

Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs

Integrating Theory, Research, and Practice

**Gabriel R. Serna, Florence M. Guido,
and Gabriel Pulido**

**ADMINISTRATION, LEADERSHIP,
FINANCE, AND BUDGETING
IN HIGHER EDUCATION AND
STUDENT AFFAIRS**

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AND PROFESSIONAL IDENTITY

Edited by

NAIJIAN ZHANG, PH.D.

*West Chester University
Department of Counselor Education
West Chester, Pennsylvania*

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AND BUDGETING IN HIGHER EDUCATION
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Edited by

GABRIEL R. SERNA

Michigan State University

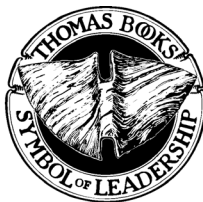
FLORENCE M. GUIDO

University of Northern Colorado

GABRIEL PULIDO

University of Wisconsin-LaCrosse

(With 33 Other Contributors)



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Gabriel Ramón Rosplock-Serna

Dedicated Husband, Father, Son, Brother, Friend, Scholar, and Teacher

TO

Dan Rosplock-Serna

Husband

Elias Rosplock-Serna

Son

Fatima Rosplock-Serna

Daughter

This book is dedicated to Gabriel R. Serna and his immediate and extended families, all of whom he loved so dearly.

AND

To those who study, teach, and practice in the complex environment of student affairs and higher education, may you seriously consider the criticality of every decision you make.

CONTRIBUTORS

Venice M. Adams, M.S.

Graduate Research Assistant
Office of Educational Research and
Outreach
Virginia Tech University
Luling, Louisiana

Benjamin D. Austin

Virginia Tech University

Cameron Beatty, Ph.D.

Associate Professor
Higher Education
Educational Leadership and Policy
Studies
Florida State University
Tallahassee, Florida

Thomas M. Bluestein, Ph.D.

Assistant Vice President for Equity
and Access Services
George Mason University
Fairfax, VAirginia

**Frangelo R. Ayran Boquiren,
Ed.D.**

Senior Associate Dean of Students
California State University, Los
Angeles
Los Angeles, California

Joshua Cohen, Ph.D.

Independent Consultant
Boulder, Colorado

Noah Drezner, Ph.D.

Professor
Higher Education
Teachers College, Columbia
University
New York, New York

Kristine Jan Cruz Espinoza, Ph.D.

Assistant Professor
Counseling and College Student
Personnel
California Lutheran University
Thousand Oaks, California

Denisa Gándara

Associate Professor
Educational Leadership and Policy
The University of Texas at Austin
Austin, Texas

Sergio A. Gonzalez, Ph.D.

Assistant Professor
Higher Education
University of Pittsburgh
Pittsburgh, Pennsylvania

Jacob Gross, Ph.D.

Associate Professor
Higher Education Administration
University of Louisville
Louisville, Kentucky

Florence M. Guido, Ph.D.

Professor Emerita
Higher Education and Student
Affairs Leadership
University of Northern Colorado
Greeley, Colorado

Chelsea E. Haines, Ph.D.

Chief of Staff, Student Affairs
Virginia Tech University
Blacksburg, Virginia

James C. Hearn, Ph.D.

Professor Emeritus
Higher Education
University of Georgia
Athens, Georgia

Jason Hornberger, MBA

Vice Provost for Finance
University of Kansas
Lawrence, Kansas

Elizabeth Jach, Ph.D.

Assistant Professor
Educational Policy and Leadership
The University at Albany
State University of New York
Albany, New York

Shānna Kinzel

Educational Program Manager
Association of College Unions
International (ACUI)
Las Vegas, Nevada

Jillian Kinzie, Ph.D.

Associate Director, National Survey
of Student Engagement (NSSE)
Center for Postsecondary Research
Indiana University
Bloomington, Indiana

Marc Lewis

Director of Applied Sports Science
Houston Texans
Houston, Texas

Courtney Matsumoto, MA

Assistant Dean for Operations
College of Letters, Arts, and
Sciences
Metropolitan State University of
Denver
Denver, Colorado

George S. McClellan, Ph.D.

