University of Northern Colorado

College of Education and Behavioral Sciences
Department of Leadership, Policy, and Development
Higher Education and Student Affairs Leadership

Finance and Resource Management in Higher Education (HESA 683)
Spring 2015

Instructor: Dr. Gabriel Ramón Serna, Assistant Professor, HESAL
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Room: Lowry Campus
Meeting Time: Jan. 30/31; Feb.13/14; Mar. 6/7; April 3/4; Friday 5pm-9pm, Saturday 9am-4pm
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Office: McKee 404
Office Hours: By appointment (I am also available to speak via telephone and email)

Course Overview
This course is designed to introduce higher education and student affairs professionals to the finance and resource management (economics) of higher education. The main objective is to provide leaders and practitioners with an understanding of the key concepts and issues related to federal, state and individual roles in the financing and economics of higher education. This knowledge is crucial for educational leaders because many critical decisions in higher education involve interplay among financial-economic, and political considerations. In this course, students will also gain some exposure to the typical economic theories used when considering U.S. higher education as well as the internal budgetary processes employed.

Course Objectives and Themes
1. To develop an understanding of the primary concepts in finance and economics of higher education.
2. To understand who the main players are and the main roles they play with respect to financing of postsecondary education.
3. To review the literature regarding the development, implementation, and evaluation of policies related to the economics and finance of higher education
4. To examine the individual and societal returns to higher education in the U.S.
5. To understand how higher education is financed in the U.S. and to unpack the true costs and price of higher education as well as which factors drive college costs.
6. To understand how higher education budgets are configured at the institutional level and to develop a basic understanding of university and college budgets and the connection between resources and strategic planning.
7. To develop an understanding of different forms of financial aid and their implications for access and equity.
Classroom and Course Policies

Student Attendance and Responsibilities
Students should attend **ALL** class sessions. Attendance is **NOT** an optional element for this course. Students are expected to attend each class. Please inform me via email if you are unable to attend class as a professional courtesy; however, there are no ‘excused’ absences. Missing more than two classes will result in a reduced final letter grade and missed in class assignments may not be made up. Due to the nature of this course, it is not feasible for students to do ‘extra’ work to make up for missed classes. All students are expected to demonstrate professional demeanor. This includes arriving to class on time, displaying professional courtesy to classmates and to the instructor, meeting deadlines, and notifying the instructor in advance if it is not possible to attend class. Exceptions to deadlines will be made through prior discussions with, and approval by, the instructor.

Always keep in mind I am here to assist you to succeed in this course. Still, the ultimate responsibility for your work and your success lies in your hands.

Student Behavior
Students are expected in every interaction, with both other students and the instructor, to maintain a respectful tone and demeanor. The instructor reserves the right to dismiss students from class at his discretion if the student’s behavior should be deemed disruptive to the classroom environment and learning experience. Please remember we can disagree without being disagreeable. Discrimination on the basis of race, class, gender, sexual orientation, political persuasion, religious beliefs, or other forms will not be tolerated.

Cell Phones, Texting, and Laptops
I ask that all students refrain from any cell phone usage and texting during class. Cell phones should be powered down or silenced before class. Students who do not abide by this policy will be dismissed and marked as “absent” for that day’s class. Students are allowed to use their laptops, or tablets to take notes or bring up readings during class. However, if at any point in the semester the instructor deems the use of technology disruptive, he reserves the right to revoke their use in class.

Religious Observances: Students will not be penalized because of observances of their religious beliefs. If you are not able to attend class due to your participation in religious observances, please inform the instructor as soon as possible.

Students with disabilities: Any student requesting disability accommodation for this class must provide official notification to the instructor and are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.
**Student Academic Responsibilities:** This graduate course indicates a high level of commitment as a student and scholar. To that end participants are expected to come to class having completed readings and assignments. Not all readings may be addressed directly in class but are essential for classroom conversations and your professionalization. Additionally, participation in class is of utmost importance.

*Active reading:* Requires that you engage with the reading which includes identifying main points and inconsistencies, consider these points from a critical perspective, and make connections among the texts, professional experiences, and readings from other courses. Moreover, you should become familiar with the primary debates and issues in the field.

*Active participation:* Requires that you contribute your insights and informed experiences during the class. It means that you engage in dialogue with your colleagues—listening carefully, articulating thoughtfully, and making connections.

I do not mind if you bring food to our class, however, please be aware of how it impacts others in the course. Loud and crunchy or overly aromatic foods are discouraged.

