

EDHE 5610
Budgets and Finance in Higher Education
Mondays, 4.00-6.50 pm
Mean Green Village #B130
Fall 2015

About the instructor

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Office hours: Mondays, 1.00 pm – 4.00 pm
Wednesdays, 1.00 pm – 4.00 pm

Although I am in my office almost every weekday, I often have meetings scheduled during these times. I therefore strongly suggest that you email me to make an appointment before coming to my office. Simply write to me at one of the two addresses 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 a 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. of scholarly literature related to budgets in higher education. 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. 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.

In addition, scholar-practitioners must be able to read and comprehend a variety of sources, including books, policy reports, and peer-reviewed journal articles. This will involve some familiarity with qualitative and quantitative research methods. If you do not possess this familiarity, simply do your best with course readings and raise relevant questions in class. You are responsible for learning all materials presented in the course, so please ask questions that you have so that you can hone your skills as a reader of academic content.

Assignments

There are three assignments in this course:

1. Final examination: This take home exam addresses major themes and content from the first two units of the course. Students will provide written responses to exam questions using course materials. 45% of final grade.
2. Final project: Students will work in small groups to describe and analyze the budget of a particular college or university. The selected institution **cannot** be a school at which any group members have worked nor which they have attended. The selected institution also cannot be a campus that has been covered by another group in this course in the last three academic years. Projects should both summarize and analyze:
 1. The context in which the university is located (city, state, multi-campus system, etc.);
 2. The university's overall budget, with careful attention to sources of revenue, expenditures, and the overall resource allocation process;
 3. The demographics of the university's students and the likely consequences of the university's budgetary approach for student/household budgets;
 4. Implications of the budgetary outlook for at least one unit (e.g., student affairs, biology, athletics) and the individuals who work within that unit;
 5. At least three possible strategies to improve the university's budgetary outlook.Students should collect a broad array of primary documents (i.e., institutional self-reports, policy analyses, and newspaper articles) about the campus, and should place these in dialog with scholarly sources from the course as well as additional academic readings. This project will yield three deliverables:
 - a. During the final two weeks of the course, student groups will give oral presentations of their projects. These presentations will be substantial (approximately 40-45 minutes), allowing the students to demonstrate command of all project materials. Classmates should participate attentively, providing feedback that will allow the groups to develop their projects further before submission of a written report.
 - b. At the end of the course, each group will submit a paper reporting the project's findings. This is a substantial written report (approximately 20 pages), and should reflect the collective effort of the group (i.e., it should be one lengthy paper rather than multiple short papers appended to one another). Evaluation is based upon demonstrated knowledge of material, quality of analysis, stylistic clarity, and writing mechanics.
 - c. Each group member also will submit directly to the instructor a confidential one-paragraph statement declaring the approximate share of

the project attributable to each group member. The purpose of this submission is not to evaluate individuals' contributions precisely, but to ensure that everyone did approximately equal work toward the final presentation and project.

35% of final grade.

3. Class participation: **Attendance at all course sessions is required.** In accordance with Texas state law, absences on religious holy days will be considered excused. Students must complete assignments within a reasonable time frame after the absence at no penalty to their grade. I request that you let me know at your earliest convenience if you will be observing a religious holy day at a time during which we have scheduled a course meeting. If you must miss a course meeting for any other reason, please notify the instructor in writing. In addition to attendance, students are required to:
 - a. Complete all readings and to be prepared to participate in small group activities.
 - b. Present an oral analysis of one academic article from the list on the syllabus. The successful presentation will briefly summarize the article's contents, but primarily will focus on the paper's strengths, weaknesses, and relevance to other course readings. Presentations should last 10-15 minutes.

Please note that "participation" does not necessarily require speaking, and certainly does not indicate speaking out of turn or talking over classmates. 20% of final grade.

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.

Late assignments

Assignments are due at the dates and times specified in the syllabus. Late work will be penalized one plus or minus for each day that it is late

Course readings

There are two required texts for this course:

Barr, M.J., & McClellan, G.S. (2011). *Budgets and financial management in higher education*. San Francisco: Jossey-Bass.

In weekly assignments, I will refer to this text as "B&M (2011)."

McPherson, M.S., & Schapiro, M.O. (1998). *The student aid game*. Princeton, NJ: Princeton University Press.

In weekly assignments, I will refer to this text as “M&S (1998).”

In addition to these texts, we will read from a variety of book chapters, peer-reviewed journal articles, and policy reports. 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 (ie., 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 “Decisions” (case-sensitive). 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>.

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.

