHST will be attractive candidates for traditional graduate and professional programs as well as those focused on non-profit management, advanced business degrees, and social work. (Over the course of the last 15 years we have seen a major growth in undergraduate programs that are primarily focused on nonprofit management certificates—see the Seton Hall database for location and numbers of programs <http://tltc.shu.edu/npo/> --The major void is a liberal arts approach for education for practice in the nonprofit sector.

Many institutions and organizations in the non-nonprofit sector will welcome prospective employees who understand the sector and bring fresh perspectives on philanthropy's place in the contemporary world. Many graduates will also bring the practical experience they developed in service learning, internships, and other experiential learning courses to the workplace or to advanced study. Further, the Learning to Give programs, which have focused on education at the K-12 level on philanthropy, have generated a new group of graduates from high school who are interested in pursuing an undergraduate degree in the field. For a review of this program see www.learningtogive.org.

Because no other university offers an undergraduate degree in Philanthropic Studies, IUPUI is likely to attract out-of-state and international students who will come to pursue this major. The addition of the Philanthropic Studies major will be a focal point for the recruitment of students to IUPUI planned as part of IUPUI's Enrollment Shaping initiative.

The Center on Philanthropy's Jane Addams Fellows programs (1992-2005), post-baccalaureate fellowships for persons interested in philanthropy, offer a useful perspective on the paths that the study of philanthropy leads to. The Fellows have gone on to many varied careers in public service in medicine, law, higher education, foundation work, and public policy. A PHST major, then, should be regarded as a rich liberal arts major leading to careers in leadership and public prominence as well as providing a basis for beginning entry positions in philanthropic and nonprofit organizations.

VIII. Describe the student population to be served and market to be targeted.

It is useful to begin the discussion of the target population by looking at a statements from the NACC "Curricular Guidelines" report: "It is our assertion . . . that all college graduates – regardless of academic field – would benefit from a working knowledge of the nonprofit and philanthropic sector so that each student will be prepared to more effectively contribute to society as an active and engaged citizen" (7). Philanthropy is truly a foundational subject for all students; all students will benefit from access to the knowledge developed by Philanthropic Studies. Similarly, all students and all citizens are touched daily by work done in the nonprofit sector. For this reason, the program in PHST will seek to have PHST courses accepted as meeting general education and elective requirements.

The most immediate audience for the PHST major will be Liberal Arts students, American Humanics certificate seekers, and students interested in working in positions in fundraising, program development, etc. that support helping professions such as medicine, nursing, teaching, education, social work, health and rehabilitation sciences and law, and students headed for careers in businesses with extensive connections to the non-profit and public policy areas. For those students preferring completing BA degrees as they prepare for medicine or law schools the PHST major provides an outstanding opportunity.

The major will serve the existing population of Liberal Arts students as well as attract new students to the school. It will offer a new opportunity for all students seeking to enrich their lives with a sense of contributing to the common good. The major's greatest appeal will be to students who aspire to careers in public service and the non-profit sector. Some students within Liberal Arts and some from other schools will want to pursue the PHST major as a second major to complement the career aspirations of their first major. For example, adding the understanding of how philanthropy works and how a nonprofit organization runs can make a student more competitive in the market place for a beginning position in arts administration and development, human and health services, public service institutions, or other enterprises focused on the common good.

A recent *New York Times* article, "Training to Lead Nonprofits" (11/08/08), focused on the increasing interest by a post-9/11 student generation in courses on

the nonprofit sector and the value of training in the theory and practice of nonprofit work. A 2006 survey of nonprofit executives revealed that 75% planned to leave their positions in the next five years, creating a need for thousands of well-trained graduates of programs in Philanthropic Studies and Nonprofit Management. Past generations of leaders of nonprofits have found their ways to those positions by dint of experience and interest. The new academic programs will enable nonprofits to staff their executive positions with people who have actual expertise and experience.

