



# **PAYING ATTENTION**

*Ethics, Philanthropy and Leadership*

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# ETHICS AND PAYING ATTENTION

- ◆ How I learned to pay attention...
- ◆ Attending to the most important values, relationships, issues in our lives
- ◆ Paying attention as leadership
- ◆ Paying attention in a democracy – the genius of the intersection of individual and common values

# LIVING AND WORKING ETHICALLY

- ◆ Reflective practice – the meaning of ethics
- ◆ Common vs. individual values – the tension and balance that define American culture
- ◆ Where do we learn this stuff?
- ◆ What are the pressing ethical issues that you face in your work as higher education and advancement leaders?

# THREE SPHERES OF LEADERSHIP, PHILANTHROPY AND ETHICS

◆ Our public roles

◆ Our organizational roles

◆ Our philanthropic roles

# THE ETHICS OF PHILANTHROPY IN DEMOCRACY

- ◆ Depends on how we define the scope of philanthropy...
- ◆ In our democracy – with our “impulse to generosity” (Gaudiani) – the ethics of philanthropy are personal, professional, organizational and public
- ◆ How do make sense of those competing/complementary claims?

# A VISION FOR PHILANTHROPY IN DEMOCRACY

- ◆ The public practice of philanthropy
- ◆ One persuasive vision is philanthropy as “common work”
- ◆ The story of Jane Addams and her notion of “humane philanthropy”

# JANE ADDAMS AND HER CALL

- ◆ Who was this woman?
- ◆ Born 1860, in Cedarville, Illinois
- ◆ Died 1935, in Chicago, Illinois
- ◆ During her 75 years, she changed the world:
  - Hull-House, part of settlement house movement
  - Nobel Peace Prize in 1931



# JANE ADDAMS AND PHILANTHROPY

- ◆ “A Modern Lear” – against philanthropy as patriarchy
- ◆ The responsibilities of humanity
- ◆ Helping others to be good citizens in democracy
- ◆ A parable of humane philanthropy as common work

# THE ADDAMS' LEGACY

- ◆ Responsibility of being human vs. the responsibilities of wealth
- ◆ The social ethic of democracy
- ◆ The mutuality of interests and needs
- ◆ The central roles of agile and accountable institutions – working together

# PHILANTHROPY AS COMMON WORK (1)

- ◆ Philanthropy as common work means that philanthropy is at the core of the mission of your institution
- ◆ Think about where philanthropy “resides” in the organizations you work with and for
- ◆ How do we integrate the “philanthropic dimension” of all aspects of our mission-based work?

# PHILANTHROPY AS COMMON WORK (2)

- ◆ Philanthropy as common work means that philanthropy involves everyone in the community
- ◆ Reclaiming roles for professional staff, faculty, executive directors, volunteers, board members, alumni, students, and so forth
- ◆ Redressing the imbalance of the philanthropic community

# PHILANTHROPY AS COMMON WORK (3)

- ◆ Philanthropy as common work means that philanthropy must be publicly accountable
- ◆ Since it belongs to everyone, everyone has a right to know what went well (and what did not!)
- ◆ Pursuing rather than waiting for accountability to be imposed – the lessons of 9-11

# PHILANTHROPY AS COMMON WORK (4)

◆ Implications for the work of professional philanthropic fundraising:

- The public roles of fundraisers – missionaries for philanthropy
- The leadership roles of fundraisers – modeling common work in organizations
- The conscience roles of fundraisers – public accountability

# ETHICS AND VALUES IN ORGANIZATIONAL LIFE

- ◆ Ethics and leadership

- ◆ Ethics and organizations

- ◆ Ethics and the social norms defining ethical behavior

# ISSUES FOR DISCUSSION

- ◆ What lessons for advancement are there in the financial aid debacle?
- ◆ How should a senior administrator deal with unethical behavior by a president or trustee?
- ◆ What should we do as an organization or as individuals when a colleague at another institution behaves unethically?



# ETHICS AND PHILANTHROPY

- ◆ Fund raising and baseball—not just about dilemmas, hot issues...
- ◆ Professional ethics and the ethos of professions - defining public character
- ◆ My moral stories and yours: an aspect of reflective practice
- ◆ The various contexts of moral activity: personal, organizational, professional, public

# PROFESSIONAL ETHICS

- ◆ What are the virtues and principles we value as professionals in the philanthropic community?
- ◆ What does it mean to be a professional?
- ◆ Philanthropy as an ethical act and fundraisers as moral teachers

# ETHICAL DECISION- MAKING

- ◆ Four central perspectives that influence and inform ethical decision making for professionals in philanthropy
  - Public trust/values
  - Organizational mission
  - Professional relationships
  - Personal integrity

# THE BASIC COMMITMENTS OF PHILANTHROPIC PROFESSIONALS

PUBLIC TRUST/VALUES

ORGANIZATIONAL MISSION

PROFESSIONAL RELATIONSHIPS

PERSONAL INTEGRITY

# PUBLIC TRUST/VALUES

- ◆ Channeling moral energies—the expressive dimension of our lives
- ◆ Social reform
- ◆ Gift-giving: charity, compassion, generosity
- ◆ Gift-receiving: gratitude, mutuality, stewardship
- ✓ What are the public values we uphold?