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 (Artist formerly known as SETE)

Completion of an online students’ perceptions of teaching 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>

Unit I – Core concepts of finance and decision-making

August 24, 2015 – Introductions, syllabus review, general comments

August 31, 2015 – Trends in institutional and household budgets

Bastedo, M. N. & Jaquette, O. (2011). Running in place: Low-income students and the dynamics of stratification. *Educational Evaluation and Policy Analysis, 33*(3), 318-339.

Mettler, S. (2014). *Degrees of inequality*. New York: Basic Books.

- Ch. 1, “Creating degrees of inequality,” pp. 19-49

Zemsky, R., Shaman, S., & Iannozzi, M. (1997). In search of strategic perspective: A tool for mapping the market in postsecondary education. *Change, 29*(6), 23-39.

September 7, 2015 – No class – Labor Day holiday

September 14, 2015 – Revenues, expenditures, and costs

Archibald, R. B., & Feldman, D. H. (2008). Why do higher education costs rise more rapidly than prices in general?. *Change, 40*(3), 25-31.

B&M (2011) Chs. 1-2

Desrochers, D. M., & Hurlburt, S. (2014). *Trends in college spending, 2001-2011*. Washington, DC: American Institutes for Research.

In-class activity: Meeting your group and identifying sources for your final project

Unit II – Major perspectives on budgeting

September 21, 2015 – Budgets and rationality

For everyone to read:

Paulsen, M. B., & Toutkoushian, R. K. (2006). Overview of economic concepts, models, and methods for institutional research. In R.K. Toutkoushian & M.B. Paulsen (Eds.), *Applying economics to institutional research: New Directions in Institutional Research Series, no. 132* (pp. 5-24). San Francisco: Jossey-Bass.

Grodsky, E., & Jones, M. J. (2007). Real and imagined barriers to college entry: Perceptions of cost. *Social Science Research, 36*(2), 745-766.

Thaler, R. H., & Sunstein, C. R. (2004). Market efficiency and rationality: The peculiar case of baseball. *Michigan Law Review, 102*(6), 1390-1403.

Presenters choose one of:

- * Akerlof, G.A. (2003). Behavioral macroeconomics and macroeconomic behavior. *American Economist, 47*(1), 25-47.

- * DesJardins, S., & Toutkoushian, R. (2005). Are students really rational?: The development of rational thought and its application to student choice. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*, vol. xx (pp. 191-240). New York: Springer.
- * Kraatz, M.S., & Zajac, E.J. (1996). Exploring the limits of the new institutionalism: The causes and consequences of illegitimate organizational change. *American Sociological Review*, 61(5), 812-836.
- * Lepori, B., Usher, J., & Montauti, M. (2013). Budgetary allocation and organizational characteristics of higher education institutions: A review of existing studies and a framework for future research. *Higher Education*, 65(1), 59-78.

September 28, 2015 – Budgets and mission

For everyone to read:

- Hackman, J. D. (1985). Power and centrality in the allocation of resources in colleges and universities. *Administrative Science Quarterly*, 30(1), 61-77.
- Taylor, B. J., & Cantwell, B. (2015). Global competition, US research universities, and international doctoral education: Growth and consolidation of an organizational field. *Research in Higher Education*, 56(5), 411-441.
- Weisbrod, B. A., Ballou, J. P., & Asch, E. D. (2008). *Mission and money: Understanding the university*. New York: Oxford University Press.
- Ch. 4, “The two-good framework,” pp. 58-76

Presenters choose one of:

- * Desrochers, D.M., & Kirshstein, R. (2014). *Labor intensive or labor expensive? Changing staffing and compensation patterns in higher education*. Washington, DC: American Institutes for Research.
- * Fairweather, J. S. (2005). Beyond the rhetoric: Trends in the relative value of teaching and research in faculty salaries. *The Journal of Higher Education*, 76(4), 401-422.
- * Leslie, L. L., Slaughter, S., Taylor, B. J., & Zhang, L. (2012). How do revenue variations affect expenditures within research universities?. *Research in Higher Education*, 53(6), 614-639.
- * Lifschitz, A., Sauder, M., & Stevens, M. L. (2014). Football as a status symbol in U.S. higher education. *Sociology of Education*, 87(3), 204-219.
- * McLendon, M. K., Hearn, J. C., & Deaton, R. (2006). Called to account: Analyzing the origins and spread of state performance-accountability policies for higher education. *Educational Evaluation and Policy Analysis*, 28(1), 1-24.

October 5, 2015 – Budgets and power

For everyone to read:

- Pfeffer, J., & Moore, W. L. (1980). Power in university budgeting: A replication and extension. *Administrative Science Quarterly*, 25(4), 637-653.

