EDUC 669  
Course Syllabus

Advancement and Development in Higher Education

Professor: Betty Overton-Adkins  
Class Schedule: Wednesdays 4pm to 7pm  
Room: TBA (Check Schedule of Classes)  
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Office Hours: Tuesdays 2:00pm-4:00pm and by appointment

Purpose of the Seminar

This seminar has been organized to give graduate students an understanding of the “advancement” functions in higher education. The course is intended to examine the various functions that are part of the advancement process and how they serve the overall implementation of mission for an institution. Utilizing both available scholarship, the experience of professionals in the field, and project activities, learning outcomes integrate a focus on philosophy, strategy, and fund raising and development practice as important expressions of contemporary leadership within colleges and universities.

This course can stand on its own to provide future higher education professionals and scholars with a background in an increasingly important area of institutional leadership. It can also be taken as part of a specific degree concentration which is focused on philanthropy and development in higher education. When taken for that purpose, the course will be combined with an introductory seminar (Philanthropy and Higher Education, ED 779) and one or more professional internships.

Overview of the Course

This course is entitled Advancement and Development. Those two words have a rich meaning, though many people enrolling for a course such as this may read the title in a limited way. Advancement and development are too often code words for
fundraising and the sub-categories associated with that function. Fundraising is certainly a part of advancement and development, and an increasingly important part, given the vagaries of the economy. But the advancement or development concept within the academy doesn’t start with fundraising. These concepts and the functions that derive from them start with understanding the primary mission, vision, and goals of an institution and how it prepares to situate itself to have impact in the world.

Colleges and universities have historically been portrayed as insular organizations, focused on cloistered and self-defined activities and carried along by the solitary pursuit and the transmission of knowledge. Students came and went; the faculty was unaware of the world outside the college walls, and the knowledge that resulted was often thought sometimes arcane, interesting but not intended to be practical. If that characterization was ever true, its time has passed. While it still can be argued that colleges exist in a rarified and unique environment, college walls are increasingly porous, the flow of students in and out of the academy is more fluid, the value of college experiences have been monetized, resource streams are diversified (and threatened) in ways unimaginable even two decades ago. As some have observed, even knowledge itself has become co-modified. (Burkhardt, 2010)

Therefore, it is within this context that we begin this class with a question: What does it mean to “advance” or “develop” a modern university?

The course examines the workings of a set of related organizational boundary functions that have emerged over the last twenty-five years to form a new sub-profession within higher education. Many of the roles we will examine over the course of the semester will be represented by individuals who don’t identify exclusively or even primarily as part of a certain new professional group. Indeed many will think of themselves as artists, surgeons, writers, researchers, or people driven by a particular cause. These individuals often work alongside others who do see their work in specific terms with descriptive titles such as development officer, alumni relations director, or communications manager. But institutional advancement requires both of these groups. It is the interplay between professional specialists and leaders of other professional descriptions and identities that comprise and supervise the “membrane” between higher education and society. It is the work that takes place at that boundary point—how it is organized, who does it, what tools are employed and why it matters---that we will study.

That these functions are taking on increasing importance and sophistication is not a new observation. The growth of this aspect of higher education has been well documented and offers a wide range of opportunities from entry level roles through senior leadership, and is one of the main functions of a college president at all types of institutions. The University of Michigan, as one of the nation’s most visible public universities, has a long history of leadership in the area of institutional advancement and external representation and provides a unique learning environment for the
course. But we will also look at other examples within higher education including private, urban, regional, community colleges, and nontraditional institutions.

Goals and Learning Outcomes

Through this seminar we will attempt to:

- Introduce students to the concepts of integrated, strategic, institutional and program advancement within higher education
- Provide exposure to a sampling of the research that guides professional practice in the related areas of fund raising, development, alumni relations, communication and government relations
- Acquaint students with the work of individuals actively engaged in these roles including a chance to learn directly how they organize their work, the tools and techniques they use, and how they evaluate its success
- Help students to assess their own skills for application in this emerging professional field
- Provide experience in building and documenting a comprehensive advancement and development strategy within various institutional and academic unit settings

Learning Outcomes:

- Understand and be able to articulate the role of advancement and development in accomplishing university mission and goals
- Understand and be able to discuss the range of functions and operation of the development process
- Be able to articulate basic processes for various development functions and able to identify resources to assist in carrying out these functions
- Be familiar with the literature related to the growing professionalization of the field of advancement

