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TEACHING, LEADERSHIP,  
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A MULTIPLE CASE STUDY INVESTIGATION INTO THE RELATIONSHIP  
BETWEEN THE ROLE OF THE DONOR AND THAT OF THE EDUCATIONAL  
LEADER IN POLICY-MAKING, IN JEWISH EDUCATION IN NORTH AMERICA.  
(294 pp.)

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The purpose of this study was to uncover the process of decision-making between donors and educational leaders in Jewish education with regard to policy-making. The investigation focused on issues such as vision, exercise of power, building partnerships and developing relationships, educating the policy maker and the professional, and planning and evaluation.

The study was a qualitative multiple case study investigation into four institutions (two Jewish day schools and two central agencies of Jewish education) with a focus to understand the relationship between donors and educational leaders of Jewish educational agencies, and how this relationship influenced policy-making.

The following overall research question was posed: What are the respective roles of the professional educational leader and the donor in the process of educational policymaking in Jewish day schools or central agencies in North America, and what is the relationship between these two parties?

The conclusions were stated in the form of six propositions that were identified as important in building a thriving partnership. Firstly, it was held that both the donor and

the educational leader needed to develop resonating relationships. These social intelligence competencies created lasting long-term relationships. Secondly, clarity in the vision was identified as an essential component in successful relationships. Thirdly, it was determined that, while ultimate power lay firmly in the hands of the donor, the professional too had some power. Fourthly, it was concluded that this relationship was a pedagogical relationship with the potential for mutual learning. Fifthly, the importance of an accurate interpretation of the milieu, or the setting for one another could strengthen the relationship. Finally, in developing policy, the donor and the educational leader needed to engage in dedicated planning and develop substantive evaluation procedures to measure success or failure.

The world of mega-donors in education philanthropy is uncharted territory in research, and the results from this investigation suggested that further study is warranted in public school districts, private schools, and other parochial religious schools.