HIED 8230

Planning & Budgeting in Higher Education

3 credit hours; Fall 2018

**Instructor**

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**Course Time & Location**

Thursdays, 5:00pm-7:50pm

August 20-December 14

Haley Center 1454

**Course Description**

This course is designed to introduce students to the planning, budgeting, and finance of higher education institutions. The material in this course facilitates students’ exploration of financial decision-making, strategic planning, revenues, expenditures, budgetary processes, and emerging issues in the financing of colleges and universities. Exploring scholarly research and professional practice, students will gain a better understanding of how colleges and universities function financially.

**Course Expectations**

This is a graduate course will be taught in a seminar format, so familiarity with course readings and active participation in class discussions are crucial to success in this course. Students in this course will be expected to incorporate and synthesize the readings, current issues in the planning and budgeting in higher education, and experiences in their professional roles to better understand and apply the concepts introduced in this course.

**Course Objectives**

* Examine how colleges and university financial planning and budgeting.
* Explore specific financial policies that influence college and university operations.
* Evaluate the implications of emerging financial issues in the higher education landscape for students, faculty, and other stakeholders.
* Review and evaluate literature and research studies on the organization, governance, and administration of higher education.
* Address issues of power and equity related to the planning and budgeting of higher education institutions.

**Required Text**

Serna, G. R., & Weiler, S. C. (2016). *Higher education, fiscal administration, and budgeting: An applied approach*. Lanham, MD: Rowman & Littlefield.

Recommended Text

Zumeta, W., Breneman, D. W., Callan, P., & Finney, J. E. (2015). *Financing American higher education in the era of globalization*. Cambridge, MA: Harvard Education Press.

**Course Requirements and Evaluation**

*Class Attendance & Participation – 30 points*

Each student is expected to contribute to attend each class session and contribute to class discussions, activities, and case analyses. Student participation in class and critical engagement with course reading materials are crucial to the success of this course. Students are also encouraged to bring other readings and professional experiences to the classroom to add to our collective knowledge.

*Financial Priorities Paper– 10 points*

**Due via Canvas on Session 9 October 18th**

Students will choose a specific institution and choose 3-5 financial priorities for that institution (e.g. need-based financial aid, faculty incentives for research, a new athletics building). Students should provide evidence for the need for these recommendations and discuss the implications of their financial priorities for growth, but also how their decisions will affect other areas of university operations that will not receive funding. Students should come prepared to discuss their recommendations in Session 12 (November 8). Students should also prepare a written memo (5 pages maximum) for submission at the end of that class session that includes the following:

* + Context (institution type, number of students, etc.)
  + Discussion of 3-5 financial priorities
  + Justification for each financial priority
  + Implications of each financial priority

*Issue Paper Proposal – 20 points*

**Due via Canvas on Session 4 September 13th**

Students will submit a paper (2-4 pages) describing the topic of their final issue paper, a topic of the student’s choosing, and a preliminary list of scholarly articles that you plan to incorporate into your study. The proposal should discuss the following:

* Background on the issue
* How and why this issue is significant
* Institutional type and context of the issue
* Examine, evaluate, and critique scholarly resources surrounding the issue
* Discuss future developments related to this issue

*Issue Paper Presentation – 10 points*

**In-class Presentations on Session 16 December 6th**

After submitting the final issue paper, students will present their work in a roundtable format with other students. These presentations will be 10-12 minutes long. Students will be expected to comment on other students’ work, raise questions, and actively engage while other students’ present their work. Successful presentations will be well thought out, discuss relevant scholarly resources, and must include a one page handout.

*Issue Paper – 30 points*

**Due via Canvas on Session 16 December 6th**

Students will develop papers that examine a particular issue related to planning and budgeting in higher education. Issue papers will be assessed based on the importance of the issue discussed, incorporation of scholarly resources, clarity of writing and adherence to APA style, and analysis of the future implications of this issue for future research and practice in higher education. Each issue paper (25 pages) should follow APA format.

30 points Class Attendance & Participation

10 points Financial Priorities Paper

20 points Issue Paper Proposal

10 points Issue Paper Presentation

30 points Issue Paper

100 points

Grading Scale

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F Below 60

**Student Support**

*Disability Accommodations*: “Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).”

*Basic Needs Accommodations*: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

*Non-Discrimination Policy*: Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class.  If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, or gender expression), we encourage you to report it.  If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident so that you can be made aware of resources, accommodations, and reporting options available to you.  For more information about our Title IX reporting and resource options at Auburn University, please go to [www.auburn.edu/titleix](http://www.auburn.edu/titleix) .

Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Course Schedule\***

Session 1 – August 23 *Introduction to the Course*

Introduction

Syllabus

Session 2 – August 30 *Financial Overview of Higher Education*

Schapiro, M.O. (1993). The concept of productivity as applied to U.S. higher education. In M.S. McPherson, M.O. Schapiro, and G.C. Winston (Eds.), Paying the piper: Productivity, incentives, and financing in U.S. higher education (pp. 37-68). Ann Arbor: University of Michigan Press.

