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Where Heart Meets Smart: The Making of a Grantmaker

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Over the past few decades, a growing call to professionalize the social sector has led to the establishment of nonprofit studies as an academic discipline. Nonprofit-management programs at the undergraduate and graduate levels have grown significantly since their appearance in the 1980s (O'Neill, 2005). In 2011, more than 325 universities and colleges across the United States offered courses in nonprofit management and philanthropy (Mirabella, 2011).

Analysis of these programs at the course level indicates that applied projects are common in the curriculum, particularly for graduate students (Carpenter, 2011). Most of these programs, however, do not offer applied learning experiences in philanthropy. The majority focuses on managerial skills that nonprofit leaders need to be successful, such as fund development, governance, accounting, and regulatory issues. Philanthropy is rarely considered and if so, is generally discussed from a grant seeker's perspective.

As of 2011, approximately 40 colleges and universities offered experiential courses on philanthropy. The vast majority of these were "direct giving" classes, where students fund projects themselves or as a practice exercise. Only a handful of those 40 courses offer students an experience of "indirect giving" – influencing a corporation or foundation's charitable contributions (Olberding, 2011). A number of university service-learning and practitioner-focused philanthropic training opportunities have also been developed, such

Key Points

- Graduate programs in nonprofit management increasingly include philanthropic studies in their curricula. However, these programs generally focus on a grant seeker's point of view.
- This case study describes a graduate philanthropic studies course at the University of San Diego developed from a grant maker's perspective. Students partner with a local private foundation to serve as its program officers for a special initiative.
- By becoming grant makers the students experience the intellectual, emotional, and practical challenges of effective grant making. They develop grant making competencies and an appreciation for the art and science of philanthropy. The foundation benefits from increased rigor, an infusion of fresh perspective, and an expanded awareness of a region's nonprofit landscape.
- This case demonstrates that philanthropic studies is an applied science with a knowledge base that can be both drawn upon and added to, significantly improving practice in the field.

as the Learning by Giving Foundation's online course, the Giving 2.0 network, and Fidelity Charitable Gift Fund's Campus Compact program. Some of these programs have been documented by scholars (i.e., McDonald & Olberding, 2012; Olberding, 2011; Millisor & Olberding, 2009; Ahmed & Olberding, 2007/08; Sigler, 2006; Irvin, 2005); those analyses focused on the perspectives of the participating students and host universities.

As faculty in the graduate program, we had heard students describe the granter/grantee relationship in a less than positive light.

This article adds to that literature by incorporating the voice of funders. Our research tells the story of a partnership between a foundation and a university graduate program that facilitates applied learning in philanthropy, specifically through a course in grantmaking. To tell this story we collected and analyzed information from several sources, including documents (syllabi, RFPs, proposals, correspondence between program officers and potential and actual grantees, teaching notes), interviews, and student evaluations from 2012 and 2013. We begin by describing what we saw as the needs of our students and of the field. We then explain the project's theory of change and a description of the course. We conclude with a description of how this program has transformed the students, the partners, and the discipline of philanthropic studies by sharing lessons learned.

To begin, it is important for us to clarify who "we" are in relation to the class and to this writing. Two authors are faculty members who designed and presented the course at USD's School of Leadership and Education Sciences. Both have extensive field experience, one as a community foundation grantmaker and one as a nonprofit grant seeker. The third author has been a professional development officer, was a student in the class, and is now doing nonprofit and philanthropic doctoral-level study. Robert Copeland, the president of the foundation partner, the Thomas C. Ackerman Foundation, gave advice on the article and the course design and implementation.

The class is offered through the Institute for Nonprofit Education and Research at the University of San Diego. It grew out of informal conversations between the institute's director, Pat Libby; the

Ackerman Foundation; and students in the master's program. All partners credit the trusting and respectful relationship between the institute and the foundation as critical to the establishment of the partnership. The foundation initially granted \$20,000 to the class to distribute through a special initiative, and another \$20,000 was granted to continue the class the following year. Copeland commented, "We knew that the institute could be trusted to deliver a quality program; we trust them" (R. Copeland, personal communication, November 19, 2013).

