Land Acknowledgment
A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in the past tense: colonialism is an ongoing process, and we need to build the mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

The land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. We also acknowledge that this country would not exist if not for the free and enslaved labor of Black people. We honor the legacy of the African Diaspora and the Black lives, knowledge and skills stolen by violence and white supremacy.

About the instructor
Barrett Taylor, Ph.D. (he/him)
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Matthews Hall #214J
T: 940.565.3238
E: barrett.taylor@unt.edu

Office hours
Tuesdays, 2.00 pm – 5.00 pm
Thursdays, 1.00 pm – 4.00 pm
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 the 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 a scholar-practitioner. To that end, this course has two complementary objectives.
First, this class will familiarize you with basic principles and current issues of higher education finance. Every scholar-practitioner needs an understanding of educational finance because virtually every office oversees a budget and, at times, is required to demonstrate its financial viability to various assessors. I seek to present core concepts in a way that they may be applied readily to educational practice. I will give special attention to the ways in which these topics touch upon other core issues in higher education—such as organization and administration, state and federal policy, and student choices—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. Necessary 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. Please note that a guide to writing style, mechanics and usage 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 any questions you have so that you can hone your skills as a reader of academic content.

Assignments
There are three assignments in this course:

1. **Mid-term examination:**
   This take home exam addresses major themes and content from the course. Evaluation is based upon demonstrated proficiency with course content, application of course readings, and the consistent use of a clear academic style of writing. 45% of final grade.

2. **Final examination:**
   Like the mid-term exam, this take home assignment addresses major themes and content from the course. Evaluation is based upon demonstrated proficiency with course content, application of course readings, and the consistent use of a clear academic style of writing. 45% of final grade.

3. **Class participation:**
   Attendance is expected. 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 me immediately.

In addition to attendance, students are required to:

a. Complete all readings and to be prepared to participate in classroom discussions. Please note that “participation” does not necessarily require speaking, and certainly does not indicate speaking out of turn or talking over classmates.

b. Each student is required to give a class presentation during the semester. The nature of the presentation differs based on a student’s program of study:
   i. If you are an M.Ed. student, present a “current events” news item related to higher education finance. This news item should be analyzed in light of course readings, illustrating how theory and research can inform our understanding of practical problems (and, ideally, illuminate potential responses to these problems). This informal presentation should last no more than 10 minutes.
   ii. If you are a Ph.D. or Ed.D. student, present one of the supplemental readings listed on the syllabus. The presentation should connect the chosen article to key course topics, including other readings for the week. These connections to other readings should illuminate the article’s distinctive contributions as well as its limitations. This informal presentation should last no more than 10 minutes.

10% of final grade.

Grades and evaluation
A 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. Each assignment is graded separately. All grades are then weighted as noted above to produce a final grade.

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. Reasonable accommodations can be made on a case-by-case basis. Should you require accommodation in assignment deadlines, please contact me as soon as possible.

Course readings
There are two required books for this course:

In weekly assignments, I will refer to this text as “A&F 2017.”


In weekly assignments, I will refer to this text as “WB&A.”

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 (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 “DollarstoDonuts” (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.

Policy reports are available as free PDFs on the Internet. I have included URLs for your convenience.

**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](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](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Student Perceptions of Teaching (SPOT)**

Completion of an online 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)
Unit I – Financing colleges and universities

September 1, 2022 – Introductions, syllabus review, general comments

September 8, 2022 – Decision-making and mission
  - “Introduction,” pp. 1-18
WB&A Ch. 4.

Doctoral students present:
  - Digital object identifier is: 10.1007/s10755-020-09541-7

September 15, 2022 – Institutions, work and workers
A&F 2017 Ch. 1-2
Morales, A. (2022, June 17). *Take this job and (change) it: The great resignation in higher education*. NASPA.
  - “Introduction,” pp. 1-28
  - This chapter is available as part of an electronic book through the UNT Libraries
  - Ch. 1, “Introduction,” pp. 1-20
Three M.Ed. students present a current event

**September 22, 2022 – Higher education costs**

Three M.Ed. students present a current event

**September 29, 2022 – Government subsidies**
A&F 2017 Ch. 7

Doctoral students present:

**October 6, 2022 – NO CLASS – Instructor travel**

**October 13, 2022 – Other subsidies**
Doctoral students present:
  - Digital object identifier is: 10.1080/00221546.2021.1888635

Instructor will answer student questions as an exam review

Mid-term exams distributed

**October 20, 2022 – No class – Mid-term exams due**

**Unit II – Financing students**

**October 27, 2022 – Tuition and discounting**
WB&A Ch. 5

Three M.Ed. students present a current event

**November 3, 2022 – Demand and admissions**
A&F 2017 Ch. 5
  - Chapter seven, “Yield,” pp. 228-241
economic and postsecondary context. In S. Slaughter, & B. J. Taylor. (Eds.), *Higher education, stratification, and workforce development: Competitive advantage in Europe, the US, and Canada*. Springer.

Doctoral students present:


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**November 10, 2022 – Student choice**
A&F 2017 Ch. 6


Three M.Ed. students present a current event

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**November 17, 2022 – NO CLASS – ASHE CONFERENCE**

**November 24, 2022 – NO CLASS – UNIVERSITY HOLIDAY**

Unit III – Tying the threads together

**December 1, 2022 – Institutions, individuals, and inequality**
A&F 2017 Ch. 10-11


- “Marketing Diversity,” pp. 173-189
- This chapter is available as part of an electronic book through the UNT Libraries


Instructor will answer questions as an exam review

Final exams distributed

**December 8, 2022 – Final exams due via email by 4.00 pm**