Professor
Higher Education
University of Mississippi
University, Mississippi

Susana Muñoz, Ph.D.

Associate Professor
Higher Education
Colorado State University—Fort
Collins
Fort Collins, Colorado

Nadrea R. Njoku

Assistant Vice President, FDPRI
UNCF
Washington, DC 20001

Ruthanne K. Orihuela, Ph.D.

Associate Dean of Arts & Science
Camosum College
Victoria, British Columbia,
CANADA

Eunkyoung Park, Ph.D.

Executive Director for Institutional Effectiveness
George Mason University
New York University
Fairfax, Virginia

Gabriel Pulido, Ph.D.

Assistant Professor
Higher Education and Student Affairs
West Chester University
West Chester, Pennsylvania

Lori Reesor

Vice Chancellor for Student Affairs
University of Wisconsin–Madison
Madison Wisconsin

Gabriel R. Serna, Ph.D.

Assistant Professor
Higher, Adult, and Lifelong Education
Michigan State University
East Lansing, Michigan

Karina Siu

Deputy Director
Educate Texas at Communities Foundation of Texas
Richardson, TX

Marissa R. Thornton

Academic Advisor and PhD student in Higher Education Leadership and Policy Studies (HELPS)
Howard University
Waldorf, Maryland

Darsella Vigil, MA

Educational Leadership, Policy, and Advocacy
New York, New York

Amy C. Wang, Ph.D.

Assistant Professor
Higher Education & Student Affairs
Lewis & Clark College
Portland, Oregon

Jarrett B. Warshaw, Ph.D.

Associate Professor
Florida Atlantic University
Boca Raton, Florida

R. J. Woordring, Ed.D.

Associate Dean of Student Success and Administration
Indiana University
Bloomington Indiana

Desiree ID. Zerquera, Ph.D.

Associate Professor
Higher Education and Student Affairs
University of San Francisco
San Francisco, California

FOREWORD

It has been a privilege for me to be a professional in the fields of both student affairs in higher education and counseling psychology for the past 32 years. My early practice as an Assistant Residence Hall Director and later a Residence Hall Coordinator provided me with an abundance of experience and understanding of American college students. It was this experience which intrigued my passion to study and teach student affairs in higher education. This passion has led me to publish studies, write and edit books in both student affairs in higher education and counseling. After completing the counseling book series with Sage publication (24 volumes), I have focused my energy on editing the *American Series in Student Affairs and Practice*. More than 150 scholars across the nation have been involved in this book series. All these authors are experienced and competent scholars and practitioners in student affairs. Dr. Gabriel Serna was among those scholars who contributed their expertise and wisdom to this book series. I feel privileged as the series editor to write the Foreword for the book *Administration, Leadership, Finance and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research and Practice*.

I got in touch with Dr. Serna through a colleague working at Virginia Tech who highly recommended him to write/edit the book *Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research, and Practice*. After learning more about him, I got to know that Dr. Serna was a very productive scientist and practitioner who had more than 17 years of experience in higher education, published more than 30 articles and books, and was cited numerous times in news articles and media. In 2016, he was awarded *Distinguished Research and Practice Fellow* by the National Education Finance Academy, and in 2015, he received the *Outstanding Article of the Year Award* by the *Journal of Education Finance* and National Education Finance Conference. He served on editorial boards of the *Journal of Education Finance*, *Journal of College & Character*, *Research in Higher Education* as well as on the Board of Trustees of the National Education Finance Academy. In addition, as a practitioner, he served in the role of Director of Programming in Residence Life at New Mexico State University and Assistant Director

of Admission at the University of Kentucky. He was an experienced and knowledgeable scholar and practitioner in economics, finance, leadership and budgeting of student affairs in higher education; his contribution has benefited numerous student affairs professionals and enriched the field of higher education. He was more than qualified to write and edit this important volume *Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research, and Practice*.