Student Motivations and the Needs of the Field

Twenty students have enrolled in the course, as an elective, over two years; more than 95 percent of them are pursuing a graduate degree in nonprofit leadership and management. Most are working professionals with three to 20 years of experience in the nonprofit sector and the vast majority work for small to mid-sized nonprofits; many have some or complete responsibility for fundraising in their organizations. Less than 5 percent of the students had experience with grantmaking before the course, although all had a history of personal philanthropy. About 10 percent indicated a desire to become program officers; virtually all reported a desire to understand what makes for good grantmaking and grant seeking, and how to develop strong relationship with foundations and their program officers.

As faculty in the graduate program, we had heard students describe the granter/grantee relationship in a less than positive light. One student team drew "The Two Faces of Organized Giving." (See Figure 1.) On the left side of the illustration is the students' dream program officer: a partner who provides resources beyond money to achieve a common purpose with the grantee organization. On the right side is another type of program officer, a composite based in part on interactions from the students' grant-seeking experiences: this officer is aloof, uses money as a way to control an organization, and doesn't engage respectfully with the grant seeker. At this early point in the class many students perceived foundations as being detached, but very powerful.

FIGURE 1 Drawing: "Two Faces of Organized Giving"



The goal of the class was to use the best applied learning methods to expand the perspectives and improve the practices of the nonprofit-leadership students. Embedded in this approach was the desire to develop a cadre of nonprofit professionals with theoretical understanding and practical experience in grantmaking. This work, we believed, would bridge the divide that often exists between fundraisers and grantmakers. We wanted to help students move beyond an “us versus them” dynamic sometimes found in relationships between funders and grantees.

The foundation’s board members believed that an investment in the partnership was a way to take a more proactive role in the community. They recognized they had more to contribute than money, and saw the partnership as a way to simultaneously lift up nonprofit professionals, support a university in which they had previously

invested, and raise the rigor of their grantmaking process (R. Copeland, personal communication, November 19, 2013). The instructors were confident the class would help students to make this shift because it was grounded in both sound theory and best practice.

Theory of Change

To design the course we knew we needed to harvest practice and theory to frame our work. To create our model we integrated educational pedagogy, philanthropy, and community education, specifically Mezirow’s transformative learning model, Orosz’s perspectives on grantmaking, and Boyer’s dimensions of scholarship.

Transformative Learning

Traditional models of learning are often transactional, with teachers as purveyors of knowledge and students as receivers of that information. In

contrast, Mezirow (2007, 2003) portrays knowledge as being constructed by the learner through interpretation of sense experience. He posits that learning by doing enables students to reflect critically on their experience, make new meaning, determine how these new understandings fit with prior beliefs, and adjust those beliefs as needed (1991). Further, he asserts that learning occurs optimally through direct experience, and that applied learning provides rich opportunities for students to learn theory while solving problems in relevant contexts.

As academics we deeply value scientific theory. At the same time, we are keenly aware that creating knowledge without subsequent application plagues the social sciences in general and nonprofit studies in particular. To avoid this academic isolation and potential divorce of theory from practice, our motto has become, “Pie in the sky doesn’t feed anyone.”

Practical Concerns

In addition to pedagogy, we felt it important to address practical concerns from a philanthropic practitioner perspective. We embraced the perspective of a former program director at the W.K. Kellogg Foundation, Joel Orosz, who has described in detail several issues that inhibit effective philanthropy (2007, 2000). Some of these challenges include:

