

EDHE 6760
Higher Education Finance
Thursdays, 4.00-6.50 pm
Wooten Hall #315
Fall 2022

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)
Associate Professor of Higher Education
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:

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 2017.”

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 “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>.

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 (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>

Unit I – Financing colleges and universities

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

September 8, 2022 – Decision-making 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

Newfield, C. (2009). Ending the budget wars: Funding the humanities during a crisis in higher education. *Profession*, 8, 270-284.

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 students present:

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 15, 2022 – Institutions, work and workers

A&F 2017 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 22, 2022 – 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 29, 2022 – Government subsidies

A&F 2017 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 students present:

- 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.

October 6, 2022 – NO CLASS – Instructor travel

October 13, 2022 – 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

Doctoral students present:

Haddad, N. (2021). Philanthropic foundations and higher education: The politics of intermediary organizations. *The Journal of Higher Education*.

- Digital object identifier is: 10.1080/00221546.2021.1888635

Hu, X., Fernandez, F., & Gándara, D. (2020). Are donations bigger in Texas? Analyzing the impact of a policy to match donations to Texas' emerging research universities. *American Education Research Journal*. doi: 10.3102/0002831220968947

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

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

November 3, 2022 – Demand and admissions

A&F 2017 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 students present:

- 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 10, 2022 – Student choice

A&F 2017 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

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

- 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.

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

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