EDHE 5610
Budgets and Finance in Higher Education
Fall 2018

About the instructor
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Hello! My name is Barrett Taylor, and I am the instructor for Budgets and Finance in Higher Education (EDHE 5610) this semester. Welcome to the course! I look forward to getting to know each of you better as the semester proceeds.

I came to the higher education faculty after nine years in university enrollment management and nonprofit administration. These real life experiences have shaped my research and teaching interests. Most of my work focuses on institutional inequality and power in higher education. I am interested in why some colleges attract more applicants, charge higher prices, and are otherwise wealthier and more prestigious than are others. Answering these questions takes me into the domains of organization and administration, policy, history and – of course – finance.

I understand that budgeting and finance may not be your favorite areas of study. It is one my personal goals, however, that – by the end of the semester – some of my enthusiasm for these topics will have rubbed off on you. Budgeting and finance are not about managing money. They are about goals, values and power. What do we want higher education to accomplish? What do we want the colleges and universities of the future to look like? Budgeting and finance are ways in which we translate those dreams into action. Let’s get started!

Office hours:  By appointment
Although I am in my office almost every weekday, I often have meetings scheduled during these times. I teach other classes, meet with students who are writing their dissertations, and so on. I would be happy to talk by phone or in person, but I do not want you to sit in the lobby outside my office waiting for me to finish other meetings. I therefore strongly suggest that you email me to make an appointment before coming to my office (or, for that matter, before calling). Simply write to me at the email address posted above, noting the days and times at which you are available to meet. I generally reply to email within 24 hours, and often even sooner.

Course objectives
This course is designed as part of a sequence of classes intended to prepare you for work in higher education as an administrative scholar-practitioner. To that end, this course has two complementary objectives.
First, this class will familiarize you with a wide range of social scientific perspectives on financial decision-making. Every scholar-practitioner requires these academic competencies because virtually every office oversees a budget and, at times, is required to demonstrate its financial viability to various assessors. I will give special attention to the ways in which these topics touch upon other core issues in higher education – such as organization, stratification, and student choices and opportunities – in an effort to integrate this course’s content with the other classes you will take while at UNT.

Second, this course will help you to develop the range of skills that characterize advanced scholar-practitioners in higher education. Scholar-practitioners must be able to read and comprehend a variety of sources, including books, policy reports, and peer-reviewed journal articles. Accordingly, students should be able to apply academic insights to practical problems. Additional skills include the ability to write clear scholarly prose, and to present academic content orally. Course assignments will be graded accordingly. If you do not possess a copy of a “style guide” to writing, I highly recommend purchasing and familiarizing yourself with one. I remain partial to Strunk and White’s *Elements of Style*, but any of a number of guides can help you to improve your writing. Please note that this is a guide to writing style, mechanics and usage. Strunk and White is not a substitute for the *Publication Manual of the American Psychological Association* (“APA manual”), which is the official referencing guide of this department.

*Assignments*
There is an assignment for each of the four units in this course. The details of these assignments are provided at the end of the units to which they correspond.

*Grades and evaluation*
A course grade of “A” (90-100) indicates exemplary work. A “B” (80-89) denotes work that meets expectations of a graduate student. A “C” (70-79) is assigned to work that does not meet expectations of graduate student performance. Grades of “D” (65-69) and “F” (<65) are assigned when work is unacceptable.

*Course readings*
There is one required textbook for this course:


In reading assignments, I will refer to this text as “B&M (2011).”

In addition to this text, we will read from a variety of book chapters, peer-reviewed journal articles, and policy reports this semester. Some of these documents will be made
available to you through an electronic course reserve. This reserve is offered as a convenient way to access materials available through the UNT library, and its contents are intended only for educational “fair use” within copyright provisions (i.e., you are not to distribute these documents to others).

Find the course reserve by clicking the “course reserve” link on the UNT library’s main page. You then can search for this class using the course number found at the top of this syllabus. The password for this reserve is available on the “Course Information” page in Canvas. You must not share this password with others outside the class. Further, library staff will not be able to provide the password to you should you lose it. Please ask a classmate or request a duplicate copy of the syllabus.

Peer-reviewed journal articles are available through the UNT library. They are not part of the electronic reserve because you can find them easily using the citation information found in this syllabus.

The chapter from Thomas Piketty’s (2014) *Capital in the Twenty-First Century* is available through the UNT library as an electronic book. Here again, this chapter cannot be posted as part of the course reserve, but can readily be accessed from the library’s main page.

Finally, policy reports are available free to the public as .pdf files. A simple google search using information in the citation should take you to the item.

### Academic Integrity

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

### Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).
Access to information – Eagle Connect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

UNT “Student Success” campaign
UNT is committed to your success. The University has determined that the following behaviors increase your chances of succeeding:
• Show up
• Find support
• Take control
• Be prepared
• Get involved
• Be persistent

ADA statement
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Student perceptions of teaching
Completion of an online “students’ perceptions of teaching” (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my
teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Emergency notification and procedures**
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Retention of student records**
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Blackboard on-line system, including grading information and comments, is also stored in a safe electronic environment. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university’s policy in accordance with those mandates at the following link: [http://essc.unt.edu/registrar/ferpa.html](http://essc.unt.edu/registrar/ferpa.html)

**Course schedule**

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<th>Week 1</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Reading assignments for Module I.1</td>
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| Week 3 | Reading assignments for Module I.2  
|        | Cost quiz (0 points) |
| Week 4 | Reading assignments for Module I.3 |
| Week 5 | Reading assignments for Module I.4 |
Assignment 1 due (25 points)

Module II
Week 6  Reading assignments for Module II.1
        Rationality quiz (0 points)
Week 7  Reading assignments for Module II.2
        Mission and budgeting quiz
Week 8  Reading assignment for Module II.3
Week 9  Reading assignment for Module II.4
        Assignment II due (25 points)

Module III
Week 10 Reading assignment for Module III.1
Week 11 Reading assignment for Module III.2
Week 12 Reading assignment for Module III.3
Week 13 Reading assignment for Module III.4
        Assignment 3 due (25 points)

Module IV
Week 14 Reading assignment for Module IV.1
Week 15 Assignment 4 due (25 points)