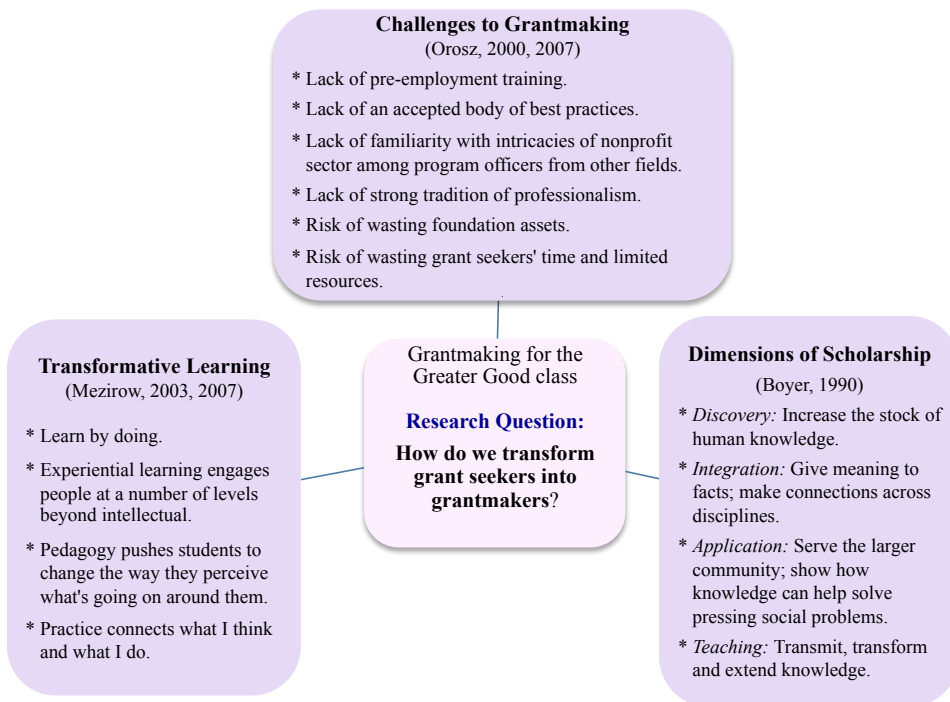
- Lack of pre-employment training. Few educational resources exist to teach philanthropy, leaving new program officers to grow into the job with a sharp and sometimes painful learning curve.
- Lack of an accepted body of best practices. Within the sector there is a wide range of ideas about what it means to be a good grantmaker. While many foundations have developed effective practices, these are not systematically documented or shared.
- Lack of nonprofit experience. Many program officers are recruited from the private and public sectors. While knowledgeable about issues and content, they do not always understand the nuanced complexities and context of the nonprofit sector.
- Lack of strong tradition of professionalism. Because many foundations are small and almost all strive to keep administrative expenses down, there is often an insufficient investment in support staff, training, and infrastructure to optimize grantmaking practices. Further, a grantmaking career is often arrived at accidentally.
- Risk of wasting foundation assets. Understandably, there is huge concern about not wasting resources on philanthropic investments that don’t produce strong social returns. This quest for a sure return, however, can lead to foundations playing it safe and ignoring small or new organizations that could deliver excellent results.
- Risk of wasting grant seekers’ time and limited resources. Perhaps most importantly, poor grantmaking practices can waste the time and efforts of potential grantees and leave them frustrated.

Dimensions of Scholarship

Beyond practice and pedagogy, universities also play a vital role of knowledge creation to build and advance theory. As academics we deeply value scientific theory. At the same time, we are keenly aware that creating knowledge without subsequent application plagues the social sciences in general and nonprofit studies in particular.

To avoid this academic isolation and potential divorce of theory from practice, our motto has

FIGURE 2 Theoretical Framework



become, “Pie in the sky doesn’t feed anyone.” To prevent such starvation we embrace Boyer’s four-dimensional framework of scholarship (1990). These dimensions are discovery (increasing the stock of human knowledge), integration (contextualizing knowledge and making connections across disciplines), application (translating and activating knowledge for public benefit), and teaching (sharing and extending knowledge).

Woven together, these concepts of transformative learning, grantmaking-practitioner perspective, and multidimensional scholarship (see Figure 2) provide the theoretical framework that guides our inquiry.

Our research question is, How does a graduate-level academic program transform grant seekers into grantmakers? Our theoretical model also frames our findings and the ensuing discussion and implications for practice.

Designing the Course

Underpinning the design of this course was our goal to develop two distinct skill sets in our students. The first set features technical skills necessary for effective program officers, such knowledge of the financial, social, and historical contexts of philanthropy; how to set foundation priorities and work with grantee organizations; and how to review proposals and manage a grant project (Orosz, 2000).