The increasing interest is also evident in the powerful response to the American Humanics Management and Leadership Institute held in Indianapolis in January 2009. Sponsored this year by Indiana University and the City of Indianapolis, the Institute drew a thousand students and staff from across the country to meet with nonprofit managers. The strong response to this meeting suggests the potential demand for a program in Philanthropic Studies especially when the major is coupled with a minor or certificate in Nonprofit Management which is currently offered by the School of Public and Environmental Affairs. This degree offers a collaborative and effective approach to providing students the very best education from IUPUI in the most efficient and cost effective manner.

IX. How does this major complement the departmental and campus missions?

The PHST major advances the school of Liberal Arts goals and values as set out in its strategic plan. It embodies the interdisciplinarity, collaboration with communities, and collegiality listed as core values for the School of Liberal Arts. The commitment to excellence and diversity, which have shaped the graduate program in PHST ensure that these core values will shape the experiences of PHST majors. The major will attract new students to the school and enhance the school's reputation as a center for powerful interdisciplinary research and teaching.

The PHST major will advance Campus goals by offering yet another excellent degree to Indiana citizens, by extending the range of distinctive IUPUI degrees, and by contributing to the cultural, economic, and educational growth of central Indiana through its service learning and internship programs. Its curriculum and individual courses address deeply the values and aspirations of the IUPUI Principles of Undergraduate Learning, especially its interest in students mastering both breadth and depth in their studies, in students acquiring a facility in discerning and pursuing ethical and value-based actions and ideas, and in coming to an awareness of and a commitment to the value of the cultures of others.

Philanthropic Studies provides a theoretical framework and practical knowledge for students pursuing inquiries centered on civic engagement.

The Center on Philanthropy was founded with a charge to create and develop the field of Philanthropic Studies. Creation of an undergraduate major completes the work of building an institutional presence for Philanthropic Studies already begun by the Center at the graduate and professional level. Indiana University has the distinction of being the first to offer degrees in Philanthropic Studies. The development of the undergraduate major ensures that IU will continue in its leadership role in cresting this emerging field and creating the precedents that will enable it to work well in institutions of higher learning. Some other universities (Arizona State, Grand Valley, Harvard) are moving towards a full undergraduate degree in PHST, but IU will be, we hope, the first with this degree..

X. List and indicate the resources (including reallocation) of any resources (personnel, financial, learning, etc) required to implement the proposed program.

The PHST major makes extensive use of existing courses already offered in Philanthropic Studies and in the disciplines and professional schools where philanthropy is studied and taught. The introduction of the major should enhance the value of these courses to their home schools and to IUPUI students. Two new courses have been introduced (PHST P201 – Tradition and Practice in Philanthropic Studies and PHST P375 – Philanthropy, Calling, and Community) to add to the undergraduate courses already in use (PHST P105 – Giving and Volunteering in America, PHST P330 – Topics in Philanthropic Studies, and PHST P430 – Topic in Philanthropic Studies). Other courses will be developed as needed. In the meantime PHST will draw on the extensive undergraduate courses offered by PHST faculty across campus.

Discussions among faculty, center staff, and university administrators are ongoing, but we will likely need to create a Department of Philanthropic Studies in Liberal Arts to administer the academic programs currently housed in the IU Center on Philanthropy (IUCOP). This department would have responsibility for the undergraduate major, the MA in Philanthropic Studies, including the executive format of the MA, and the Ph.D. in Philanthropic Studies. The Center on Philanthropy would transfer the resources that currently support the master's and doctoral programs. The proposal would seek support from the School of Liberal Arts as well as an investment from the Campus to establish the department and support the undergraduate major.

It is anticipated that a current member of the PHST faculty would chair the department. In light of the extensive development work required, the department may also seek a .5 FTE commitment from another PHST faculty member to serve as associate chair. The resources from the IUCOP include support for the Director of Graduate Studies. The department would be able to utilize its existing space within the Center on Philanthropy but would require some additional administrative support. It would be expected that the Department would be

located in the new space being planned for the campus that would house the Center and other Centers and Administration at IUPUI.