The book, edited by Dr. Serna, provides insights, strategies, and inspiration for those involved in student affairs and carries a deep significance not only for its content but also for its origins. It is with profound sadness that we acknowledge the sudden passing of Dr. Serna. His ultimate departure leaves a void in the field of student affairs which cannot be filled. Yet, the legacy he left bears the mark of his dedication, expertise, and wisdom, which will inspire student affairs professionals now and in the future.

In the face of this profound loss, I am immensely appreciative to Drs. Florence M. Guido and Gabriel Pulido who stepped forward with grace and resolve to honor Dr. Serna's legacy. Dr. Guido is a distinguished scholar and leader in student affairs and higher education who is known for her innovative research and training of student affairs professionals. For more than three decades, the impact she has had on the training of student affairs professionals, research, and leadership in the field of student affairs is significant. Her receipt of numerous ACPA Awards, including Contribution to Knowledge and Senior Scholar, as well as many other recognitions clearly speak about her remarkable contribution to the field. While celebrating Dr. Guido's contributions, I believe it is equally important to embrace Dr. Pulido, an emerging star who is an assistant professor in student affairs administration at West Chester University. Dr. Pulido's inclusion in this edited volume marks a significant point in the time of his burgeoning career and exemplifies the fresh perspectives and innovative ideas essential to the continued evolution of our field. With respect and a deep sense of responsibility, both Drs. Guido and Pulido have ensured this book remains true to Dr. Serna's original purpose, while infusing it with their own insights and expertise.

While you read through the pages, you'll see this is a book of collective efforts that stands as a tribute to Dr. Serna's enduring influence and Dr. Guido's and Dr. Pulido's commitment to advancing the field of student affairs in higher education. I am glad to see it serve as a valuable resource, inspiring new generations of student affairs professionals and continuing the legacy of excellence Dr. Serna began.

John W. Rogers, Jr., CEO at Ariel Capital Management once said, "Financial literacy is just as important in life as the other basics." This is so true for higher education and student affairs. College student affairs professionals

must possess financial literacy knowing where the money comes and goes to produce the ideal outcomes for higher education. The combined efforts of Drs. Serna, Guido, Pulido, and other contributors have brought you the book *Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research, and Practice*, which will absolutely increase your literacy in finance and budgeting as well as enhance your leadership in higher education and student affairs. The book is written with a strong foundation of theories, research, and practice. The authors of each chapter graciously integrated their experiences and wisdom into the text. I am excited this book will bring you the knowledge and skills you need in your practice as a student affairs professional.

First, *Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research, and Practice* is unique in that it focuses on four interrelated areas or subjects. The three editors wisely designed the book in sequence of administration, leadership, finance, and budgeting. In the chapters about administration, not only do you gain knowledge about administration and management in student affairs, but also an understanding of organizational structure in student affairs and higher education through the lens of organizational theories. In the following four chapters, leadership theories and practice are discussed extensively and in depth. For example, some major takeaways include grounding in traditional, transformative, multicultural, and social change leadership theories. While exploring these theories, the authors skillfully integrate their own personal leadership experiences into the existing knowledge. The distinctive value of the leadership content is the inclusion of leadership at HBCU, AANAPISI, Tribally Controlled Colleges, HIS, and community colleges. Your understanding and knowledge on a wide range of leadership topics in these colleges and universities (e.g., characteristics, structure, mission, and challenges) will be significantly deepened and largely increased. And what is more, you will understand how to produce more equitable student outcomes by leveraging social justice in community colleges. In the remaining ten chapters, not only will you grasp a comprehensive understanding of the theoretical framework of finance in higher education but also acquire literacy of the nuts and bolts of finance and budgeting, including the related federal policies on finance and spending and their implementation in higher education and student affairs.