The second set of skills is more esoteric, yet perhaps more critical. It involves a shift in identity, values, positionality, and viewpoint. We wanted to help our students begin to see the world through the eyes of a grantmaker, to give them a sense of the challenges and emotional rewards of the profession.

The Curriculum

Course goals and objectives. The goals of the course are two-fold. The first is for students to learn the

role of foundations as grantmakers, both in terms of emerging trends (e.g., generational wealth transfer) and best practices such as accountability and transparency. The second goal is for students to design in real time a Request for Proposal (RFP) and make evidence-based recommendations for approval to a local private foundation. Stated course objectives are for students to:

- explore the role of foundations in making sustainable societal change;
- design and issue a RFP for a local foundation, and in so doing demonstrate an understanding of the intricacy and complexity of modern grantmaking processes; and
- create grant selection criteria and use those to recommend programs for funding.

Board members from the foundation play a pivotal role in student learning. They interact with the students at least three times throughout the course. Beyond providing capital to fund the grants, board members orient and ground the students to philanthropy by sharing real-world examples.

Pedagogy. As noted previously, the learning methodology involves students becoming program officers through applied learning. The partnership with a local private foundation enables students to have the real opportunity and responsibility for giving money away. Students form two teams of four to six members; each team serves as a program officer for a portfolio of applicants. The teams are responsible for developing and managing

the application and award process for a special grant initiative aligned with the foundation's values, mission, vision, and focus areas. Elements of this applied learning include:

- meeting with foundation board members to become oriented with the foundation's history, values, vision, grantmaking philosophy, and practices;
- reviewing sample RFPs, Letters of Intent, program-officer job descriptions, and grantmaking processes and materials of other foundations;
- reviewing the foundation's website for grant guidelines, foundation values, grants awarded, mission, vision, and foundation history;
- developing a RFP, distributing it to prospective applicants, and responding to their questions;
- screening and ranking applications;
- conducting due diligence and site visits;
- making funding recommendations and presenting them to board members; and
- communicating award decisions to selected applicants and those not funded.

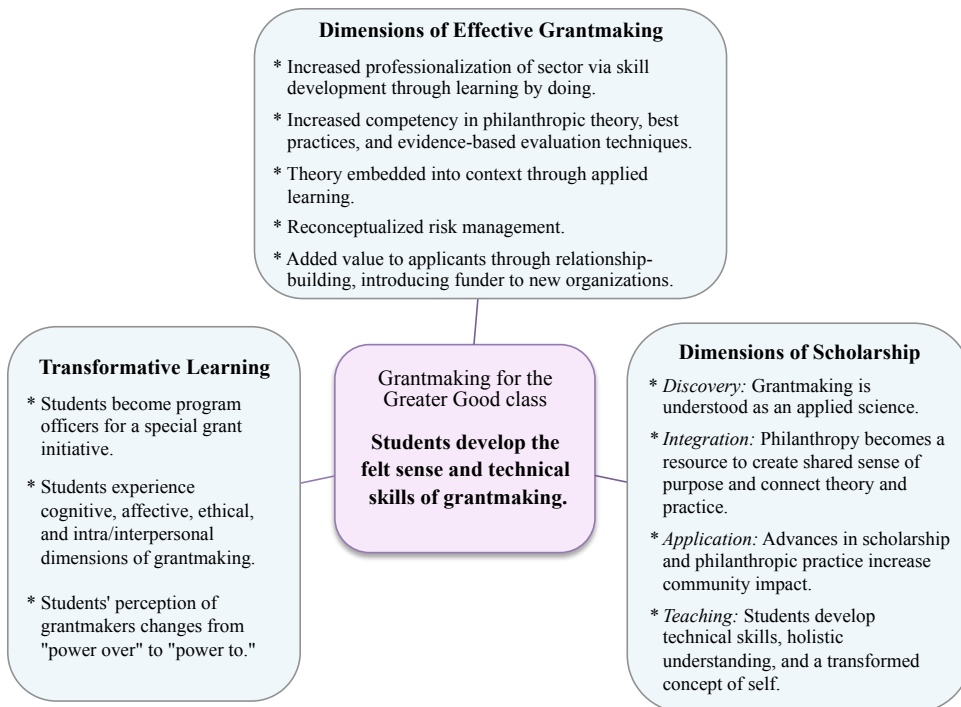
The Role of the Professors and the Foundation