The Indianapolis campus has thirty PHST faculty members, twenty of whom hold appointments in the School of Liberal Arts. Four of the five chairs in PHST hold appointments on the Indianapolis campus (Business, SPEA, Liberal Arts, and Religious Studies). This core of faculty appointments will constitute a strong infrastructure for the department as well as provide potential staffing for the undergraduate PHST offerings.

The movement of the PHST academic programs into the ordinary structure of the IU School of Liberal Arts will end the need for the special sub-RC arrangement that the Center had in regards to its tuition revenue.

One of the missions of the department will be to grow the offerings at the introductory as well as the advanced levels. Access to Ph.D. students will enable the department to staff the offerings which cannot be covered by members of the Philanthropic Studies department and offer Ph.D. students the opportunity to teach their chosen discipline, an opportunity commonly part of doctoral training.

XI. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.)

Philanthropic Studies, as an emerging discipline, will evidence innovation in most aspects of its work. Majors in PHST will encounter an exciting mix of interdisciplinary and multidisciplinary courses and projects as well as extensive experiential learning opportunities and practice-based course work. Students can tailor their undergraduate coursework to prepare for specific career plans to they can explore the fascinating disciplinary and professional horizons being created in the study and practice of philanthropy.

A strength of the major will be the extensive internship opportunities available to engage in applying the knowledge to practice. These internship opportunities will mirror the already-existing internships in place at the graduate level, thus providing graduate interns with an opportunity to mentor their undergraduate peers.

XII. List the major student outcomes (or set of performance-based standards) for the proposed major. That is, what learning will the program produce in a comprehensive sense? What will graduates know and be able to do as a result of their experiences, and where will they learn these things? (See Attachment for a model that incorporates illustrations of the outcomes and assessment mechanisms specified in Items XI and XII.).

The proposed learning goals for the undergraduate major in Philanthropic Studies are based on a number of different resources, including the following:

- Curriculum Task Force of the Nonprofit Academic Centers Council (NACC) as presented in its 2007 report, “Curricular Guidelines for Undergraduate Study in Nonprofit Leadership, the Nonprofit Sector, and Philanthropy”
- Principles of Undergraduate Learning at IUPUI
- Review of current syllabi in philanthropic studies and nonprofit management offered at IUPUI or IUB
- Review of definitional work in philanthropic studies and philanthropy as debated by the IU Philanthropic Studies faculty working papers; including a multi-disciplinary perspective to the field of philanthropic studies
- Review of work by the Center for Service and Learning at IUPUI on the knowledge, skills, and dispositions of a civic-minded graduate; including survey and rubric development
- Review of work by the American Association of Colleges and Universities VALUE project that is creating rubrics for campuses to use to evaluate student e-portfolios

Once approved by the philanthropic studies faculty, these learning outcomes will shape the design of course learning goals and inform both formative and summative assessment within the philanthropic studies program.

Through the use of a self-report assessment tool, entering students will complete a self-assessment based on each of the learning outcomes. This information will provide a baseline of student learning for each entering cohort. A similar self-assessment will be given to each graduating senior upon completion of the Philanthropic Studies major. Any changes in self-assessment of learning outcomes will be reported as a cohort. These learning goals can become the basis for formative assessment within courses as well as summative assessment as a rubric to evaluate student learning through their e-portfolio. In courses, these learning goals will inform assignments, reflection prompts, and test questions. In reviewing of the e-portfolio for graduating seniors, the rubric can be the basis for evaluating learning and mastery of course content.

