

EDHE 6760  
Higher Education Finance  
Thursdays, 4.00-6.50 pm  
Wooten Hall #221  
Fall 2023

About the instructor

Barrett Taylor, Ph.D.  
Associate Professor of Higher Education  
Matthews Hall #214J  
T: 940.565.3238  
E: [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu)

Office hours

Tuesdays, 10.00 am – 2.00 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:

#### 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.

#### 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. In lieu of a final exam, doctoral students may complete a literature review essay of 8-10 pages on a topic of their choice. Students selecting this option must secure approval of their topic from the instructor before the last day of class. 45% of final grade.

#### 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.

Please note that I cannot reliably accommodate Zoom-based attendance/participation for this class. While students may privately arrange for a peer to Zoom them into class, I have consistently found that students cannot actively participate in class discussion and activities when joining via Zoom again because of classroom technology limitations.

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 event” 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, after which the doctoral student should facilitate class discussion on key themes and ideas related to the article.

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.

All written assignments must be submitted both through Canvas and by email on the due date as noted on the updated syllabus on Canvas. All assignments must be submitted to Canvas for verification of originality through Turnitin. An originality score of more than 15% will result in a rewrite. Please also email me a backup copy of your assignments to ensure that I receive it in the event that there is a Canvas malfunction.

Artificial Intelligence (AI) algorithms (e.g., ChatGPT) scrape data from a wide variety of electronic sources. Because these programs often do not directly attribute their responses to the underlying sources, use of AI software may result in high originality scores or other indicators that your submission is unoriginal. I will direct Turnitin to check for evidence of AI usage. The importance of conducting original work is one of several reasons that I strongly discourage the use of AI software in this class.

### 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:

Archibald, R. N., & Feldman, D. H. (2017). *The road ahead*. Oxford University Press.

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

Weisbrod, B. A., Ballou, J. P., & Asch, E. D. (2008). *Mission and money: Understanding the university*. Cambridge University Press.

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

HEmoney

Please note that this password is 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 download a copy of the syllabus from Canvas.

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>.

### 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 (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](http://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 – Financing colleges and universities

August 24, 2023 – Introductions, syllabus review, general comments

No readings

August 31, 2023 – Decision-making, scarcity and mission

Aguilar-Smith, S. (2021). Seeking to serve or to \$erve? Hispanic-Serving Institutions' race-evasive pursuit of racialized funding. *AERA Open*, 7(1), 1-15.

Mullainathan, S., & Shafir, E. (2013). *Scarcity*. Picador.

- “Introduction,” pp. 1-18

Taylor, L. D. (2020). Neoliberal consequences: Data-driven decision-making and the subversion of student success efforts. *The Review of Higher Education*, 43(4), 1069-1098.

WB&A Ch. 4.

Doctoral student presents one of:

Gonzales, L. D., Hall, K., Benton, A., Kanhai, D., & Núñez, A. (2021). Comfort over change: A case study of diversity and inclusivity efforts in U.S. higher education. *Innovative Higher Education*.

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

Hearn, J. C., & Burns, R. (2021). Contingent faculty employment and financial stress in public universities. *The Journal of Higher Education*, 92(3), 331-362.

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.

September 7, 2023 – Institutions, work and workers

A&F Ch. 1-2

American Association of University Professors. (2021, July). [\*The annual report on the economic status of the profession, 2020-21\*](#). AAUP.

Morales, A. (2022, June 17). [Take this job and \(change\) it: The great resignation in higher education](#). *NASPA*.

Hamilton, L. T. & Nielsen, K. (2021). *Broke: The racial consequences of underfunding public universities*. University of Chicago Press.

- “Introduction,” pp. 1-28
- This chapter is available as part of an electronic book through the UNT Libraries

Taylor, B. J., & Cantwell, B. (2019). *Unequal higher education: Wealth, status and student opportunity*. Rutgers University Press.

- Ch. 1, “Introduction,” pp. 1-20

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



Three M.Ed. students present a current event

#### September 14, 2023 – Higher education 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.
- Leslie, L. L., & Rhoades, G. (1996). Rising administrative costs. *The Journal of Higher Education*, 66(2), 187-212.
- McClure, K. R., & Titus, M. A. (2018). Spending up the ranks? The relationship between striving for prestige and administrative expenditures at U.S. research universities. *The Journal of Higher Education*, 89(6), 961-987.

Three M.Ed. students present a current event

#### September 21, 2023 – Government subsidies

A&F Ch. 7

- Jones, T., & Nichols, A. H. (2020). [\*Hard truths: Why race-conscious policies can fix racism in higher education\*](#). The Education Trust.
- Laderman, S., & Kunkle, K. (2022). [\*State higher education Finance 2021\*](#). SHEEO.
- Monarrez, T., Fernandez, F., & Rainer, M. (2021). [\*Impact of state higher education finance on attainment\*](#). The Urban Institute.