American Series in Student Affairs Practice and Professional Identity is a unique book series published by Charles C. Thomas, Publisher, which creates an integration of all ten professional competency areas for student affairs educators outlined by the College Student Educators International (ACPA) and the Student Affairs Administrators in Higher Education (NASPA) in 2015 (NOTE: an updated version is in the works right now). The series reflects three major themes: professional competencies development, professional

identity construction, and case illustrations for theory translation to practice. All volumes in the series target graduate students in student affairs preparation programs and new student affairs educators. The series blends contemporary theories with current research and empirical support and uses case illustrations to facilitate the readers' ability to translate what they learn into practice and decision making. Each volume focuses on one area of professional competency, except the volume *College Students and Their Environments: Understanding the Role Student Affairs Educators Play in Shaping Campus Environments* (2019) by Cathy Akens, Raquel Wright-Mair, and Joseph Martin Stevenson, which addresses some major aspects of the Interaction of Competencies. The series helps graduate students in student affairs preparation programs and new student affairs educators develop needed ACPA/NAS-PA professional competencies by (1) constructing their personal and ethical foundations; (2) understanding the values, philosophy, and history of student affairs; (3) strengthening their ability in assessment, evaluation, and research; (4) gaining knowledge, skills, and dispositions relating to law, policy, and governance; (5) learning how to utilize organizational and human resources effectively; (6) learning leadership knowledge and developing leadership skills; (7) understanding oppression, privilege, and power, and then learning how to understand social justice and apply it in practice; (8) acquiring student development theories and learning how to use them to inform their practice; (9) familiarizing themselves with technologies and implementing digital means and resources into practice; and (10) gaining advising and supporting knowledge, skills and dispositions. As a result, the series helps graduate students in student affairs preparation programs and new student affairs educators foster their professional identity and ultimately achieve their goal of whole-person education.

Naijian Zhang, Ph.D.
West Chester University of Pennsylvania

PREFACE

With a heavy heart and tender feelings, I write the preface of this book for Dr. Gabriel R. Serna, my loyal friend, devoted colleague, and committed thought partner. He taught and challenged me in ways that left me unafraid to drop my position and learn and lean into his. His passion for teaching transformed and enriched the lives of his colleagues and students, me included. Honestly, his untimely death is shocking, and still, several years later, I cannot believe he's gone. I think it is important to tell some of our stories.

Dr. Serna and I regularly saw each other in our offices and lived two blocks from each other in Greeley, Colorado. He and I became fast friends as, among other things, we shared a love of our distinct Latin ethnic heritages (i.e., Mexican and Italian, respectively), family, food, and a profound love of New Mexico. Although I never met her, I attended his mother's funeral, where Gabriel's grief and sadness were not contained. In this tiny farming community (i.e., Hatch, New Mexico), known regionally for its chilis, more than 150 people came to celebrate her life. Gabriel was beyond heartbroken while also comforting his beautiful, large, extended Catholic family.

I first met Dr. Serna when he came to the University of Northern Colorado as a newly minted PhD ready for his first teaching position as an assistant professor in the Higher Education and Student Affairs program within the Department of Educational Leadership and Policy Studies. As a fluent speaker of four languages (i.e., Spanish [his first language], English, French and German), he was also a fabulous teacher who could explain complex ideas simply. Gabriel was always ready to impart his sophisticated knowledge of higher education finance to his graduate students (and other departmental faculty, too). He was enthusiastic, funny, bright-eyed, authentic, open, engaging, bold, to the point, and, most of all, fearless in standing up for social justice inside and outside the classroom. His intelligence, thoughtfulness, kindness, and teaching ability were wrapped together to explain in uncomplicated ways the basics of economics, finance, and budgeting from a critical lens in higher education and student affairs. Even to an enduring social constructivist like me, who never published anything quantitative (i.e., positivist or post-positivist),

Dr. Serna's influence was profound (e.g., He showed me how, without large data sets, we would not know white men are paid more than women and racialized and other minoritized communities in student affairs – something I had not considered a decade ago!).