McMahon, W.W. (2010). The private and social benefits of higher education: The evidence, their value, and policy implications. New York: TIAA-CREF Institute Report.

Winston, G.C. (1999). Subsidies, hierarchy and peers: The awkward economics of higher education. Journal of Economic Perspectives, 13 (1), 13-36.

Session 3 – September 6 Background

Serna & Weiler Chapters 1 & 2

Zumeta Chapter 3

Wellman, J. V. (2008). Spending More, Getting Less. Change, 40(6), 18–25.

Session 4 – September 13 *University Costs*

Serna & Weiler Chapter 3

McPherson, P. & Shulenburger, D. (2010). Understanding the cost of public higher education. Planning for Higher Education, 38 (3), 15-24.

Harris, D.N. & Goldrick-Rab, S. (2010). The (un)productivity of American higher education: From “cost disease” to cost-effectiveness. WISCAPE Working Paper, December, 2010. Madison, WI: University of Wisconsin.

Brinkman, P.T. (1986). Concepts of cost and cost analysis for higher education. AIR Professional File 23. Tallahassee, FL: Association for Institutional Research.

Session 5 – September 20 *University Revenues*

Hearn, J.C. (2003). Diversifying campus revenue streams: Opportunities and risks. Report for the American Council on Education series Informed Practice: Syntheses of Higher Education Research for Campus Leaders. Washington, DC: American Council on Education.

McGrath, M. (2014). The invisible force behind college admissions. Forbes Magazine, August 8.

Wellman, J. (2010). Improving data to tackle the higher education “cost disease.” Planning for Higher Education, 38 (3), 25-37.

Session 6 – September 27 *Financial Constraints*

Massy, W.F. (1996). Reengineering resource allocation systems. In Massy, W.F. (Ed.), Resource Allocation in Higher Education (pp. 15-47). Lawrenceville, NJ: Peterson’s Guides.

Michigan, University of. (2014). Cost containment efforts. White Paper available at http://www.vpcomm.umich.edu/pa/key/budget/documents/Cost-Containment\_August-2014.pdf .

Jones, D. & Wellman, J. (2010). Breaking bad habits: Navigating the financial crisis. Change, 42 (3), 6-13.

Recommended Reading

Jones, D. & Wellman, J. (2009). Rethinking conventional wisdom about higher ed finance. National Center for Higher Education Management Systems.

Pérez-Peña, R. (2013). College enrollment falls as economy recovers. New York Times, July 25. Available at http://www.nytimes.com/2013/07/26/education/ina-recovering-economy-a-decline-in-college-enrollment.html?\_r=0.

Session 7 – October 4 *Budgeting*

Serna & Weiler Chapter 6

Lasher, W.F. & Greene, D.L. (2001). College and university budgeting: What do we know and what do we need to know? Original article and epilogue. In M.B. Paulsen and J.C. Smart (Eds.), The finance of higher education: Theory, research, policy, and practice (pp. 501-542). New York, NY: Agathon Press.

Strauss, J., Curry, J., & Whalen, E., (1996). Revenue responsibility budgeting. In Massy, W. (Ed.), Resource allocation in higher education (pp. 163-190). Ann Arbor, MI: University of Michigan Press.

Session 8 – October 11

No Class – Fall Break

Session 9 – October 18 *Financial Planning*

Serna & Weiler Chapter 10

Chabotar, K.J. (2006). Chapter 5 of K.J. Chabotar, Strategic finance: Planning and budgeting for boards, chief executives, and finance officers. Washington, DC: Association of Governing Boards of Universities and Colleges.

Brinkman, P. & Morgan, A.W. (2010). Financial planning: Strategies and lessons learned. Planning for Higher Education, 38 (3), 5-14.

**Financial Priorities Paper Due in Canvas**

Session 10 – October 25 *Financial Policies*

Association of Governing Boards of Universities and Colleges. (2016). State governance action report (SGAR): State policies and legislation affecting public higher education governance and leadership. Washington, DC. Retrieved from <http://agb.org/reports/2016/2016-state-governance-action-report>

Li, A. Y. (2017). Covet thy neighbor or “reverse policy diffusion”? State adoption of performance funding 2.0. Research in Higher Education, 58(7), 746-771.

Orphan, C. M., Laderman, S., & Gildersleeve, R. E. (2018). The role of intermediary public policy organizations in shaping the policy agenda for higher education: A research brief. Denver, CO: University of Denver.

Session 11 – November 1 *Students*

Heller, D.E. (2011). The financial aid picture: Realism, surrealism, or cubism? Higher education: Handbook of theory and research, Volume 26 (pp. 125-160). Netherlands: Springer.

Hearn, J.C. (2001). Access to postsecondary education: Financing equity in an evolving context. In M.B. Paulsen and J.C. Smart (Eds.), The finance of higher education: Theory, research, policy, and practice, Volume XVI (pp. 439-460). New York, NY: Agathon Press.