Proposed Learning Outcomes for Philanthropic Studies Major
Knowledge of Philanthropic Traditions in Societies
<ul style="list-style-type: none"> * Explores philanthropic traditions through multi-disciplinary perspectives * In-depth or complex understanding of various philanthropic traditions * Ability to articulate cross-cultural comparative perspectives of philanthropic traditions * Examines the historical trends of philanthropy and implications of how historical events shape philanthropic activity * Examines implications of new trends in philanthropy in 21st century global context
Knowledge of Ethics, Values, and Personal Motivations in Philanthropic Actions
<ul style="list-style-type: none"> * In-depth or complex analysis of various ethical frameworks that contest the “common good” and form the basis for philanthropic activity of individuals in society * Makes informed and principled choices when involved in community-based service experiences * Resolves ethical dilemmas based on principled perspectives * Interprets concepts of moral imagination, mutuality, reciprocity, serial reciprocity, and tolerance to understand various approaches to philanthropy
Understanding of Society and Ways to Address Social Issues through the Non Profit Voluntary Sector and Public Policy
<ul style="list-style-type: none"> * In-depth or complex understanding of society and social issues (sources, solutions, interrelationships among problems or social issues, role of nonprofit and government agencies) * Understands relationship between philanthropic activity and public policy * Analyses various theories of why nonprofit organizations exist * Ability to articulate cross-cultural comparative perspectives of NPVS and civil society in 21st century global context * Analyses the interconnectedness between local and global issues and strategies used to address issues
Communication Skills
<ul style="list-style-type: none"> * Creates and shares information that can inform public policy in particular area of social need * Proposes solutions to address a community problem through effective interpretation of quantitative or qualitative evidence * Prepares formal presentation on personal scholarship or research as it relates to Philanthropic Studies * Submits grant proposal to secure funding to support new philanthropic activity.
Collaboration and Deliberation Skills (includes diversity, interconnectedness, mutuality, and respect)
<ul style="list-style-type: none"> * Demonstrates ability to work within a group to articulate and achieve a common good * Demonstrates an understanding of mutuality or reciprocity with others * Describes the need for consensus-building to address a social issue * “We-ness” (sees and describes self in relationship with society/community) * Ability to express own perspective while valuing others’ opinions * Values cultural diversity and how it enhances society
Self-Identity; Civic Identity (includes civic responsibility and personal commitment)
<ul style="list-style-type: none"> * Expresses a coherent understanding of the connection between Philanthropic Studies and their personal and professional goals and aspirations * Integration of personal abilities and limitations to address social issues and to serve others * Describes realistic assessment of the personal impact they can have on social issues * Personal values clearly align with civic actions * Commitment to service is well-integrated into his/her self-identity * Demonstrates strong commitment to continued service involvement in their future
Value of Education in Philanthropic Studies to Address Social Issues
<ul style="list-style-type: none"> * Describes intentional choice of major or career path to improve society or to serve others * Understands how their personal knowledge and skills connect to addressing social issues and serving others * Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)

XIII. Explain how each of the student learning outcomes identified in XI above will be assessed using, for example, course-embedded assessments, graduate follow-up, employer surveys, standardized tests, etc? Will assessment take place in courses? in practice settings? in a culminating project or seminar? (Please use the matrix in the Attachment to indicate how the outcomes will be assessed and in what setting(s).) On what basis will you demonstrate that this program has been successful after its fifth year of implementation? What performance indicators will you use?

Many of the student learning outcomes identified in XII will be evident in the portfolio and senior project PHST students will complete as part of their capstone course in the major. The anticipated implementation of the IUPUI e-portfolio for students will make the development and assessment of student learning in PHST courses and the major a regular part of a PHST major’s experience.

The student services support office currently tracks the post-degree careers of graduate students. The office will do the same for PHST majors as they graduate.

Assessment of learning outcomes, both the PHST-specific outcomes and IUPUI’s PULs will be a part of course goals and evaluations as well as a focus for faculty evaluation of student portfolios in the capstone course, where students will directly address their learning in the major.

Rubric for Undergraduate Philanthropic Studies Portfolio

	1—Low	2—Medium	3—High
Knowledge of Philanthropic Traditions in Societies	<ul style="list-style-type: none"> * Defines philanthropy and philanthropic studies * Identifies American traditions of philanthropy * Describes key events, prototypes, and trends in American philanthropy * Understands that the “common good” is a contested concept 	<ul style="list-style-type: none"> * Explains the origins of Western conceptions of philanthropy and how these traditions inform current practice * Analyses the relationship between democracy, civil society, and philanthropic activity * Describes the implications of philanthropic activity in particular domain of society (e.g., arts, education, environment, health) * Describes philanthropic traditions within a non-western or primitive culture 	<ul style="list-style-type: none"> * Explores philanthropic traditions through multi-disciplinary perspectives * In-depth or complex understanding of various philanthropic traditions * Ability to articulate cross-cultural comparative perspectives of philanthropic traditions * Examines the historical trends of philanthropy and implications of how historical events shape philanthropic activity * Examines implications of new trends in philanthropy in 21st century global context

