EAD 805: Administration in Higher Education  
Michigan State University  
Fall Semester 2006

Mondays, 4:10 – 7:00 p.m.  
226 Erickson Hall

Instructor: Roger G. Baldwin   http://angel.msu.edu  
Office: 427 Erickson Hall   (Login with your Pilot ID and 
Phone: 517-355-6452??   password)  
E-mail: rbaldwin@msu.edu

Course purpose: The primary purpose of this course is to help students develop a thorough understanding of how complex organizations work. The course places emphasis on the goals, purposes, and functions of postsecondary education, varied institutional types, models of organizational functioning, and the key internal and external influences on the higher education system in the United States. Readings, research, and assignments are designed to help students build a firm knowledge base and apply this knowledge to address realistic problems in postsecondary education settings. Students who complete this course successfully will learn how to analyze complex organizational problems systematically and develop effective problem-solving strategies.

Course objectives include:

- Introducing students to key literature related to the administration of higher education  
- Acquainting students with specialized concepts, models, and theories useful in the administration of higher education  
- Preparing students to think critically and comprehensively about the purposes, achievements, and directions of the U.S. postsecondary education system  
- Enhancing students’ understanding of career options within higher education administration

Class expectations and procedure:

EAD 805 is a key part of a professional degree program. Hence, you are expected to function in this course as a responsible professional just as you would in a paid employment capacity. Regular attendance and punctuality are minimal expectations. In addition, you are expected to take an active role in class discussions and activities and function as a knowledgeable and valuable member of a collaborative team.

This course involves considerable reflection, discussion, and active learning; it is very difficult to make up what you miss. If you plan on registering for this course, plan on attending weekly and completing all requirements this semester. Missing class sessions in a course of this nature will negatively influence what you learn. Reading another class member’s notes will not compensate for absence from class. Several unexcused absences
will adversely affect your final grade. Students are discouraged from requesting Incompletes or Deferred grades. Budget your time wisely. Complete all assignments on time so that the group as a whole can count on you, and we can maintain our momentum as a class.

Students are also expected to read all assignments thoroughly and critically before class. This means students should take notes while reading, write down questions, points of disagreement, and issues to be explored further. Summarize what you found interesting in each week’s readings and note how the information, concepts, models, or theories relate to your current understanding of higher education administration. Class attendance and informed participation account for 15% of your grade.

**Angel course information system:** We will use the computer-based Angel course information system extensively for course communication and for accessing supplementary course materials. Please check our EAD 805 Angel site regularly to stay abreast of class activities, assignments, readings, etc.

**A note for students with disabilities:**
If you require any accommodation or services, please inform the course instructor or contact the Resource Center for Persons with Disabilities (www2.rcpd.msu.edu/Home), Bessey, 353-9642.

**Required texts:**


**Recommended Reference Text:**


**Course Assignments and Due Dates:**

**Essay #1**
Write a three-page paper comparing and contrasting two higher education institutions representing two different Carnegie categories [Refer to: http://www.carnegiefoundation.org/classifications/index.asp?key=791]. You can do research for this assignment using the worldwide web, various college guides, and catalogs for specific institutions. Briefly describe their institutional mission and purpose,
the nature of their academic programs, their organizational structure, and the types of students they serve. How are these institutions similar and how are they different? As an aspiring administrator in postsecondary education, discuss how and why you think the nature of administration would differ in these different types of institutions. Employ relevant course readings to support your analysis. Essay #1 is due on October 2 and will contribute **15% of your course grade**.

**Essay #2**
Briefly describe (one page maximum) a real or hypothetical (but realistic) problem in higher education with administrative implications (e.g., growing student attrition, coordinating admissions and financial aid decisions, escalating vandalism in residence halls, demolishing a historic campus building to construct a new state-of-the-art facility). Analyze the situation using two of Bolman and Deal’s frames, explaining how each frame helps to illuminate the situation. Based upon your analysis, propose a concrete strategy for addressing this problem. Employ relevant course readings to justify your assessment of the problem and your proposed course of action. Your complete paper should be 4-5 pages, double-spaced. Essay #2 is due on October 30 and will contribute **20% of your course grade**.

**Essay #3**
As a recently appointed postsecondary education administrator (Select a position you aspire to achieve within the next 5-10 years), prepare a brief (5-6 pages, double-spaced) speech to your staff identifying and discussing three key challenges confronting administrators in your type of position at the beginning of the 21st century. Explain why each has important implications for the administration of higher education. Also, explain to your staff why multiple frames for viewing problems can be useful as they wrestle with complex administrative problems. You must support your analysis with relevant references to course readings. Essay #3 is due on December 4 and will contribute **30% of your course grade**.

**Group Project and Presentation**
Propose a comprehensive organizational structure for a functional area in the type of postsecondary education institution specified. Groups will propose an organizational structure for one of the following:

1. Student services division of a small liberal arts college or community college
2. Academic affairs division of a master’s level college or university
3. Residential life/housing division of a major doctoral/research university
4. Development and public relations division of a major private doctoral/research university
5. Admissions and financial aid division of a specialized institution (school of engineering and technology)
6. Administrative structure of a virtual university (non-campus-based)
7. Student-athlete support services of a doctoral university
8. Office of international education and student support services at a major research university

Your team’s five to six page, double-spaced proposal should detail the division’s/organization’s mission and provide a brief overview of its primary responsibilities/functions. Your proposal should include a formal organizational chart for the proposed organizational structure clarifying the division of roles/responsibilities, organizational hierarchy, chain of command, and formal communication channels. Your proposal should explain the rationale for the structure you are proposing. Background research on the administrative structures of similar functional areas/organizations is an essential part of this task. Be certain to employ relevant course readings to justify the system you are recommending. Also, explain why the structure you have designed is consistent with the mission and traditions of your type of higher education functional area/organization. Your proposal will be presented during a class session and critiqued by class members. All team members must participate in doing the background research, preparing the paper, and conducting the class presentation. A group grade will be assigned. This project will contribute **20% of your grade**. Papers will be due on the date of the team’s class presentation.