Goldrick-Rab, S. Harris, D.N., & Trostel, P.A. (2009). Why financial aid matters in student success: Toward an interdisciplinary perspective. In Smart, J.C. (Ed.), Higher education: Handbook of theory and research, Volume XXIV (pp. 1-45). Netherlands: Springer.

Broton, K., & Goldrick-Rab, S. (2016). The dark side of college (un) affordability: Food and housing insecurity in higher education. *Change: The Magazine of Higher Learning*, *48*(1), 16-25.

Session 12 – November 8  *Performance-based Funding*

Kaikkonen, D. (2016). Shifting from enrollment- to performance-based funding in higher education: What can we learn from Washington’s experience? Education Finance and Policy, 11(4), 482–498.

Li, A. Y., Gándara, D., & Assalone, A. (2018). Equity or disparity: Do performance funding policies disadvantage two-year minority-serving institutions? Community College Review, 46(3), 288–315.

Jones, T. (2014). Performance funding at MSIs: Considerations and possible measures for public minority-serving institutions. Atlanta, GA: Southern Education Foundation. Retrieved from <http://www.southerneducation.org/Our-Strategies/Research-and-Publications/Performance-Funding-at-MSIs.aspx>

Session 13 – November 15

No Class – Association for the Study of Higher Education Conference

Session 14 – November 22

No Class – Thanksgiving Break

Session 15 – November 29 *Emerging Issues in Financing Higher Education*

Blumenstyk, G. (2013). More than 150 private colleges flunked financial-health test, U.S. says. Chronicle of Higher Education, July 23.

Hearn, J.C. (2008). Higher education’s new economics: The risks and rewards of emerging operational reforms. Report for the American Council on Education. Washington, DC: American Council on Education.

Free College Debates in NYT – Choose 3

<https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free>

Kelly, A. P. (January 20, 2016). The problem is that free college isn’t free. The New York Times. Retrieved from  
<https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/the-problem-is-that-free-college-isnt-free>.

Goldrick-Rab, S. (January 20, 2016). Public higher education should be universal and free. *The New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/public-higher-education-should-be-universal-and-free>.

Petrilli, M. J. (January 20, 2016). Free tuition is a needless windfall for affluent voters and state institutions. *The New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/free-tuition-is-a-needless-windfall-for-affluent-voters-and-state-institutions>.

Carruthers, C. (January 20, 2016). Tennessee is showing how free tuition community college works. *The New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/tennessee-is-showing-how-free-tuition-community-college-works>.

Edgecombe, N. (January 20, 2016). Aid low-income students and colleges that serve them. *The New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/aid-low-income-students-and-colleges-that-serve-them>.

Santiago, D. (January 20, 2016). Free tuition can boost Latinos college access and completion rates. *The New York Times*. Retrieved from <https://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free/free-tuition-can-boost-latinos-college-access-and-completion-rates>.

Session 16 – December 6 *Final Class Session*

**Final Issue Papers Due in Canvas**

**Issue Paper Roundtable Presentations**

\*Syllabus and class sessions are subject to change.

**General Course Information**

*Class Attendance*: Class participation is a critical aspect of this course, and therefore your course grade. In the event that you cannot attend a class session, please notify me as soon as possible.

*Assignments*: Assignments and written papers are due at the beginning of class on the date noted on the Course Schedule. Full credit will not be given for late assignments. Extensions will only be considered under extraordinary circumstances.

**Academic Integrity**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Additional Resources**

**Websites**

Change Magazine (www.changemag.org)

The Chronicle of Higher Education (www.chronicle.com)

Higher Ed Jobs (www.higheredjobs.com)

Inside Higher Ed (www.insidehighered.com)

Integrated Postsecondary Education Data System (<http://nces.ed.gov/ipeds/)>

National Center for Education Statistics (nces.ed.gov)

**Organizations**

American College Personnel Association ([www.myacpa.org)](http://www.myacpa.org))

American Educational Research Association ([www.aera.net)](http://www.aera.net))

Association for Institutional Research (www.airweb.org)

Association for the Study of Higher Education ([www.ashe.ws)](http://www.ashe.ws))

Student Affairs Administrators in Higher Education (www.naspa.org)

American Association of University Professors (www.aaup.org)

American Council on Education (www.acenet.edu)

Association of American Colleges & Universities ([www.aacu.org)](http://www.aacu.org))

Association of Governing Boards of Universities and Colleges ([www.agb.org)](http://www.agb.org))

Association of Public and Land Grant Universities (www.aplu.org)

National Association of College and University Business Officers ([www.nacubo.org)](http://www.nacubo.org))

Society for College and University Planning (www.scup.org)

**Higher Education Journals**

Educational Researcher

Higher Education

Innovative Higher Education

The Journal of Higher Education

The Journal of Higher Education Management

The Journal of Higher Education Policy and Management

Planning for Higher Education

Research in Higher Education

The Review of Higher Education

Journal of College Student Development

Journal of Student Affairs Research and Practice