Doctoral student presents one of:

- Barringer, S. N. (2016). The changing finances of public higher education organizations: Diversity, change and continuity. *Research in the Sociology of Organizations*, 46, 223-263.
- Crisp, G., Doran, E., & Reyes, N. A. S. (2018). Predicting graduation rates at 4-Year Broad Access Institutions using a Bayesian modeling approach. *Research in Higher Education*, 59(2), 133-155.
- Li, A. (2017). Dramatic declines in higher education appropriations: State conditions for budget punctuations. *Research in Higher Education*, 58(4), 395-429.
- Taylor, B. J., Cantwell, B., Watts, K., & Wood, O. (2020). Partisanship, white racial resentment, and state support for higher education. *The Journal of Higher Education*, 91(6), 858-887.

#### September 28, 2023 – Other subsidies

- Meyer, H., & Zhou, K. (2017). Autonomy or oligarchy? The changing effects of university endowments in winner-take-all markets. *Higher Education*, 73(6), 833-851.

WB&A Chs. 6-9



Three M.Ed. students present a current event

Instructor will answer student questions as an exam review

Mid-term exams distributed

October 5, 2023 – No class – Students work on mid-term exams

October 12, 2023 – No class – Mid-term exams due in Canvas and via email to [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu) by 11.59 pm

## Unit II – Financing students

October 19, 2023 – Tuition and discounting

Hillman, N. W. (2012). Tuition discounting for revenue management. *Research in Higher Education*, 53(3), 263-281.

WB&A Ch. 5

Three M.Ed. students present a current event

October 26, 2023 – Demand and admissions

A&F Ch. 5

Baker, D. J., & Bastedo, M. N. (2021). What if we leave it up to chance? Admissions lotteries and equitable access at selective colleges. *Educational Researcher*.

Cantwell, B., Marginson, S., & Smolentsiva, A. (2018). Propositions about high participation systems of higher education. In B. Cantwell, S. Marginson, and A. Smolentsiva (Eds.) *High Participation Systems of Higher Education*, xxi-xxii. Oxford University Press.

Furuta, J. (2017). Rationalization and student/school personhood in US college admissions: The rise of test-optional policies, 1987 to 2015. *Sociology of Education*, 90(3), 236-254.

Stevens, M. L. (2007). *Creating a class: College admissions and the education of elites*. Harvard University Press.

- Chapter seven, “Yield,” pp. 228-241

Weis, L. (2016). Positioning for elite and quasi-elite colleges and universities in the United States: Parent and student strategies for “maintaining advantage” in a new 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 student presents one of:

- Cantwell, B. (2019). Are international students cash cows? Examining the relationship between new international undergraduate enrollments and institutional revenue at public colleges and universities. *Journal of International Students*, 5(4), 512-525.
- Holland, M. M., & Ford, K. S. (2021). Legitimizing prestige through diversity: How higher education institutions represent ethno-racial diversity across levels of selectivity. *The Journal of Higher Education*, 92(1), 1-30.
- Jaquette, O., & Curs, B. (2015). Creating the out-of-state university: Do public universities increase nonresident freshmen enrollment in response to declining state appropriations?. *Research in Higher Education*, 56(6), 535-565.

### November 2, 2023 – Student choice

A&F Ch. 6

- Comeaux, E., Chapman, T. K., & Contreras, F. (2020). The college access and choice processes of high-achieving African American students. *American Educational Research Journal*, 57(1), 411-439.
- Cox, R. D. (2016). Complicating conditions: Obstacles and interruptions to low-income students' college "choices." *The Journal of Higher Education*, 87(1), 1-26.
- Nienhusser, K., & Oshio, T. (2017). High school students' accuracy in estimating the cost of college: A proposed methodological approach and differences among racial/ethnic groups and college financial-related factors. *Research in Higher Education*, 58, 723-745.

Three M.Ed. students present a current event

## Unit III – Tying the threads together

### November 9, 2023– Institutions, individuals, and inequality

A&F Ch. 10-11

- Hamilton, L. T. & Nielsen, K. (2021). *Broke: The racial consequences of underfunding public universities*. University of Chicago Press.
- “Marketing Diversity,” pp. 173-189
  - This chapter is available as part of an electronic book through the UNT Libraries
- Rosinger, K., Ford, K., & Choi, J. (2020). The role of selective college admissions criteria in interrupting or reproducing racial and economic inequities. *The Journal of Higher Education*, 92(1), 31-55. <https://doi.org/10.1080/00221546.2020.1795504>

Warshaw, J. B., DeMonbrun, M., & McNaughtan, J. (2022). Suppressing racial diversity for prestige? The conflicting imperatives of public master's institutions. *The Journal of Diversity in Higher Education*.

Instructor will answer questions as an exam review

Final exams distributed

November 16, 2023 – No class – ASHE annual meeting

November 23, 2023 – No class – University holiday

November 30, 2023 – Final exams due in Canvas and via email to [barrett.taylor@unt.edu](mailto:barrett.taylor@unt.edu) by 11.59 pm