Required Texts and Other Readings

Two textbooks will be used throughout the course as foundational readings to guide our discussion. These will be supplemented with additional weekly readings available on Ctools. The instructor reserves the right to add readings not included in this syllabus that may be brought in because of special topics arising in class or that were not available at the time the course was initially being planned. Students will be encouraged to share material they find during the course of their research and reading.
New Strategies for Educational Fund Raising
Michael J. Worth, editor
American Council on Education (Praeger Series on Higher Education, 2001)
ISBN: 1573565180

Perspectives on Fundraising
J. Bradford Hodson and Bruce W. Speck, editors
New Directions for Higher Education Series, No. 149
Spring 2010
Jossey-Bass Publishers
[Available online]
ISBN: 9780470635711

There are several online sources for ordering the New Strategies text:

http://www.amazon.com/New-Strategies-Educational-Fund-Raising/dp/1573565180/ref=sr_1_1?ie=UTF8&qid=1354807222&sr=8-1&keywords=new+strategies+for+educational+fundraising
http://search.barnesandnoble.com/New-Strategies-for-Educational-Fund-Raising/Michael-J-Worth/e/9781573565189

The course will have a “hands-on” component to complement the theoretical and research principles that will be introduced. Given the state of the field and the interests expressed by students taking the course, we will work together on concrete projects that integrate many of the professional competencies needed to succeed and advance in the profession.

Comment: Readings and assignments have been chosen to provide exposure to professional practice and scholarship in this field. Unlike many other courses, we won’t always come to class with the sole purpose of discussing the readings, but understanding their content will be very important in interacting with guest presenters and in accomplishing the course projects. Nonetheless, readings will be integrated into every class session and there will also be a chance, toward the end of the term, to demonstrate mastery of what has been read and to interrelate it with other course activities.

You may also wish to subscribe to or otherwise get access to the “Chronicle of Philanthropy.” This newspaper is published weekly and contains a number of meaty
stories about the field, and in case there might be some interest, a number of advertisements for professional positions.

Course Expectations and Teaching Strategy

The approach to the seminar and the underlying teaching strategy reflect a few assumptions:

**Students bring different experiences, motivations and learning styles to the classroom.** The implications of this observation not only include the challenge to bring a wide range of ideas forward through readings and discussion, but also the need to recognize that some students might be taking the class as a basis for further research, others to broaden their career opportunities and some out of a general interest in higher education.

**The subject matter can be approached in a variety of ways.** As we will discover, much of what is written about advancement and development as a general field of study is derived from the work of historians, and occasionally psychologists and economists. Much of what guides professional practice has been based on rather simple ideas in psychology, communication, marketing and organizational studies. Recently, professionals in the field have pointed to an emerging “science” to complement the “art” that has long dominated professional practice.

**Learning as a process and the process of “advancement” are inherently transformational processes hidden in transactional exchanges.** This principle is central to the seminar. It brings implications for the ways in which learning (and philanthropic exchanges) go beyond a redistribution of information or resources between individuals but can reshape identities and institutional purpose.
COURSE PROCESS AND REQUIREMENTS

This three-credit hour class combines the features of a survey course and an advanced seminar. It will incorporate a variety of activities in order to cover the content and engage students in the learning process. These activities will include faculty-led mini lectures, group discussions, group projects, student presentations, written papers, and seminar-style discussions.

Seminar courses are normally reading intensive. Students are expected to complete all of the required readings and be prepared to actively participate in the classroom discussions. Class participation is expected and will count in the final grade (see the grading scale). To function well, a seminar course relies heavily on the regular and vigorous participation of all class members. Students who do not regularly participate in class will see this lack of participation reflected in their final grade.

Pedagogical Strategies
• Engage students in learner-centered activities, supported by examination of relevant research using primary and secondary sources
• Provide a balance of structured class activities and opportunities for students to think creatively about their learning process
• Acquaint students with resources they can use for extended study in particular areas
• Call upon students to use multiple intelligences and intellectual skills
• Expect the faculty to ask as a facilitator of the learning process encouraging

Writing Style: All written assignments must be typed, spell-checked, proofread for grammar and usage, and should conform to the style and reference notation format outlined by the 6th edition of the Publication Manual of the American Psychological Association or other writing style as may be specified in this syllabus. Please double-space all assignments and use 12-point font with a one-inch margin on all sides of the paper. Unless otherwise noted, all papers will be submitted through Ctools.