**Instructor Responsibilities:** As the instructor for this course, I will hold myself to the same rigorous standards I maintain for students. Therefore, my responsibilities to the class include:

- Being prepared for class, read and returning students’ work in a timely manner.
- Remembering that students bring different experiences and perspectives to the course which are to be respected and incorporated whenever possible.
- Meet with students individually or in groups upon request and be available in person, by telephone, and by e-mail.

**Format and writing:** This is a heavy reading and writing course. Therefore, all papers required for this class should be submitted in APA style, 6th edition. Please cite both in-text and in the bibliography correctly. The UNC bookstore usually carries the spiral bound versions that are more helpful than regular bound. Purdue University has a great APA resource online: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

Because writing is a high-level skill that only develops through practice. I encourage you to proofread and, if possible, to have another classmate edit and critique your papers to ensure a high level of quality and content. Please follow formal rules of writing, such as avoiding contractions, slang, and clichés. In general Wikipedia is not an acceptable source, in fact you should draw heavily from the class readings and the journals cited in this syllabus. All papers and work should be double-spaced, stapled, and in size 12-font. The UNC Writing Center is also available to students.

**Academic Honesty Statement:**

The HESAL faculty is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct, and are expected to demonstrate this in their own courses. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of University rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be
construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work or turning in the same paper for credit in two courses without authorization. This includes students who aid and abet as well as those who attempt such behavior. The penalty for academic dishonesty is an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, please seek assistance.

Copyright Statement: Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed by the University of Northern Colorado contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Required Texts:


4. Multiple readings are assigned each week from a number of sources. The majority of the articles we shall be reading are available through Blackboard or UNC’s library. Any readings that are not will be handed-out in class or posted.

5. I recommend reading at least once a week both The Chronicle of Higher Education and Inside Higher Ed. This will give you a good feel for what’s going on in higher education in general.
Grading and Assignments

Grading scale: 100 total points

| 93-100= A | 73-76 = C |
| 90-92 = A- | 70-72 = C- |
| 87-89= B+ | 67-69= D+ |
| 83-86= B | 63-66= D |
| 80-82=B- | 60-62 = D- |
| 77-79= C+ | 0-59 = F |

1. Class Participation (15 points): As mentioned above students should come to class having completed readings and assignments. This also means that you should be prepared to contribute your informed views and experiences during the class. It means that you will participate in class discussion and take part in dialogue with your colleagues always drawing upon the course and other relevant materials to support your points. Additionally, each student should choose an area of the syllabus, at least one reading, to help the instructor lead discussion upon for at least one class session. In some instances two students will help lead the discussion together on the readings. Your discussion leadership should include critical analysis and questions for the class as well as highlighting the themes between the readings for that week. Handouts or other activities are encouraged as ways to help lead learning of the material by all.

2. News article (15 points) DUE ON SATURDAY OF OUR SECOND CLASS MEETINGS: Finance issues arise in various ways in higher education daily news articles. During the Saturday meeting of our second class, students are required to bring a news article to class that demonstrates an example of a financial topic that we will explore in class on our first few days. I encourage students to be as creative as possible when selecting their articles. Students will come to class prepared to provide their classmates a brief summary of the main subject matter and purpose of the article as well as to lead discussion for 10-15 minutes. If there are any specific policy issues being addressed, these should be discussed as well. After offering a brief summary of the piece, students will offer a critical reflection that discusses (at a minimum) the financial implications of this particular news story; the likelihood that this story is relevant or generalizable to other institutions/states/nations; the application of a conceptual perspective to frame the story; and a statement on what else you would like to have seen the article cover. Students are expected to submit handouts or powerpoints to the professor at least 24 hours before the class meeting. The handout or powerpoint should summarize the key points in the article and briefly outline your critical reflection on the article. All students should come prepared to share with your classmates and engage in a discussion about the financial issue under consideration. Students can find many articles on multiple higher education topics in The Chronicle of Higher Education as well as Inside Higher Ed. Other sources are also permitted such as The Economist, WSJ, etc.

3. Midterm (35 points) POSTED ON MARCH 2nd DUE MARCH 11th by 5pm: The midterm exam will deal with all material from class, readings, and our discussions up to that point in the semester including material from the weeks it is distributed and due. This exam will likely include short answer, graphical analysis, essay questions and/or vignettes. Students are allowed to consult any materials from class, online, or other materials; students should not consult other faculty (at any institution) or students in answering the exam.