ALL WRITTEN ASSIGNMENTS MUST BE DOCUMENTED USING APA STYLE AND INCLUDE A LIST OF THE REFERENCES CITED.

EAD 805 Class Schedule:

[A] = Reading accessible on our EAD 805 ANGEL course website.

August 28: Introduction to the Course

   Student introductions
   Overview of the semester
   Learning tools
   Defining administration
   Inventory administrative experience

September 4: Labor Day-NO CLASS MEETING
September 11: Players and the Playing Field: Stakeholders, Institutional Types, Organizational Structures, Issues Affecting Administration

Readings:

Altbach et al.,
Introduction: The Contexts of American Higher Education
Chapter 1, Patterns in Higher Education Development
Chapter 2, Ten Generations of American Higher Education
Chapter 3, Autonomy and Accountability: Who Controls Academe?
Chapter 5, Issues Facing Higher Education in the 21st Century

Baldwin, Trespassers in the Groves of Academe? [A]

September 18: Players and the Playing Field (continued)

Birnbaum,
Chapter 1, Problems of Governance, Management, and Leadership in Academic Institutions

Bolman and Deal,
Chapter 1, Introduction: The Power of Reframing
Chapter 2, Simple Ideas, Complex Organizations


Carnegie Classification:
http://www.carnegiefoundation.org/classifications/index.asp?key=791

September 25: Systems Thinking and the Structural Frame

Readings:

Birnbaum,
Chapter 2, Thinking in Systems and Circles: The Structure and Dynamics of Academic Organizations
Chapter 5. The Bureaucratic Institution: Rationalizing Structure and Decision Making

Bolman and Deal, Part 2, The Structural Frame
Chapter 3, Getting Organized
Chapter 4, Structuring and Restructuring
Chapter 5, Organizing Groups and Teams
October 2: The Human Resources Frame and the Collegial Model

Readings:  
Birnbaum  
Chapter 4, The Collegial Institution: Sharing Power and Values in a Community of Equals  
Bolman and Deal, Part 3, The Human Resources Frame  
Chapter 6, People and Organizations  
Chapter 7, Improving Human Resource Management  
Chapter 8, Interpersonal and Group Dynamics

**ESSAY #1 DUE**

October 9: The Political Perspective on Organizations, Managers as Politicians

Readings:  
Birnbaum  
Chapter 6, The Political Institution: Competing for Power and Resources  
Chapter 7, The Anarchical Institution: Finding Meaning in a Community of Autonomous Actors  
Bolman and Deal, Part 4, The Political Frame  
Chapter 9, Power, Conflict, and Coalition  
Chapter 10, The Manager as Politician  
Chapter 11, Organizations as Political Arenas and Political Agents

Case Study (Distributed one week in advance) [A]

October 16: The Symbolic Frame and Sense Making

Readings:  
Birnbaum  
Chapter 3, Making Decisions and Making Sense: The Administrator’s Role  
Bolman and Deal, Part 5, The Symbolic Frame  
Chapter 12, Organizational Culture and Symbols  
Chapter 13, Organization as Theater  
Chapter 14, Organizational Culture in Action

Case Study (Distributed one week in advance) [A]
October 23: Integrating the Models

Readings: 
- Birnbaum
  Chapter 8, The Cybernetic Institution: Providing Direction Through Self-Regulation
  Chapter 9, Effective Administration and Leadership in the Cybernetic Institution

- Bolman and Deal
  Chapter 15, Integrating Frames for Effective Practice
  Chapter 16, Reframing in Action: Opportunities and Perils

Case Study (Distributed one week in advance) [A]

October 30: Leadership Challenges and Strategies

Readings: 
- Altbach et al.
  Ch. 12, The Dilemma of Presidential Leadership

- Bolman and Deal
  Chapter 17, Reframing Leadership
  Chapter 18, Reframing Change: Training, Realigning, Negotiating, Grieving, and Moving On
  Chapter 19, Reframing Ethics and Spirit
  Chapter 20, Bringing It All Together: Change and Leadership in Action
  Chapter 21, Epilogue

ESSAY #2 DUE

November 6: External Influences on Higher Education Administration: Federal and State Governments; Organizational Structure Presentations

Readings: 
- Altbach et al.
  Chapter 6, The Federal Government and Higher Education
  Chapter 7, The States and Higher Education

November 13: Accrediting Agencies, Associations; The Legal Environment; Organizational Structure Presentations

Readings: 
- Altbach et al.
  Chapter 8, The Legal Environment: The Implementation of Legal Change on Campus
  Chapter 9, The Hidden Hand: External Constituencies and Their Impact
November 20: Developments Affecting the Future of Higher Education Administration; Organizational Structure Presentations

Readings: Altbach et al.

Chapter 11, College Students in Changing Contexts
Chapter 13, Financing Higher Education: Who Should Pay?

Johnston & Noftsinger, Getting a Grip on Strategic Alliances [A]

Wertz, The Temptations and Realities of Outsourcing [A]

Case Study (Distributed one week in advance) [A]

November 27: Developments Affecting the Future of Higher Education Administration (Continued); Organizational Structure Presentations;

Reading: Altbach et al.

Chapter 14, Technology and Higher Education: Opportunities and Challenges for the New Era


December 4: Course Summary and Wrap Up

ESSAY #3 DUE