Not surprisingly, we first bonded over our differences in the social science paradigmatic perspectives we held about how to conduct research. We shared a critical perspective. Indeed, Gabriel called himself a ***critical post-positivist***, not seen as consistent notions at the time, long before I heard of or saw the term used in the literature. As a brilliant scholar (mentored by Vasti Torres), he cared deeply about the underdog (i.e., his birth circumstances were basically void of privilege and difficult at best). Much of his post-positivist research looked into the abyss of students' finances and their financial ability to attend (or not) college through an epistemological (i.e., how knowledge is known) lens which is some *combination of objective and subjective*, through an ontological (i.e., nature of reality) lens meaning researchers, and their biases, are seen as *somewhat* separate from the phenomenon, and through an axiological (i.e., beliefs and values) lens which is *both value-free and value driven* (Guido, Chávez, Lincoln, 2010).

On the other hand, I am a ***critical social constructivist*** (which some like Yvonna Lincoln might suggest is redundant) who views epistemology as subjective/transactional, ontology as relativist and created, and axiology as value-driven (Guido, Chávez, Lincoln, 2010). In short, Gabriel's research and view of the world was post-positivist, while my worldview – a Gestalt, big picture, broad, constructed and multiplistic perspective – is constructivist. Although we acknowledged different viewpoints, we shared a desire to make the world more equitable through a critical lens and spent substantial time teaching each other about the shifting nature of social science paradigms.

Gabriel and I also shared uncontrollable laughter, a sense of humor, and innocent mischief. On any given day, we would see each other in the hallway on campus and begin to argue about which paradigmatic perspective was better. After our good-natured public debate, we would slide into one of our offices, shut the door, sit on the floor, and giggle quietly. It's childish, for sure. However, at the next faculty meeting, we sat next to one another and voiced our solidarity on all programmatic issues and invited others to join us for lunch. For months, it confounded the other departmental faculty how we could carry such disparate philosophical perspectives and yet care enough about each other to share a meal together often. We wanted to model what our academic community could be and how we wanted to be treated in it. I was distraught for days when Gabriel left Colorado for Virginia Tech after three short years.

Gabriel and I spoke often about a book he wanted to write with higher education and student affairs scholars linking administration and leadership

to finance and budgeting. He saw the value of having graduate students understand how student affairs and higher education are funded and how the money is spent. He knew positive change cannot occur until the link between how resources are managed and by whom is clear and ubiquitous to all higher education and student affairs professionals. Although Gabriel could have written much of the book himself, he chose to solicit many voices to describe and explain how we can all be more effective in leadership roles as guardians of our financial resources.

This brilliant scholar took what I consider to be complex subjects, particularly finance, and inspired diverse others to explain many of the basic concepts concisely, in order to lay the foundation for neophyte student affairs administrators to understand their role more clearly in how money works and for whom. I have learned a tremendous amount about finance in higher education and student affairs from editing this book. If I had access to this text, *Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs: Integrating Theory, Research and Practice*, when I ill-preparedly taught higher education finance, I believe students in my class would have been better prepared to perform in their current and future roles. It's an ideal foundational text for a graduate course in administration, finance, budgeting, and even leadership and management. It weaves together these traditionally bounded topics and shows how those aspiring to student affairs leadership roles can individually and collectively center social justice using theory and research to inform their administration, leadership, finance, and budgeting practices. In addition, individual (i.e., reflective) and group exercises at the end of each chapter engage students who can apply this necessary knowledge to student affairs and higher education's numerous and varied contexts.

When asked to complete the work Gabriel began and almost finished, I was honored. Although I have co-written several books, I have never edited a book and felt some trepidation in taking over where Gabriel left off, particularly since my limited expertise lies in only one of the four topics addressed. As such, I hope the editing I did is true to Gabriel's vision of the manuscript and made it clearer without taking away from his work and the authors of this text. In addition to the honor of finishing Gabriel's book, I am eternally grateful for my colleague, friend, teacher and student, Dr. Gabriel Pulido's help with well-researched comments and thoughtful editing as we move the manuscript forward. I am also honored to land my first editor title "between" two magnificent Gabriels. Indeed, generativity in student affairs is a powerful motivator for me to continue my academic work post-retirement.

