**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** HIED 7970 Special Topics

**Course Title:** Development, Philanthropy, and Fundraising in Higher Education

**Instructor:** Dr. Charles W. Bruce

**Credit Hours:** 3 semester hours

**Canvas Site:** <https://auburn.instructure.com/login>

**Class Meetings:** Tuesdays, 5:00 – 7:50 pm, Haley Center TBA

**Office:** Haley Center 4009

**Office Hours:** By appointment only

**E-mail:** [brucecw@auburn.edu](mailto:brucecw@auburn.edu)

**Prerequisites:** None

**2. Date Syllabus Prepared:**

**3. Required Texts:**  Thelin, J. R. and Trollinger, R. W. (2014). *Philanthropy and*

*American Higher Education.* New York, NY: Palgrave MacMillian. ISBN 9781137319968

Drezner, N. D. (2011). Philanthropy and Fundraising in American Higher Education*, The ASHE Higher Education Report, Volume37, Number 2.* San Francisco, CA: Jossey-Bass. ISBN 9781118110331

**4. Course Description:** This course is designed to provide opportunities for graduate students to gain a better understanding from an historical, philosophical, and organizational perspective of the role and impact of development, philanthropy, and fundraising activities on the operation, funding, and missions of colleges and universities in the United States.

**5. Course Objectives:** This course is designed to enhance students’ knowledge needed to be higher education professionals, leaders, and scholars by providing:

1. A historical background of the role that philanthropy has played in American higher education;
2. An understanding of the major philosophical concepts and theoretical issues in philanthropy;
3. An awareness of the impact on higher education by philanthropist and their nonprofit foundations;
4. An evaluation of the role played by institutionally related foundations in public higher education;
5. An appreciation of the role endowments play in the funding of higher education and an understanding of the principles of endowment management;
6. An understanding of the various governmental and legislative issues pertaining to philanthropy in higher education and nonprofits;
7. A knowledge of matters related to the professionalization of philanthropy, i.e., the development office and the fundraising profession;
8. An understanding of the higher education’s various constituencies and the need to develop appropriate fundraising methodologies.
9. An opportunity to lead a class discussion related to a specific case study of successful higher education fundraising.

**6. Course Content:**

1. Introduction and overview of the study of philanthropy in higher education
2. Historical background of philanthropy in American higher education
3. Present status of private giving to colleges and universities
4. Concept and philosophies that define philanthropy
5. Study of philanthropist and their foundations
6. Institutionally related foundations and their role in public higher education
7. The role of endowment funding in higher education
8. Issues surrounding endowment management
9. Overview of governmental relations and the nonprofit sector
10. Defining the professional development officer and fundraiser
11. Ethical issues in the fundraising process
12. The constituents of the higher education fundraiser

**7. Course Requirements:**

1. **Regular Attendance and Class Participation.** Attendance and participationare essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are a part of the classroom community and the total learning environment depends upon the contributions of each individual. Absence must be handled, as it would be in a professional position on a college campus: planned for and communicated. Since our class meets only once weekly, excessive absences (more than two) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful HIED 7970 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize classroom discussion.

1. **Weekly Readings and Canvas Postings.** Post a short commentary about an assigned reading. Assigned readings are posted weekly by the instructor and include section from the textbooks, journal articles, and articles from *The Chronicle of Higher Education* or *The Chronicle of Philanthropy*. Instructor may use your posting for discussion in class. You may also be directed by the instructor to react to another student’s posting.
2. **Semester Assignments – Case Studies.** Students are required to complete semester assignments by the due dates given in class. These assignments will utilize a case studies approach and cases will be handed out in class well in advance of due date.
3. **Final Exam.** A final exam will be administered online in Canvas during the final week of classes or during the final exam period. The exam consists of essay questions.

**8. Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Class participation in discussion/activities …………….. 200

Weekly discussion postings ……………………………. 200

Case studies …………………………………………….. 400

Final exam ……………………………………………… 200

Total ……………………………………………. 1000 points

The following grading scale will be used:

900 – 1000 = A

800 – 899 = B

700 – 799 = C

600 – 699 = D

Below 600 = F

**9. Class Policy Statements:**

1. Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

1. Students are responsible for initiating arrangements for missed work due to excused absences.

https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf

1. Students who need special accommodations should make an appointment to discuss the Accommodations Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program of Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-2096.
2. All portions of the Auburn University Honesty Code will apply in this class. Code can be found at: https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf
3. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

**10. Important Dates & Deadlines:**

August 16 Week 1. First class meeting. Introductions, review syllabus, and discuss the reason for a study of philanthropy in higher education.