		*Describes two distinct approaches to the common good as it relates to address a social issue	
Knowledge of Ethics, Values, and Personal Motivations in Philanthropic Actions	<ul style="list-style-type: none"> *Describes various philosophies and motivations of philanthropists and civic leaders in American society *Describes role of religious and moral traditions in philanthropy *Defines concepts of moral imagination, mutuality, reciprocity, serial reciprocity, and tolerance *Describes their own philanthropic motivations and autobiography *Interprets philanthropic activity from perspective of the donor 	<ul style="list-style-type: none"> * Articulates the values and ethical implications of Philanthropic Studies as well as of the place of philanthropy in the world today *Wrestles with personal challenges of involvement in service activities in the community *Interprets philanthropic activity from the perspective of the recipient as well as the donor *Applies concepts of moral imagination, mutuality, reciprocity, serial reciprocity, and tolerance to understand their own involvement in service activities in the community *Describes ethical dilemmas within community service and philanthropic activity 	<ul style="list-style-type: none"> * In-depth or complex analysis of various ethical frameworks that contest the “common good” and form the basis for philanthropic activity of individuals in society *Makes informed and principled choices when involved in community-based service experiences *Resolves ethical dilemmas based on principled perspectives *Interprets concepts of moral imagination, mutuality, reciprocity, serial reciprocity, and tolerance to understand various approaches to philanthropy
Understanding Society and Ways to Address Social Issues through the Non Profit Voluntary Sector and Public Policy	<ul style="list-style-type: none"> * Demonstrates awareness of social issues (e.g., lists or describes social problem, lists nonprofits or other agencies that provide service to society) *Identifies seven fields of NPVS and gives examples of organizations and public policy *Explains the role of volunteers and voluntary action in NPVS *Explains the role of advocacy in formation of public 	<ul style="list-style-type: none"> * Recognizes that NPVS organizations and government agencies are each a means to addressing social issues *Explains the complexity of a particular social issue and identifies ways to work to improve public policy *Explains the NPVS religious, moral, historical and legal foundations. *Describes various theories (e.g., economic, political, social and community, 	<ul style="list-style-type: none"> * In-depth or complex understanding of society and social issues (sources, solutions, interrelationships among problems or social issues, role of nonprofit and government agencies) *Understands relationship between philanthropic activity and public policy *Analyses various theories of why nonprofit organizations exist *Ability to articulate cross-cultural comparative perspectives of NPVS and civil society in 21st century global context *Analyses the interconnectedness between