This course is taught by two co-instructors, an assistant professor at the university and the executive director of a regional community foundation. Both have extensive experience with grant seeking and grantmaking. Beyond creating the course and developing the curriculum and pedagogy, the instructors' task is to create a holding environment (Winnicott, 1960) that enables learning on multiple developmental lines – cognitive, affective, ethical, interpersonal, intrapersonal.

One example of creating a holding environment is making time and space for grantmakers and students to create a shared experience of what it means to be part of a collaborative grantmaking effort. The supportive structure of this environment helps activate new ways of thinking and being for the students, allowing them to explore perspectives beyond what they have experienced as grant seekers.

Board members from the foundation play a pivotal role in student learning. They interact with the students at least three times throughout

FIGURE 3 Program Outcomes



the course. Beyond providing capital to fund the grants, board members orient and ground the students to philanthropy by sharing real-world examples. For example, at the second class session board members tell the story of how the foundation was founded, their friendship with the benefactor, and how they strive each year to fulfill his philanthropic ideals, especially his belief in science education.

The second interaction is when students present their research and funding recommendations to the foundation's board, with the board making the final decision. In both years the board adopted the recommendations made by the students. The third student/foundation contact is when the board members attend the award reception to co-present the grant funds to the recipients. While each of these interactions promotes knowledge sharing, perhaps most important is that they put a face on philanthropy, helping students to understand that grants are not just a paper transaction but that real human beings underpin process.

Impact and Evaluation

Over two years, \$40,000 has been awarded to four community organizations (\$10,000 each). More than 100 nonprofit organizations have been screened, providing the foundation with a more expansive view of the nonprofit landscape in the region.

How well the class met its goals and objectives is assessed through student evaluations, instructor self-assessments, and feedback from the foundation. From the perspective of the university the class was a success. At the same time, there were certainly challenges – the most notable being time constraints. The 10-week class is offered in the summer, meaning a brisk pace for teachers and students. Many students work full time during the day, and most students had to take one to three days off work at some point to fulfill their program-officer responsibilities. The timeline for the course and deliverables is clearly spelled out in the syllabus and is made available to students before they enroll in the class, yet students still

Experiential learning enabled students to connect what they knew to what they did, thereby building a frame of theoretical understanding from which they could develop effective practice. Students gained practical experience in developing an RFP, recruiting and screening applicant organizations, conducting due diligence and site visits, communicating with applicants, and presenting findings and recommendations to the foundation's board members.

had concerns. "I would have appreciated more warning for just how much time would be required outside of class," one student commented (anonymous comment from class evaluations, personal communication, August 31, 2013).

Overall project results are illustrated by the primary outcomes (see Figure 3) interpreted through the Boyer, Mezirow, and Orosz theoretical framework.

Student Outcomes

From a student perspective, the primary outcomes were skill development, multidimensional learning, a transformed perspective, and a reconceptualization of power dynamics.

Learning by Doing

Students built competencies and technical skills essential to effective grantmaking. As Mezirow

(2007, 2003) suggests, experiential learning enabled students to connect what they knew to what they did, thereby building a frame of theoretical understanding from which they could develop effective practice. Students gained practical experience in developing an RFP, recruiting and screening applicant organizations, conducting due diligence and site visits, communicating with applicants, and presenting findings and recommendations to the foundation's board members. The written deliverables they produced (RFP, funding recommendation memo) reflected a strong theoretical base by citing relevant literature that informed the development of these products.