4. Final Paper (35 points)*: The final paper should clearly situate your topic in 10-15 double-spaced pages and it should:
• Include an introduction and review of the appropriate literature including what other scholars have said about the topic and where research gaps may exist including at least 7-10 sources not included in the syllabus from your own research
• Answer the “so what?” question in terms of policy and practice. In other words, why does and should this topic matter to scholars, practitioners, and policy-makers
• Explain how your survey adds to our understanding of the topic and explain what evidence (data sources and methodological approaches) the literature cites that supports your view and critique
• Finally, draw out implications for the field and provide recommendations that you would suggest now that you are familiar with many of the primary debates and issues in the field.

To help keep groups accountable to one another, this assignment will include 10 points allocated by each member of the group to other members. In other words, you will have up to ten points to allocate to each group member that will help peers evaluate relative contributions to the final project. You should provide a brief rationale for your assignment of points.

*For Master’s students a group project of no more than three members will be assigned. Any grades assigned by the instructor for projects done by the group will be the same for each member. Also, for more advanced students a research proposal (15 pages) is also acceptable for individuals.

6. Extra Credit (2 points): At the end of each semester the CEBS holds a research evening for students (and groups of students) to present course related research, often in poster form, being worked on. The purpose of the evening is to get students thinking about the presentation of their work. In previous semesters students have presented posters on literature reviews they have conducted and proposals for conducting research. This year research night will be on Dec 11 from 5-7, space TBD. During the past few years HESAL has held its fall celebration immediately following in North or South Hall.

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**Readings and Assignments by Week and Topic:**

1. **First Class Jan.30/31, (Article Choice for Handout Due)**
   **Introduction and Overview**
   - Introductions
   - Syllabus
   - Expectations

   **Introductory Readings:**


   **Topic A: Basics of Higher Education Finance and Economic Theories (Basics of Supply and Demand; Public goods vs. Private goods)**

   Paulsen & Smart Chapter 15 (St. John & Paulsen)
St. John & Parsons Chapter 1 (St. John & Parsons)


**Topic B: Investments and Returns to Higher Education (Consumer Choice Theory, Marginalism, and Subsidies)**

Paulsen & Smart Chapter 3 (Paulsen)


2. **Second Class, Feb. 13/14** *(Welfare Analysis, Elasticities and Econometric Specifications; News Articles Due in Class Saturday Morning)*

**Topic A: Institutional Revenues and Costs**

Paulsen & Smart Chapters 1

St. John & Parsons Chapter 8 (Hossler)

Archibald & Feldman Chapters 1-7


**Topic B: Financing Postsecondary Institutions: State Level**

Paulsen & Smart Chapter 8 (Mumper)

St. John & Parsons Chapters 5 (Zumeta)

Archibald & Feldman, Chapter 15


**Topic C: Financing Postsecondary Education: Federal Level**

St. John & Parsons Chapters 2& 3 (Hearn & Holdsworth)

Archibald & Feldman, Chapter 13


3. **Third Class, March 6/7 (Mid-term Work and Final Project Discussion; Mid-term due March 11th by 5pm)**

**Topic A: Basics of College-Budgeting**

Paulsen & Smart Chapter 14 (Lasher & Greene)


**Topic B: Financial Aid Policies**

St. John & Parsons Chapter 7 (St. John & Chung)

Paulsen & Smart Chapter 10 (St. John, Asker, & Hu)

Archibald & Feldman, Chapters 11 & 14

4. **Fourth Class, April 3/4 (Possible Guest Speakers, Work on Final Paper, Wrap up, and Reflection)**

**Topic A: Community College Finance**

Paulsen & Smart Chapter 13 (Vorhees)


Romano, R.M. and Djajalaksana, Y.M. (2010). *Using the community college to control college costs: How much cheaper is it?* from Cornell University, School of Industrial and Labor Relations site: [http://digitalcommons.ilr.cornell.edu/workingpapers/133/](http://digitalcommons.ilr.cornell.edu/workingpapers/133/)


**Topic B: Access, Affordability, and Enrollments**

Paulsen & Smart Chapters 2(Baum) & 11(Hearn)

Archibald & Feldman, Chapter 12


**FINAL PAPER DUE APRIL 24th BY 5PM**

Your receipt of this syllabus signifies your understanding and acceptance of all policies and timelines outlined. As the instructor, I reserve the right to modify the syllabus at anytime for pedagogical reasons.