As higher education as a public good continues to dissipate, and more programs and offices become self-sustaining, it behooves all of us to understand our role in how money is treated in this arena. This book offers many practical ideas for how we can spend wisely and plan our financial

future. I know Gabriel, and his husband Dan Rosplock-Serna, would want you to put it to good use – for their children, Elias and Fatima, and generations of their children, as well as the long term health of student affairs and higher education.

Wishing you success from Northern New Mexico.
Florence M. Guido

REFERENCE

Guido, F.M., Chávez, A.F., & Lincoln, Y.S. (2011). Underlying paradigms in student affairs research and practice. *Journal of Student Affairs Research and Practice*, 47(1), 1-23.

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Florence M. Guido's Acknowledgments

There are several people I want to acknowledge without whom I could never have finished Gabriel's book. First is my incredibly talented partner, Jack Nichols, who would rather I spend time with him than spend hours each week editing this manuscript. Thanks for the space to honor my friend. I also want to thank my sister, Antoinette G. Browning, and my nieces, Teresa Browning, Angela Guido, Vanessa Guido, Brazlee Guido, Batia Guido, and Lauren Guido Tew whose love and support have helped me down my path. You all mean so much to me. Additionally, to a list of women colleagues whose support of me over the years is a spark lighting my desire to make meaningful, critical contributions: Raquel Wright-Mair, Yvonna Lincoln, Dawn Johnson, Dinah Maramba, Stephanie Waterman, Chayla Haines Davison, Symphony Oxendine, Nancy Evans, Alicia Chávez, Gabby McAllaster, and Leilani Kupo. Thanks for your willingness to engage me in critical conversations about scholarship and practice, which help me grow and develop. Finally, I thank my mom, Antoinette Varisco Guido, who was brilliant (She graduated from Vassar at 18) and supported me unconditionally in my educational and career pursuits. Mom was my first teacher and modeled a love of learning throughout her life, as she could ALWAYS be found curled up on a couch with a good book. I would be remiss if I did not also thank Dr. Gabriel Pulido, who gleefully stepped in at the last minute to help me co-edit this book. We are lucky to have such a kind and helpful soul in our midst. He is a brave champion in the field of higher education and student affairs.

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**ADMINISTRATION, LEADERSHIP,
FINANCE, AND BUDGETING
IN HIGHER EDUCATION AND
STUDENT AFFAIRS**

Chapter 1

INTRODUCTION

Gabriel Serna, Florence M. Guido & Gabriel Pulido

In 2014, RuPaul Andre Charles, in the song *Sissy That Walk*, popularized the phrase, “Unless they paying your bills, pay them b*tches no mind.” Ten years later, in 2024, this sentiment serves as a continued reminder that as employees of institutions of higher learning, we should indeed be paying attention to how state policies impact budgets, how financial decisions are determined, and the important role administrators and leaders play in the process. Often, this information is unintentionally, albeit sometimes purposefully, made to be confusing and inaccessible. Dr. Gabriel Serna dedicated his career to ensuring that information regarding Administration, Leadership, Finance, and Budgeting, such as that included in this book, was readily accessible to everyone. As a trio, we honor this lifetime contribution by focusing on the perspectives and professional narratives of emerging and leading scholars and practitioners. Indeed, as editors, we eagerly seek to continue this legacy by bringing forth a choir of voices representing the vast developmental landscape of Administration, Leadership, Budgeting, and Finance literature as it pertains to Higher Education and Student Affairs practice.

The chapters contained in this text are divided into three sections: administration and leadership, finance, and budgeting. While structured to be individually self-contained, they are also interrelated in that budgeting can be considered a part of finance, which functions as a part of administration and leadership. This section provides a brief overview of the chapters contained herein. We hope that a tapestry of interconnectedness becomes apparent among these three critical functions and the whole of higher education and student affairs through a lens and spirit of criticality and transformation.

