Budgeting and Finance in Higher Education
ELPS 454 - Fall 2018
Tuesdays – 4:15 PM-6:45 PM
Water Tower Campus, Maguire Hall, Room 403

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Office Location: Lewis Towers (111 E. Pearson St.) – 1140
Office Hours: Tuesdays 1:00 PM – 3:00 PM or by appointment: https://dmorgan6.youcanbook.me/

COURSE DESCRIPTION
This course will seek to not only introduce students to important concepts, theories, and fiscal practices of higher education budget and finance, but will offer numerous opportunities for students to analyze, test, and get feedback on their financial decision-making and the impact thereof on important higher education issues. Other topics we will cover include but are not limited to: The increasing importance of higher education advancement (aka fundraising); pros and cons of different budget models; the true cost of institutional employees; federal, state, and local impacts on institutions’ finances; nuances between public & private institutions; and tensions between institutional priorities, strategic plans, budgets, and diversity outcomes.

One of the underlying themes of the course will be to continually analyze and critique the ways in which the financial aspects of higher education are often complicit or the root of marginalization and oppression perpetuated by higher education institutions. The course is accessible to all levels of financial and mathematical reasoning ability and there is no background knowledge required beyond an interest in learning about this critical component of higher education.

LEARNING OUTCOMES
Upon completion of this course, students will be able to:
• Understand micro and macro-economic forces that influence different higher education stakeholders (e.g., students, institutions, governments, etc.)
• Identify strengths and weaknesses of different budgeting models
• Diagnose an organization’s financial strengths and weaknesses
• Comprehend and explain basic financial information from organizational leadership, board members, community partners, and students.
• Utilize the skills needed to be an effective participant in the budget process, including cost analysis, revenue and expenditure estimation, and preparation of budget justifications.
• Identify and articulate budgeting and finance’s role in perpetuating oppression

POLICIES
School of Education Conceptual Framework: Social Action through Education
The School of Education at Loyola espouses a guiding framework that is the “foundation to the School of Education Conceptual Framework Standards”. You can read more about the framework here:
Given this course’s emphasis on understanding social justice in higher education through critically exploring how budgeting and financial practices in higher education perpetuate oppression this course promotes and coincides with the SOE’s conceptual framework particularly as it pertains to diversity (CFS3) given the learning outcomes of the course stated above.

**Professional Dispositions**

As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include **Professionalism, Inquiry, and Social Justice**. These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. Specifically, this course takes up issues of social justice and professionalism through course topics and discussions about how to operate as a stakeholder in higher education environments. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

*LiveText: All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [http://www.luc.edu/education/admission/tuition/coursemanagement-fee/](http://www.luc.edu/education/admission/tuition/coursemanagement-fee/).

**IDEA Objectives for This Course**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page. The related objectives for this course are:

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing skill in expressing oneself orally or in writing

**Email/Sakai**

Email will be the primary means of communication between you and I and your classmates outside of class time. Please be prompt in responding to emails – **no more than 48 hours should lapse before emails are returned or acknowledged**. Also, the Sakai site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like Sakai please peruse the following website to help acquaint yourself: [http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml](http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml)

**Cell Phones / Technology**

It is my expectation and initial assumption that if you are using a cell phone, laptop, or other tech device that you are doing so in the service of helping you engage more fully in the class. That being said, if these devices become a distraction and begin to detract from the learning environment, this policy may be revised.

**Writing Expectations/APA Style**

ELPS 454 – Fall 2018
The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, I hope that you hone your ability to write in different styles and to different audiences while in this program. For this course, the expectation is that most* papers (are):

- Typed
- Submitted in APA 6th Edition Format for in-text citations and reference section
- Use 12 point Times New Roman Font
- Double-spaced
- Have one-inch margins

If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading please visit: [http://www.luc.edu/writing/](http://www.luc.edu/writing/).