One hundred percent of students reported that the course was a valuable learning experience. Student comments included,

Although this class was a lot of work, the environment encouraged very participatory learning. I appreciated the role-play in class, the lively discussion and challenging of our assumptions, and the ability to connect to and learn from the Ackerman Foundation board. (anonymous comment from class evaluations, personal communication, August 31, 2013)

Multidimensional learning

The holding environment created by the program instructors and foundation board members enabled students to relax sufficiently to build competencies along cognitive, affective, ethical, and intrapersonal and interpersonal developmental lines. Students reported greater self-confidence and an expanded sense of what they were capable of doing. All of the students reported that the course spurred reflective thinking and provided opportunities to discuss values and ethical issues. In the words of a faculty member,

Certainly those who use experiential teaching methods know that students are sometimes reluctant to role-play, but when they do the results can be stunning. Consider a student I will call Ed, who basically refused to "play" the program officer who was supposed to be calling me as I was playing the role of the grant seeker. His fellow students encouraged him to give it a try. We heard him explain why I should or should not apply and answer questions about the

RFP. As he remarked later, the value of this experience was to “make it real with words.” His whole demeanor changed after he did this role-play. He said he felt much better prepared to make those calls. (McDonald, M., personal communication, November 19, 2013)

Students also discussed core issues in philanthropy, guided in part by the Orosz (2000) classification of grantmakers (passive, proactive, prescriptive, peremptory). In discussing the change-making roles of foundations, students often pushed each other and the faculty to clarify the “right” role for foundations. At times there were philosophical debates on economics and capitalism; at other times, practical insights about how we as granters can facilitate equity. Students reported that these discussions were core to their learning and to changing their perceptions of the relationship between grantmakers and grant seekers.

Transformed Perspectives

Students also reported gaining empathy and insight into the challenges and opportunities of being a grantmaker. One student, who as a successful development officer for a mid-sized arts and culture organization in Southern California had organized many site visits over the years, described how she approached a site visit from a prospective funder completely differently after taking the class. She reported a “whole different view of what a program officer needs on a site visit” and said she prepared for the post-class visit by approaching it from the funder’s perspective. Beyond producing what seemed to be greater satisfaction from the funder, her changed approach significantly reduced anxiety among her staff, who now understood what the foundation wanted to accomplish through this visit and felt better prepared for the funder’s questions.

Another example of developing empathy for program officers was a dilemma that arose during the 2013 class. A grant application from a respected local organization was received after the stated grant deadline of 5 p.m., and the students agonized over whether to accept the application. They respected the work of this organization

A grant application from a respected local organization was received after the stated grant deadline of 5 p.m., and the students agonized over whether to accept the application. They respected the work of this organization and knew that it needed funding, but ultimately decided to disqualify the late applicant. While an emotionally difficult decision, the students reported they believed it was the right call because it would have been unfair to extend the deadline for a single organization. This situation gave students a sense of the emotional nature of a program officer’s job.

and knew that it needed funding, but ultimately decided to disqualify the late applicant. While an emotionally difficult decision, the students reported they believed it was the right call because it would have been unfair to extend the deadline for a single organization. This situation gave students a sense of the emotional nature of a program officer’s job. They experienced having to balance head and heart, of staying mindful of the mission and values of the foundation. The students came to deeply understand that giving away money is not as easy as it seems.

In the first few weeks of class, several students commented that the unequal power dynamic with funders made them uncomfortable and that relationships with foundations tend to be defined by a type of dependency (Morgan, 2006). By the end of the course many students had shifted their perspective from an “us versus them” mentality to an appreciation of shared purpose. Their interpretation of funder relations was re-oriented from a hegemonic, “power over” approach to a sense of shared purpose – a “power to” mentality (Pitkin, 1972).

Foundation Outcomes

Beyond student learning and transformation, the foundation also enjoyed significant benefits, particularly the opportunity to model desired behavior, reconceptualize risk management, increase rigor, become more explicitly aware of non-financial resources, and build capacity on multiple levels simultaneously.

The foundation’s partnership with the university gave board members the opportunity to walk their talk; by participating in a grantmaking partnership, they were able to model the behavior they sought to promote through their philanthropy.

Modeling Collaboration

On both its website and grant-application materials, the foundation emphasizes its desire for collaboration with grantees. The foundation’s partnership with the university gave board members the opportunity to walk their talk; by participating in a grantmaking partnership, they were able to model the behavior they sought to

promote through their philanthropy.