August 23 Week 2. Introduction to philanthropy in higher education. Thelin & Trollinger (Textbook), Introduction pp. 1-7. Drezner (Textbook), Introduction pp. 1-16. Assigned readings in Canvas folder “Week 2”

August 30 Week 3. Historical background on philanthropy and american higher education. Thelin & Trollinger (Textbook), Chapter 1. Drezner (Textbook), pp. 17-26. Assigned readings in Canvas folder “ Week 3”

September 6 Week 4. Major philosophical concepts and theoretical issues in philanthropy. Thelin & Trollinger (Textbook), Chapter 2. Drezner (Textbook), pp. 27-45. Assigned readings in Canvas folder “Week 4”

September 13 Week 5. Philanthropist and their foundations. Thelin & Trollinger (Textbook), Chapter 3. Drezner (Textbook), pp. 79-84. Assigned readings in Canvas folder “Week 5”

September 20 Week 6. Government relations and the nonprofit sector. Thelin & Trollinger (Textbook), Chapter 5. Assigned readings in Canvas folder “Week 6”

September 27 Week 7. The profession of development and fundraising. Thelin & Trollinger (Textbook), Chapter 6. Drezner (Textbook), pp. 93-97. Assigned readings in Canvas folder “Week 7”

October 4 Week 8. Guest speaker: Jane DiFolco Parker, Vice President for Development and President, Auburn University Foundations. All reading for this week will come from the Canvas folder “Week 8”

October 11 Week 9. Guest speaker: Troy Miller, Director of Advancement, Raymond J. Harbert College of Business. The constituencies of higher education. Thelin & Trollinger (Textbook), Chapter 7. Drezner (Textbook), pp. 65-70Assigned readings in Canvas folder “Week 9”

October 18 Week 10. Guest speaker: Regena Isbell, Director, Endowment Investment Office. The role of endowments in higher education and various issues surrounding endowment management. Thelin & Trollinger (Textbook), Chapter 4. Assigned readings in Canvas folder “Week10”

October 25 Week 11. (Class will not meet). Assigned readings in Canvas folder “Week 11”

November 1 Week 12. Guest Speaker: Alesia Davenport, Senior Director, Office of Gift Planning Case studies of fundraising in higher educations. Assigned readings in Canvas folder “Week 12”

November 8 Week 13. Guest Speaker: Gretchen VanValkenberg, Vice President for Alumni Affairs and Executive Director of the Auburn Alumni Association. Case studies of fundraising in higher educations. Assigned readings in Canvas folder “Week 13”

November 15 Week 14. Case studies of fundraising in higher educations. Assigned readings in Canvas folder “Week 14”

November 22 Thanksgiving

November 29 Week 15. (Class will not meet). Final Exam questions will be on Canvas. Answer will be submitted to instructor by email. Assigned readings in Canvas folder “Week 15”

**11. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:**

* Chronicle of Higher Education www.chronicle.com
* Chronicle of Philanthropy www.philanthropy.com
* Nonprofit and Voluntary Sector Quarterly
* Voluntas: International Journal of Voluntary and Nonprofit Organizations

**12. Websites related to Development, Philanthropy, and Fundraising in Higher Education:**

* American Association of Fundraising Counsel(AAFRC) www.AAFRC.org
* Association of Fundraising Professionals (AFP) www.afpnet.org
* Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) www.arnova.org
* Center on Philanthropy at Indiana University www.philanthropy.iupui.edu
* Council for Advancement and Support of Education (CASE) www.case.org
* Council for Aid to Education (CAE) www.cae.org
* Independent Sector www.independentsector.org
* National Association of College and University Business Officers (NACUBO) www.nacubo.org

**13. Academic centers focused on the study of philanthropy and the nonprofit sector:**

* Boston College Social Welfare Research Institute
* Case Western Reserve University Mandel Center for Nonprofit Organizations
* City University of New York Center on Philanthropy and Civil Society
* Duke University Center for the Study of Philanthropy and Voluntarism
* Grand Valley State University Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership
* Harvard University Hauser Institute for Civil Society at the Center for Public Leadership
* Indiana University Center on Philanthropy
* Auburn University’s Cary Center for the Advancement of Philanthropy and Nonprofit Studies