- Rosinger, K. O., Taylor, B. J., Coco, L., & Slaughter, S. (in press). Organizational segmentation and the prestige economy: Deprofessionalization in high- and low-resource departments. *The Journal of Higher Education*.
- Tuchman, G. (2009). *Wannabe U: Inside the corporate university*. Chicago: University of Chicago Press.
- Chapter 10, “The Logic of Compliance,” pp. 192-210

Presenters choose one of:

- * Chen, S. (2014). Executive compensation in public higher education: Does performance matter?. *Research in Higher Education*, 55(6), 581-600.
- * Covalleski, M. A., & Dirsmith, M. W. (1988). An institutional perspective on the rise, social transformation, and fall of a university budget category, *Administrative Science Quarterly*, 33(4), 562-587.
- * Gonzales, L. D. (2014) Framing faculty agency inside striving universities: An application of Bourdieu’s theory of practice. *The Journal of Higher Education*, 85(2), 193-218.
- * Hearn, J. C. (1999). Pay and performance in the university: An examination of faculty salaries. *The Review of Higher Education*, 22(4), 391-410.
- * Volk, C. S., Slaughter, S., & Thomas, S. L. (2001). Models of institutional resource allocation: Mission, market, and gender. *The Journal of Higher Education*, 72(4), 387-413.
- * Webber, K. L., & Canché, M. G. (in press). Not equal for all: Gender and race difference in salary for doctoral degree recipients. *Research in Higher Education*. DOI: 10.1007/s11162-015-9369-8.

Unit III – Higher education budgets in context

October 12, 2015 – Budget management

B&M (2011) Ch. 3-5, 7

- Hearn, J. C., Lewis, D. R., Kallsen, L., Holdsworth, J. M., & Jones, L. M. (2006). “Incentives for managed growth.” A case study of incentives-based planning and budgeting in a large public university. *The Journal of Higher Education*, 77(2), 286-316.

Student groups present project ideas and progress in class

October 19, 2015 – Slack, saving and investing

For everyone to read:

B&M (2011) Ch. 6

- Lapovsky, L. (2007). Critical endowment policy issues. *New Directions for Higher Education*, 140, 99-110.

- Winston, G. C. (2004). Differentiation among U.S. colleges and universities. *Review of Industrial Organization*, 24(4), 331-354.

Presenters choose one of:

- * Cantwell, B. (in press). The new “prudent man:” Financial-academic capitalism and inequality in higher education. In S. Slaughter & B.J. Taylor (Eds.), *Stratification, privatization and vocationalization of higher education in the US and EU: Competitive advantage* (Chapter 10). Dordrecht, the Netherlands: Springer.
- * Humphreys, J. (2010). *Educational endowments and the financial crisis*. Boston: Center for Social Philanthropy.
- * Piketty, T. (2014). *Capital in the twenty-first century*. Cambridge, MA: Belknap.
 - Chapter 12, “Global inequality of wealth in the twenty-first century,” pp. 430-467
- * Rosinger, K. O., Taylor, B. J., & Slaughter, S. (in press). The crème de la crème: Stratification patterns within US private research universities. In S. Slaughter & B.J. Taylor (Eds.), *Stratification, privatization and vocationalization of higher education in the US and EU: Competitive advantage* (Chapter 5). Dordrecht, the Netherlands: Springer.

October 26, 2015 – Departmental budgets: Student financial aid and athletics

Baum, S. (2007). Hard heads and soft hearts: Balancing equity and efficiency in institutional student aid policy. *New Directions for Higher Education*, 140, 175-185.

Desrochers, D. M. (2013). *Academic spending versus athletic spending: Who wins?*. Washington, DC: American Institutes for Research.

M&S (1998) parts one, three, and four

Guest speaker – Dr. Lauren Collier, President’s Chief of Staff, Volunteer State Community College

November 2, 2015 – Household budgets: Affordability and tuition prices

Archibald, R. N., & Feldman, D. H. (2011). *Why does college cost so much?*. New York: Oxford University Press.

- Chapter 12, “The College Affordability Crisis,” pp. 185-198

College Board. (2014). *Trends in College Pricing 2013*. Princeton, NJ: The College Board.

M&S (1998) part two

Instructor will answer students’ questions as an exam review

Take-home exams distributed

November 9, 2015 – Fall course evaluations are available

November 9, 2015 – No class – Take-home exams due via email by 4.00 pm CST

Unit IV – Student presentations

November 19, 2015 – Student presentations, part one

November 22, 2015 – Fall course evaluations due

November 23, 2014 – No class (Thanksgiving) – Student groups work on final projects

November 30, 2015 – Student presentations, part two

Monday, December 7, 2015 – Final papers due to barrett.taylor@unt.edu by noon