One foundation board member remarked,

In an era when nonprofits are having to do more with less, we see collaboration as a fundamental source of leverage to bring more resources to a project and expand the impact of our funding investment. This partnership with the university is an opportunity to practice collaboration ourselves, and it has paid off tremendously. The students’ research has brought new ideas to our grantmaking and helped us learn about worthy organizations we would not have known about otherwise. (R. Copeland, personal communication, November 19, 2013)

Reconceptualization of Risk Management

A second outcome was reassessing the meaning of risk. As Orosz (2007) notes, foundations are expected to fulfill two sometimes conflicting expectations. The first is to be a good steward of funds, ensuring that investments in grantee organizations deliver outcomes that support the foundation’s mission. The other expectation is to be innovative, to stretch the bounds of current practice and develop novel solutions to social problems.

Unfortunately, innovation typically involves risk. The question becomes how to balance risk management with innovation. One answer can be found in partnership. When asked how board members felt about taking a risk on this experimental partnership in collaborative grantmaking, one member replied that he did not really view it as a risk:

We had made a couple of small grants to the university previously and were pleased with those outcomes. We also had strong relationships with the instructors and the program director. Those relationships gave us a high level of trust in the organization and its people. We felt confident that our financial investment would be put to good use, whatever use the students decided. (R. Copeland, personal communication, November 19, 2013)

The foundation reduced risk by shifting its perspective from a control orientation – directing how the funds were to be spent – to a process orientation – using relationships and trust – to create conditions that made threats less likely to occur.

In this sense the foundation shifted from a passive to a prescriptive style of grantmaking (Orosz, 2000), albeit it in a nontraditional way. According to Orosz, a passive style entails making isolated, unconnected grants among applications received. He describes a prescriptive style as reflecting a strategic and intentional direction with little external input. By partnering with the university the foundation achieved elements of both styles. Although the grants made by the students were not connected programmatically in terms of missions or populations served, the overarching connection was strategic collaboration, which paradoxically did incorporate external input beyond the foundation through the students' RFP process.

Increased Rigor

The foundation reported that its own grantmaking program was strengthened. As one member noted,

Although we conduct screening and due diligence as part of our normal grantmaking, the students' RFP and selection process was even more rigorous. We are a foundation that values metrics, outcome measurement, and continuous learning, so the added rigor was very meaningful to us. (R. Copeland, personal communication, November 19, 2013)

Board members also mentioned additional benefits they experienced as a result of this partnership. These included developing a better understanding of the scope of the nonprofit sector in this region ("We learned more about organizations in this region than we would have known about otherwise"); learning to see the grantmaking process as a type of capacity building for applicants ("The students were able to share knowledge and technical expertise even when they couldn't give away money"); and as a mechanism for innovation ("With this program we were able to try something new but in a reasonable way").

"Although we conduct screening and due diligence as part of our normal grantmaking, the students' RFP and selection process was even more rigorous. We are a foundation that values metrics, outcome measurement, and continuous learning, so the added rigor was very meaningful to us."

Resources Beyond Money

Foundations have more than just money to give away. Their potential contributions include knowledge, relationships, encouragement, technical assistance, marketing, and communications (Buteau & Buchanan, 2013). Our research affirms this assertion. The foundation in this partnership was aware it had nonfinancial resources to contribute. As guest lecturers in the class, for example, board members were able to share their knowledge and experience, a process that increased student competency, transferred knowledge and expertise, and helped create a sense of shared understanding about grantmaking, civil society, and values as the lifeblood of an organization. The students, in return, broadened the foundation's understanding of the region's nonprofit landscape.

This mutual value exchange enriched all stakeholders by developing intangible assets – nonphysical, nonfinancial resources that can create future value (Lev, 2005). While not reflected on the balance sheet, intangible resources enhance capacity through increased knowledge, or intellectual capital (Stewart, 2007); strengthened and expanded relationships, or social capital (Coleman, 1988); improved processes, or structural capital (Giddens, 1984); and alignment of values and

purpose, or symbolic capital (Bourdieu, 1983). In the for-profit sector, these types of intangible assets are increasingly recognized as a fundamental source of value creation and profitability (Omil, Lorenzo, & Liste, 2011). This project suggests that a foundation's nonfinancial resources can similarly serve as a source of value creation and promotion in the nonprofit sector.