# ORGANIZATIONAL MISSION

- ◆ Why we exist as a philanthropic organization.
- ◆ Clarity of mission and values
- ◆ Consistency with mission and values
- ◆ Efficiency/effectiveness of mission-based activities
- ✓ What are the values of your organization and how do we live them out?

# PROFESSIONAL RELATIONSHIPS

- ◆ The critical role of trust: agency, systems, interpersonal trust
- ◆ Respect and fundamental moral worth
- ◆ Particularity—personalization
- ◆ Honesty; Fairness; and Cooperation
- ✓ Are your professional values adequately included in various codes of ethics?

# PERSONAL INTEGRITY

- ◆ Harmony with soul
- ◆ Fidelity to ideals
- ◆ Accountability
- ◆ Judgment, responsibility, and moral courage
- ◆ Finding our balance—virtues and vices—  
living in a messy world
- ✓ What's on your list?



# THE ETHICAL DECISION- MAKING MODEL

Alternatives	1	2	3	4
Public Trust/ Values				
Organizational mission				
Relationships				
Personal Integrity				

# APPLYING THE MODEL

- ◆ Public trust: How does this alternative promote or detract from public philanthropic values?
- ◆ Organizational mission: How does this alternative promote or detract from organizational mission?
- ◆ Professional relationships: How does this alternative affect long-term relationships with colleagues, donors, volunteers, and the public?
- ◆ Personal integrity: In what ways does this alternative help or not help you develop into the sort of person you want to be?

# WHAT ARE THE ETHICAL DILEMMAS WE FACE?

- ◆ Relationship issues
- ◆ Economic issues
- ◆ Personal vs. organizational issues
- ◆ Cultural diversity issues
- ◆ Technology issues

# YOUR ETHICAL ISSUES AS ADVANCEMENT LEADERS

- ◆ Loyalty vs. honesty
- ◆ Transactional vs. transformative relationships
- ◆ Who does what? – the issue of expertise
- ◆ What else?

# Lists for the taking

Your small college has decided to put the alumni directory on your website (allowing access to all alumni). You are worried that some alumni may misuse the privilege of access to the list and begin to contact others for commercial purposes or political fundraising. What might you propose to ensure that lists are not used inappropriately?

# Cozy Business

A member of the faculty of a two-year community college phones the advancement officer with an idea for supporting the college's annual fund. This faculty member has a print and frame shop that she runs "on the side." (Many other faculty members also have businesses.) She suggests that she bring a selection of inexpensive prints to her office for a couple of days, and through the college's e-mail system, invite faculty and staff to come to her office to look at what she has for sale. She says her e-mail message will state that 10 percent of all sales will go to the college's annual fund. Do you see ethical problems with this arrangement?

# The Mask of Prejudice

You're chief development officer at the City Community College Foundation. Your most promising prospect, a prominent businessman, has begun hinting about a seven-figure endowment gift. The prospect has also made little secret of his contempt for a certain minority group. Your most promising deputy (and probable successor), Bill Bell, is a member of that minority group. Under normal circumstances, you'd introduce Bell to the prospect and have him help with the solicitation. But is this big chance "normal circumstances?"

# Freelance Commission

Money is tight at your agency and you do not have the time to write a specific grant proposal. Your chief executive officer (CEO) asks you to contact a highly-skilled, freelance grant writer in town. She only charges if a grant is funded, but then she asks for a percentage of the grant as her fee. How do you respond to the CEO?



# Double Agent

Amy Ames, director of development at West End School, has been cultivating a donor who's approaching a decision on leaving her estate to West End, her grandson's school. Ames accepts an offer to become chief fundraiser for East End School; in the meantime, she learns that her prospect has a granddaughter at East End. The elderly donor has become quite fond of Ames, who would start this new job with a bang if she could deliver a \$400,000 bequest. Should she continue to court the donor--for her new school?

# Recognition Categories

You are director of development for a retirement community that is sponsored by several churches in town. The Mennonite Church, with its tradition of quiet giving, has been a strong supporter. However, support is increasing from another denomination, whose members feel strongly that big donors deserve public, hearty thanks. You are worried that you cannot simply cater to each group, but that a clash is brewing. What do you do?

# SUMMING UP

- ◆ Practice, practice, practice...your list
- ◆ Resources: [www.afpnet.org](http://www.afpnet.org), [www.case.org](http://www.case.org), [www.e philanthropy.org](http://www.e philanthropy.org), Anderson, Fischer, and Rion texts
- ◆ Professional peers: keep talking about the issues you face, write your own cases
- ◆ Organizational peers: write an ethics code, keep the conversation alive, case studies

# WHAT SHALL WE DO?

- ◆ Be a force for good
- ◆ Be informed advocates for philanthropy—  
moral teachers
- ◆ See leadership as stewardship
- ◆ Be full of hope
- ◆ Keep the faith

# PLEASE JOIN ME IN CONVERSATION

- ◆ *Notes for the Reflective Practitioner*; musings, references, ideas, practices
- ◆ An e-mail newsletter published every two months
- ◆ Helping to form a community of reflective practitioners
- ◆ Send me an email ([augpres@augsborg.edu](mailto:augpres@augsborg.edu)) to subscribe