Attendance Policy: This is a seminar/lecture course. Reading the material for class is important, but equally important is the conversation that takes place in the classroom. The sharing of ideas, active listening, and many questions form the basis of the learning process. This process assumes that students are in class regularly and engaged with the subject matter and each other. Electronic devices or note-taking by a peer cannot take the place of being in class.

Academic Honesty Policy: Each student is responsible for knowing and complying with the academic honesty policy for the University. This instructor will approach each person’s submitted work as the originator’s declaration of original efforts. Late Assignments: Students are expected to submit assignments on the announced dates. Assignments submitted after the announced due date will receive point
reductions--the later the submission, the more the point reduction. Students with any special learning needs or accommodations that would affect the timing of completion of assignments should notify the instructor after the first class.

**Classroom Civility:** This course, to a great extent, is based on talk—the give and take of discussion. Students are expected at all times to conduct themselves in a manner that supports the teaching-learning process. Avoid side conversations that may be distracting to others or hamper others from hearing or concentrating on classroom activities. Please turn off all cell phones, beepers, and other devices that might make noise or distract others.

**Course Changes Policy:** The instructor reserves the right to alter information in this syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments. Any anticipated changes will be discussed with the class for input and as part of the decision making process; however, final decisions about changes are the responsibility of the instructor.

**University Adherence to Federal Policy:** The University complies with The Americans with Disabilities Act (ADA). This federal statute provides comprehensive civil rights protection for persons with disabilities. The legislation requires that all students with disabilities be guaranteed a supportive learning environment and requires reasonable accommodations for their disabilities. If you require any accommodations, please contact the instructor for information about university procedures.

**Grading:**

**Class participation**

150 points

To receive at least fifteen points under this criterion, a student would be present for a majority of the class meetings over the course of the semester (about 15 times), ready to contribute to the seminar with readings prepared and intellectually engaged. Preparation and ability to engage actively in discussions of case studies and with guest presenters will be judged to be especially important. To receive the maximum points a student would provide active leadership (bringing in resources, helping to lead discussions, taking leadership in class projects) and provide additive contributions.

**Written assignments**

650 points

There are three major writing assignments for the course:

- A full grant proposal (250 points) to a foundation or corporation. This is designed to be a submit-able proposal either for the National Forum or
another campus or non-campus organization. Formats and forms for the proposal will be dictated by the focus and organization for submittal. These items will be discussed in class.

- **Fully annotated literature review (200 points)** related to a specific topic in the field of advancement and development. Each student will be able to suggest a topic of interest which must be approved by the instructor by **January 27**.

  Purpose: To have students explore the literature and scholarship related to a topic of interest. The literature review is a formal paper that discusses the scholarship/research that has emerged related to a topic, discussing the breadth of coverage of this topic and what the research reveals about the topic (see online resources-- writing a literature review—Writing Center University of Wisconsin or Writing Center University of North Carolina). Identify a minimum of 10 resources. Paper due ---See Course Schedule.

- **Research study paper (250 points)** through which a student independently investigates a focused question related to advancement and development in higher education. Each student may suggest a topic of interest which must be approved by the instructor by **January 27**. Format for submitting the study should follow the form used in the *International Journal for Educational Advancement* (IJEA) or APA style.

  Purpose: To provide opportunity for in-depth consideration and study of an area of interest to students and one in which the student learns information that can be helpful in future study or career preparation. No fewer than 20 pages of content.

**Exams**

There are no exams (midterm or final) for the class. The final exam period is listed weekly activities list should we need a make-up day for presentations or other activities. As you make travel plans, please keep in mind that we might meet on this date.

**Total Points: 800**

**Typical grading scheme (based on a possible 800 points):**

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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>750+</td>
<td>A</td>
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<tr>
<td>749-729</td>
<td>A-</td>
</tr>
<tr>
<td>728-700</td>
<td>B+</td>
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<tr>
<td>699-671</td>
<td>B</td>
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<tr>
<td>670-650</td>
<td>B-</td>
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<td>649</td>
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A complete schedule of anticipated class events will be provided on the first evening of class and added to the posted course syllabus on Ctools.