This case demonstrates that grantmaking is a skill set that can be acquired. Using an experience-based pedagogy builds proficiency by developing the necessary technical skills. The integration of theory with practice enables students to apply conceptual knowledge and learn by doing.

Lessons Learned

The data suggest that when a foundation engages intentionally and strategically in a collaborative educational enterprise such as this, it builds competencies on several levels simultaneously. The foundation's investments – both financial and nonfinancial – increase the capacity of students, expand its own philanthropic expertise, and professionalize philanthropy as envisioned by Orosz. Collaboration is also an investment in the foundation's own sustainability through the transfer and perpetuation of its values and acquired knowledge. The foundation further benefits by creating a better understanding of philanthropy within the grantseeking community, essentially making its grantmaking job a bit easier. Other key lessons from our findings include:

Grantmaking can be learned. This case demonstrates that grantmaking is a skill set that can be

acquired. Using an experience-based pedagogy builds proficiency by developing the necessary technical skills. The integration of theory with practice enables students to apply conceptual knowledge and learn by doing. As students developed the RFP, reviewed applications, and built relationships with applicant organizations, they increased their technical capacity and connected their field learning to the course's theoretical base. This project responds to Orosz's call to develop pre-employment training that provides future grantmakers with knowledge, skill, and experience to shorten their learning curves.

Grantmaking is more than just giving money away. Learning grantmaking involves multiple dimensions of growth. As the students discovered, good practice in philanthropy balances analytical, emotional, ethical, and intra/interpersonal competencies. For example, the due diligence conducted by the students was communicated to the foundation's board members in two ways: quantitatively and by sharing stories of the applicants' impact in the community. While data about evidence-based impact were vital, the stories emerged as the compelling means to demonstrate that impact. For example, board members appreciated learning about one applicant organization's strong track record of service. But it was students' compelling description of the physical changes they witnessed in a hospitalized newborn when live classical music was played that led the foundation to award funding to that organization.

Power differentials can be reduced through identity alignment. Before this class, the students were largely unaware of the many constraints facing funders. As the students began to experience the challenges of grantmaking, they came to appreciate the humanness behind philanthropy. Whereas at the beginning of the course students had sometimes seen program officers as aloof or controlling, through their applied learning the students came to appreciate the immense complexities that foundations must navigate. They saw that foundations are charged with the seemingly impossible task of reconciling ostensible opposites – risk reduction and innovation, head and heart. Sharing stories also helped expand the students'

identity conception. As board members told the story of Thomas Ackerman and the foundation's founding, it brought an important human dimension to the process – the desire to achieve a higher purpose beyond one's own interests. Students saw that a person's sense of self expands beyond the individual level when passion, values, and concern for the community are integrated into one's self-concept.

Collective capacity produces a greater good. Sharing stories of values and vision is vital to helping students see grantmaking as more than learning how to give money away. Through this class students grew to see grantmaking as the power to achieve the greater good. This power emerged on multiple levels. Their funding decisions enriched the community. Their growth as emerging grantmakers helped to professionalize the sector. Their development of a shared understanding with the foundation bridged a power divide between grantmakers and grant seekers.

Conclusion

Our findings suggest that much is to be gained by bringing funders, universities, and students together. What are the larger implications of such foundation-academic partnerships for philanthropy, in terms of practice and scholarship? Foundations benefit from an increase in theoretical and methodological rigor, an infusion of fresh perspective and energy, and an expanded awareness of a region's nonprofit landscape. Students benefit by learning what works firsthand from veteran grantmakers, recognizing the human dimension of philanthropy, and engaging in meaningful learning that has real community impact. The university advances scholarship and connects it to practice in ways that produce significant benefits for the community. As this case demonstrates, philanthropic studies is an applied science with a knowledge base that can be both drawn upon and added to, significantly improving practice in the field.

Sharing stories of values and vision is vital to helping students see grantmaking as more than learning how to give money away. Through this class students grew to see grantmaking as the power to achieve the greater good.

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