Beginning with an overview of administration and management in student affairs, Zerquera and Ayran seek to “inform and develop praxis.” In doing so, they assume a position of support that is not regularly seen in standard management and make a strong case for being more humane. Related to

management is an understanding of organizational structure. Kinzie examines organizational theory in the context of higher education and student affairs. Drawing on the work of Birnbaum (1991) and Bolman and Deal (2017), her chapter provides clarity around the complex nature of higher education in ways that highlight multiple simultaneous perspectives.

Moving toward the individual's role in the administration and management of higher education institutions, Guido, Matsumoto, and Orihuela discuss leadership theories in higher education and student affairs. Their discussion spans traditional leadership theories to women's, transformative, multicultural, and social change theories. Providing insight into their own collaborative leadership experiences through shared stories, this chapter shows how leadership theory moved from a focus on the individual leader to the advantages of collective action. Continuing the discussion of leadership, Beatty explores critical leadership approaches, focusing on transformative paradigms, culturally relevant approaches, and liberatory leadership. In doing so, he offers a response to the challenges facing higher education and student affairs leaders committed to social justice and equity. Pulido and Gonzalez offer a much-needed perspective on the leadership landscape for Queer and Trans people by naming and leveraging theory to provide insight into the ongoing systemic challenges and barriers for Queer and Trans leaders. Furthermore, they articulate critical and relevant strategies for continued Queer and Trans leadership development as it relates to student affairs and higher education.

Next, the text discusses leadership at Historically Black Colleges and Universities (HBCU), Asian American, Native American, Pacific Islander-Serving Institutions (AANAPISI), Tribal Colleges and Universities (TCU), and Hispanic Serving Institutions (HSI) colleges, as well as community colleges and social justice. First, Njoku surveys the historical development and politics of HBCUs. This leads to a greater understanding of the unique nature, structure, and mission of these important postsecondary institutions. Seeking community, Espinoza and Wang examine AANAPISIs that center on racially and culturally responsive leadership and offer examples of how these leaders navigate their challenges. Created and governed by sovereign tribal nations, TCUs create a distinctive space for Native American students. Thornton describes how leaders at TCUs increase educational access, uphold cultural integrity, and build economic opportunity. Discussing HSIs, Vigil, Muñoz, Jach, and Kinzel draw on models of Mestiza, Latino, and critical cultural feminist leadership. They further illustrate these institutions' unique characteristics and challenges with a descriptive case study of an HSI in the Western United States (U.S.). Concluding the examination of administration and leadership, Taylor looks at social justice leadership in community colleges. Noting community colleges enroll half of all undergraduates in the U.S., he argues their structure, mission, and history serve an important role in the postsecondary

education system as the sole option for many in the U.S. Drawing on social justice leadership theory, Taylor demonstrates how community college leaders, in both academic and student affairs, can leverage social justice to produce more equitable student outcomes. Together, these institutions fulfill needs not met by historically white institutions and offer higher education and hope to many racial and other minoritized students who are seemingly invisible in the national landscape.

In the second section, the text's approach to finance is firmly rooted in providing a strong theoretical foundation. As the initial finance chapter in this section, Park and Serna discuss economic theories in the context of higher education and student affairs. Beginning with Human Capital Theory and covering important concepts such as demand and supply, public good externalities, and production and competition, they highlight competition between higher education institutions as they vie for students, faculty, staff, research grants, state appropriations, and private donations. Also drawing on economic theory, Adams, Serna, and Lewis examine student price response in higher education. Beginning with the college choice literature and moving through the role of subsidies in enrollment decisions, institutional behavioral involvement, and finally, how differences faced by students located at different places in the demand curve can contribute to marginalization, they provide a greater understanding of the complex and multifaceted nature of higher education enrollment and college choice.

Moving from economic theory to finance, Gross looks at the interrelationship between costs, revenues, and strategic enrollment management. These factors are taken up in the context of the feasibility of whether higher education is a business. Through the exploration of this question, several important theories—such as the Bennett Hypothesis, Gillen's Bennett Hypothesis 2.0, Bowen's Revenue Theory of Cost, Cost Disease Theory, Hovey's Balance Wheel Hypothesis, the Chivas Regal Anomaly, and the Lattice and the Ratchet—are discussed.