**When uploading assignments to Sakai – please use the following Naming Convention:**

“TitleofAssignment_LastNameFirstName”

**Syllabus Addendum**

The information below can also be found here: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Information found on the link supersedes the information below as it may be updated or changed during the course of the semester. However, I include the information below so that you have access to the spirit of this important information without the use of a computer.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education’s Policy on Academic Integrity ([http://www.luc.edu/education/resources/academic-policies/academic-integrity/](http://www.luc.edu/education/resources/academic-policies/academic-integrity/))

Additional Academic Policies and Procedures ([http://www.luc.edu/education/resources/academic-policies/](http://www.luc.edu/education/resources/academic-policies/))

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the Services for Students with Disabilities web site ([http://www.luc.edu/sswd/index.shtml](http://www.luc.edu/sswd/index.shtml)).

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- School of Education Cyberbullying Policy (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- School of Education Netiquette Guidelines (PDF) (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- University Policies and Guidelines (http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

**Basic Needs & Security**
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 CARE Team for support (https://www.luc.edu/dos/services/coordinatedassistantresourcemanagementcare/). Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I am aware of.

**READING MATERIALS**
You are expected to complete all of the assigned reading before class each week. Please take notes or highlight meaningful passages and come to class with questions and reflections that you can contribute to the class discussion.

**Required Texts**


**Recommended Texts**

**Additional Readings**
Additional readings in the form of book chapters, articles, etc., will be posted on Sakai in corresponding weeks. You are not expected to print these readings for each class but you are expected to read them and take notes.

**COURSE ESSENTIALS & EXPECTATIONS**

**Classroom Engagement**
Engagement in class is defined as having completed the readings and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class.

**Attendance**
Class attendance is essential to your learning and development, so you are expected to attend and be on-time to every class session this semester. If you know you have to miss class, please let me know with as much advance notice as possible. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make me aware of those days and I will work with you to accommodate your needs.

**Late Assignments**
All assignments should be submitted on announced dates by the announced time. Late assignments will not be accepted unless arrangements have been made with me.

**COURSE ASSIGNMENTS**

**Pop Quizzes**
The purpose of these quizzes is to encourage students to come to class having completed the readings. There will be 7 quizzes between weeks 3-10. Students can “opt-out” of one of the quizzes at their discretion and the lowest quiz grade will be dropped. Quizzes will consist of no more than 5 open-ended questions that relate to the material covered for that week. After week 3, prior to class each student will be responsible for submitting three quiz questions to the quiz bank. Subsequent quizzes will incorporate student generated questions. Quizzes are “open-book” but timed. We will grade the quizzes in class to help launch us into class discussions.

- **Purpose**: Quizzes push you to engage with texts differently when you’re reading because you have to be focused on preparing for information retrieval while processing new information. Given that many of the topics and concepts will be new for you – having to work on recall and application are foundational steps to creating lasting learning.

**Contemporary Budget Challenges**
The purpose of this ongoing project is to provide tangible budget experience by responding, in teams, to challenge prompts that current student affairs professionals are experiencing. Students will be broken into teams at the start of the semester and will form a “higher education strategic consulting firm”. There will be a ‘to be determined’ number of challenge prompts during the semester that teams will research, work on, and provide recommendations in a memo no longer than 1,000 words. We will do a mock case study in class to practice. Your grade will be made up of the following components:
- Client Deliverable
- Class Presentation
- Peer Evaluation
- Self-Evaluation
- Rank from the client
- Professor Evaluation
• **Purpose**: It is rare for entry or even mid-level administrators to have budget responsibilities. This assignment is geared towards helping start to hone the analytical and creativity skills needed to successfully participate in the budgeting process.

**Expanded Book Review**

This course serves as a broad overview of a lot of different topics. As a result, it makes it difficult to go in depth on certain concepts or debates within this area of research. The purpose of the expanded book report is to help you learn more about a topic of interest and in turn, teach that topic to your classmates. A link to recommend books and the sign-up sheet can be found [here](#). If there is a book not listed that you want to review and present on, please discuss this with me as soon as possible.

You can work independently or in teams of two. Book reviews, in no more than 5 pages, should detail your understanding of the main themes of the books and its contribution to your understanding of budget and finance. Importantly, your review should also contain critiques and areas of improvement for the book.

Class presentations should be no more than 30 minutes long. The presentations should focus on “what student affairs professionals need to know”. You are encouraged to use PowerPoint or other visual aids to help facilitate your classmates' learning.