	policy	organizational) that explain why nonprofit organizations exist	local and global issues and strategies used to address issues
Communication Skills	<ul style="list-style-type: none"> *Describes resources within the Payton Philanthropic Studies library *Uses online resources in philanthropic studies *Expresses ideas, facts, and interpretations in Reading Response and Reflection papers using standard elements of good writing * 	<ul style="list-style-type: none"> *Communicates effectively in a range of settings with a variety of stakeholders *Comprehends, interprets, and analyses facts and information in research papers and essay exams using standard elements of very good writing and scholarly documentation *Understands the role of effective communication skills in philanthropic activity, NPVS, and creation of public policy *Describes the steps of grant-writing 	<ul style="list-style-type: none"> *Creates and shares information that can inform public policy in particular area of social need *Proposes solutions to address a community problem through effective interpretation of quantitative or qualitative evidence *Prepares formal presentation on personal scholarship or research as it relates to Philanthropic Studies *Submits grant proposal to secure funding to support new philanthropic activity.
Collaboration and Deliberation Skills (includes diversity, interconnectedness, mutuality, and respect)	<ul style="list-style-type: none"> * Awareness of being a “piece of a puzzle,” part of a whole * Describes the importance of collaboration, or gives examples of experiences with teamwork or group work * Confidence to state own opinions in groups *Listens to diverse opinions of others *Mentions diversity as “me” helping “them” 	<ul style="list-style-type: none"> * Values diverse opinions or ideas in decision-making * Describes give-and-take in collaboration * Recognizes importance of listening skills to gain perspective of others; asks questions to gain understanding of others * Expresses comfort in working with people of diverse backgrounds * Describes personal growth through interaction with others 	<ul style="list-style-type: none"> *Demonstrates ability to work within a group to articulate and achieve a common good *Demonstrates an understanding of mutuality or reciprocity with others * Describes the need for consensus-building to address a social issue * “We-ness” (sees and describes self in relationship with society/community) *Ability to express own perspective while valuing others’ opinions *Values cultural diversity and how it enhances society
Self-Identity; Civic Identity (includes civic responsibility and personal commitment)	<ul style="list-style-type: none"> * Responsibility to act on behalf of others or to the common good comes from external source or authority (e.g., religion, parents, teacher) * Commitment to 	<ul style="list-style-type: none"> * Commitment to others or to the common good is derived from personal experience * Examines personal values and motivations to make a difference in society 	<ul style="list-style-type: none"> *Expresses a coherent understanding of the connection between Philanthropic Studies and their personal and professional goals and aspirations * Integration of personal abilities and limitations to

	<p>others or to the common good is based on compliance to external norms</p> <ul style="list-style-type: none"> * Describes previous service experience, or identifies ways to take individual action (e.g., tutoring, cleaning environment) * States that “I can/will/want to make a difference” without elaboration 	<ul style="list-style-type: none"> * Endorses the responsibilities and active role of citizens in society * Ability to identify personal frustrations, limits, barriers in addressing social issues and serving others * Identifies personal knowledge and skills to make a difference in society 	<p>address social issues and to serve others</p> <ul style="list-style-type: none"> * Describes realistic assessment of the personal impact they can have on social issues * Personal values clearly align with civic actions * Commitment to service is well-integrated into his/her self-identity * Demonstrates strong commitment to continued service involvement in their future
<p>Value of Education in Philanthropic Studies to Address Social Issues</p>	<ul style="list-style-type: none"> * Lists relevant educational or other experiences as a college student to social issues or serving others (e.g., class content, service learning class) * Identifies knowledge or skills they have gained without linking these to addressing social issues or serving others * Describes the personal benefit of their education 	<ul style="list-style-type: none"> * Links the purpose of education to addressing social issues or to serving others * Describes education as a privilege or opportunity 	<ul style="list-style-type: none"> * Describes intentional choice of major or career path to improve society or to serve others * Understands how their personal knowledge and skills connect to addressing social issues and serving others * Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)

In five years, the PHST department will offer regularly the core courses in the major. It will also attract strong enrollments in the introductory courses (PHST P105 and PHST P201). Both introductory courses will be accepted by the majority of schools offering undergraduate degrees as fulfilling general education requirements. At that time the department will have developed a proposal to have a PHST course (PHST P105, PHST P201, or SPEA V221) as a part of every undergraduate’s degree requirement.

In five years the PHST department should have a .5 FTE commitment from 10 of its jointly appointed faculty as well as 3 new full- time faculty in Philanthropic studies that will be supported primarily by the tuition revenue generated.

Although we cannot know exactly, we would expect that we would have grown to a undergraduate program that would have 75 majors and that graduates would have been successful in either obtaining positions in fundraising, program

management, and the like in the various subsectors of the Nonprofit Sector (See the Training to Lead Nonprofits article in the NY Times, Nov. 11, 2008., attached); or they would have matriculated into various graduate degree programs for advanced education. The additional financial metrics will, of course, be developed with the IU-Bloomington office in charge of assisting units with budget preparation for new program proposals once campus approval is obtained to proceed.

February 22, 2009