State and federal higher education finance are explored in the next two chapters of the text. Gandara and Siu-Policky note that 20% of public higher education revenue comes from state governments. In their study of this important sector of higher education funding, Gandara and Siu look at trends in state funding, followed by an overview of state budget cycles, primary funding models, a reflection on the state's role in funding higher education, and finally implications for practitioners. Taking up the lens of the federal government's role in financing higher education, Warshaw and Hearn note that each year, the federal government spends hundreds of billions of dollars on higher education. To further examine the source of funding, several areas are reviewed, including spending and allocation mechanisms; historical developments and spending patterns; policy, resource allocations, and enrollment management implications for student affairs; and finally, emerging developments.

Concluding the section on finance and playing off Jimmy McMillan's early 21st-century *Rent is Too Damn High Party*, McClellan engages with the discussion of the cost to students and their families for participating in higher education. This discussion takes up five interrelated topics: the Bennett Hypothesis, Bowen's Revenue Theory of Cost, administrative bloat, scarcity and efficiency, and investments in student support. Based on his extensive experience in higher education, McClellan asserts that these five areas play a critical role in understanding higher education finance and financial policy as the source for much misunderstanding by those in the field.

In the third section, the text's examination of budgeting begins with an overview and discussion of operating budgets. Serna, Austin, and Bluestein provide a thorough and well-laid-out overview of the operating budget's elements, including the two main categories: revenues and expenses. Within each category, individual budget elements are explained, which leads to an explanation of the budget cycle and, finally, the operating budget's relationship with values, goals, and mission. If the operating budget details projected revenues and expenses for a given fiscal year, the capital budget documents projects extending longer term. Cohen and Haines address this topic with an overview and its components, followed by a discussion of funding mechanisms, the capital budget cycle, and finally, an introduction to analytical methods employed in capital budget analysis. Noting the importance of understanding budgeting and budget development for student affairs officers, Woodring, Reesor, and Hornberger seek to contextualize the subject for student affairs staff, many who operate at the nexus of tensions and challenges in higher education.

The text ends with a brief conclusion, bringing the topics back together and offering guidance for practitioners and scholars reading this volume. We hope this text will bring those working in higher education and student affairs into a conversation about administration, leadership, finance, and budgeting. In doing so, new lines of discourse and debate can be opened and explored for how it all relates to practice. As an introductory text, we hope this manuscript offers insights into some basic principles for leaders and administrators related to understanding (i.e., theoretical insights) and working (i.e., practitioner insights) within the often complex framework of finance and budgeting in higher education and student affairs.

This book will lay the foundation for neophyte student affairs administrators to understand their role more clearly in how money works and for whom. It weaves together traditionally bounded topics of administration, finance, budgeting, and even leadership and management, and shows how those aspiring to student affairs leadership roles can individually and collectively center diversity and equity using theory and research to inform their administration, leadership, finance, and budgeting practices. It will increase your literacy in finance and budgeting and enhance your leadership in higher education and student affairs. In the chapters about administration, you gain knowledge about administration and management in student affairs and an understanding of organizational structure in student affairs and higher education through the lens of organizational theories. Leadership theories and practice are discussed extensively and in depth in the following four chapters. While exploring these theories, the authors skillfully integrate their own personal leadership experiences into the existing knowledge. The distinctive value of the leadership content is the inclusion of leadership at HBCU, AANAPISI, Tribally Controlled Colleges, HIS, and community colleges. In the remaining ten chapters, not only will you grasp a comprehensive understanding of the theoretical framework of finance in higher education but also acquire literacy of the nuts and bolts of finance and budgeting, including the related federal policies on finance and spending and their implementation in higher education and student affairs. In addition, individual (i.e., reflective) and group exercises at the end of each chapter engage students who can apply this necessary knowledge to student affairs and higher education's numerous and varied contexts.