• **Purpose**: Teaching and explaining concepts to peers are one of the best ways to solidify your understanding of new material.

• **Due**: The 5-page paper is due any time before the November 20th class. Presentations will be held during the last two weeks of class.

**Case Study Analysis**

Option 1: *Leading in Tough Times* Workbook

You will select one case from the work book and respond in full to the prompt in no more than 15 pages.

**Required Components:**
- Issue Identification
- Relevant Research / Theories
- Constituencies
- Recommendations (supported by research)
- Critiques
- Conclusion
- Self-Evaluation (What do you still have to learn?)

Option 2: Create Your Own Case Study

If none of the cases in the workbook are of interest to you, you have the option to create and respond to your own. You can use Inside Higher Education, The Chronicle, or your own past or current experience as source material for the case you construct. These should be no more than 20 pages. Required Components:
- Background
- Challenge
- Issues Identification
- Constituencies
- Recommendations (supported by research)
- Critiques
- Conclusion
Self-Evaluation (What do you still have to learn?)

- **Purpose**: This final assignment is intended to help you integrate everything you have learned and done in the course.
- **Due**: December 7, 2018 – Noon

**Assignment Points**
- Pop Quizzes: 25 (5x5)
- Budget Challenges: 30 (3x10)
- Expanded Book Review: 20
- Case Study Analysis: 25

Total: 100

*A note about grades: An “A” denotes the combination of the *extraordinary and on time* completion of submitted assignments, demonstrated engagement during class sessions, and evidence of growth and development on the stated learning outcomes. *High-quality*, professional, reflective and timely work/engagement in class is **expected** and will merit grades in the “B” range. This is done to reward students who choose to go above and beyond my and their expectations on course assignments. Since this class is highly driven by your effort and organization you will have numerous opportunities to evaluate yourself and dialogue with me about the grades you receive.

**Course Outline & Weekly Readings**

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<tr>
<th>DATE</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td>Course Objectives &amp; Expectations&lt;br&gt;</td>
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<td></td>
<td>Framing the Contours of the Study of Budgeting &amp; Finance in Higher Education</td>
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<td>Mock Case Study</td>
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| Week 3: September 11 | Financing Higher Education I: Revenues & Expenditures  
Budget Fundamentals | • McKeown-Moak & Mullin (2014) Chapters 3 & 4  
• Serna & Weiler (2016) Skim Chapter 3; Read chapters 4 & 10 |
| Week 4: September 18 | Financing Higher Education II: Accountability  
Managing Budgets | • McKeown-Moak & Mullin (2014) Chapters 6 & 7  
• Serna & Weiler (2016) Chapters 6 & 7 |
| Week 5: September 25 | Financing Higher Education III: Game of Loans / Not just Tuition  
Capital Budgeting | • Serna & Weiler (2016) Chapter 8  
| Week 6: October 2 | Financing Higher Education IV: Philanthropy and Advancement  
*Client: Dr. Sarah Cunningham – Johns Hopkins University* | • Podcast: My Little Hundred Million  
(http://revisionisthistory.com/episodes/06-my-little-hundred-million)  
| Week 7: October 9 | No Class – Fall Break |

- Map of college promise/free college programs: [https://ahead-penn.org/creating-knowledge/college-promise](https://ahead-penn.org/creating-knowledge/college-promise)

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<tr>
<th>Week 11: November 6</th>
<th>Innovative Ideas &amp; Hot Topics III: Higher Education &amp; Capital</th>
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<th>Week 12: November 13</th>
<th>Social Justice and Higher Education Financing</th>
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<th>Week 13: November 20</th>
<th>No Class – Independent Work Time</th>
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| Week 14: November 27 | Book Review Presentations |

<p>| Week 15: December 4 | Book Review Presentations &amp; Final Class Wrap Up |</p>
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<tr>
<th><strong>Professionalism</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tr>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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**School of Education Dispositions Rubric**
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<tr>
<th><strong>Student is considerate</strong> (verbally and nonverbally) of appropriately expressed feelings and opinions of others</th>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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**All students can learn**

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<th>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</th>
<th>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</th>
<th>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</th>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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