

Stanford Institute for Higher Education Research (SIHER)

<http://siher.stanford.edu>

The Stanford Institute for Higher Education Research is the umbrella organization for research on higher education at Stanford University's School of Education. SIHER is home to several sponsored research projects that examine organizational and policy issues from a wide range of disciplinary perspectives, drawing upon educational theory and social science research methods. Founded in 1989 by William Massy and Patricia J. Gumpert (director since 1995), SIHER conducts research on access, finance, curriculum, faculty, management, academic governance, and public higher education system design across community colleges, comprehensive state universities, and research universities. SIHER disseminates findings to policymakers and campus leaders in a position to improve transitions to postsecondary education, state systems design, and the effectiveness of higher ed organizations.

Recent funding for SIHER has been provided by the U.S. Department of Education, the Ford Foundation, the Pew Charitable Trusts, the Association of American Universities, the William and Flora Hewlett Foundation, the Carnegie Corporation of New York, the Irvine Foundation, and the Atlantic Philanthropies, Inc. SIHER has also collaborated with EDUCOM, the American Academy of Arts and Sciences, the Association of Governing Boards of Universities and Colleges, the Carnegie Foundation for the Advancement of Teaching, the University of Michigan's Center for the Study of Higher and Postsecondary Education, the Community College Research Center and the Institute for Education and the Economy at Columbia's Teachers College, the Consortium for Policy Research in Education, the National Conference of State Legislatures, the Center for Studies in Higher Education at Berkeley, and the University of Pennsylvania's Institute for Research on Higher Education.



Research Projects

Research projects at SIHER include: the Bridge Project, research on K–16 transitions and postsecondary success; Assessing Student Learning and Accounting for Student Achievement, studies of accountability and assessment in higher education; Academic Collaboration in Public Higher Education, research on initiatives among campuses within public systems; studies on the Educational Benefits of Racial Diversity; and the National Center for Postsecondary Improvement, a collaborative addressing contemporary issues in higher education;

K–16 Projects. The SIHER K–16 Projects are led by Mike Kirst. The influential **Bridge Project** is funded by the Pew Charitable Trusts, with additional support from the U.S. Department of Education through NCPI. An overarching aim is to enhance secondary student preparation for higher education, and to better align higher education admissions and placement standards with K–12 curriculum. The project analyzes disjunctures between K–12 and postsecondary concepts and practices, and recommends changes. A number of publications detail the findings of this research, including the book, *From High School to College* (published by Jossey-Bass), and a major policy report, *Betraying the College Dream*. Information and publications can be found at <http://bridgeproject.stanford.edu>. Further, Anthony Lising Antonio uses data from the project to investigate the accuracy and distribution of "college knowledge" among high school students—their concrete information about college admission, tuition, and academic placement policy. Another project, **Standards for Success**, analyzes the relationship between state K–12 standards/assessments and university admissions. Sponsored by the Pew Charitable Trusts with contributions from the Association of American Universities, this project develops a national clearinghouse of state educational standards while working with universities to articulate desired skills. SIHER K–16 projects also include a community college research project as well as collaborations with the National Conference of State Legislatures, the Education Commission of the States, the Education Trust, and the California Master Plan Committee.

Assessing Student Learning and Accounting for Student Achievement. Led by Richard Shavelson, this five-year project evaluates assessments of student learning and alternative accountability systems through case study research. Findings will inform recommendations for measuring student learning and redesigning systems to improve teaching and learning.

Academic Collaboration in Public Higher Education. Led by Patricia Gumpert, these multi-year projects examine initiatives to establish collaborative courses and programs across campuses within public university systems and across the liberal arts. The research identifies resources, structural arrangements, and governance practices that support academic collaboration, and strategies used by faculty and campus leaders to overcome obstacles, maximize anticipated benefits, and minimize attendant risks.

Effects of Diversity on College Students. Anthony Antonio and colleagues review empirical evidence on the educational benefits of diverse learning environments. For a recent report, see http://www.aacu.org/inclusive_excellence/pdfs/Milem_Final.pdf. Principal Investigators Anthony Lising Antonio and Kenji Hakuta examined the hypothesis that racial diversity in small group discussions among college students enhances their critical thinking. They used experimental methods from social psychology to measure the relationship between complex thinking processes and racial diversity at three universities across the country. Their report was published in *Psychological Science*. See the project website, <http://www.stanford.edu/group/diversity>.

Efficiency in Community Colleges. Led by Patricia Gumpport and Bernadine Chuck Fong, this project develops a research agenda to examine strategies for improving efficiency in community colleges.

The National Center for Postsecondary Improvement. Headquartered at SIHER from 1996-2004 NCPI's research addressed concerns of policymakers and institutional leaders, such as studying student transitions from high school to college and from college to work; developing data sets and instrumentation to examine student outcomes and assessment; and analyzing planning and restructuring activities. Through research and dissemination, NCPI offers its constituents—policymakers, employers, faculty, students, and administrators—data analysis, recommendations, and tools to adapt to and thrive in a rapidly changing environment.

Personnel

Anthony Lising Antonio, Associate Director - Dr. Antonio is Associate Professor of Education at Stanford University. Dr. Antonio's work focuses on access and equity, the impact of diverse campuses on student outcomes, and the sociology of student friendship groups. He has written several articles and papers on the impact of diversity on college students, work widely cited in amicus briefs written for affirmative action cases for the University of Michigan, and has co-authored the major SIHER report on K-16 policy reform, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*. Dr. Antonio received his Ph.D. and M.A. in Higher Education from UCLA and holds engineering degrees from Stanford and the University of California, Berkeley. With his co-authors, he was awarded the American Educational Research Association (Division J) Publication of the Year Award, in 1999. He recently received the Early Career Scholar Award from the Association for the Study of Higher Education. He sits on the editorial boards of the *Journal of College Student Development*, *Review of Higher Education*, *American Educational Research Journal*, and *Change*.

Patricia J. Gumpport, Director of SIHER - Dr. Gumpport is Professor of Education at Stanford University. As principal investigator, she has managed over \$16 million in funding. She recently led a national agenda-setting initiative that culminated in the groundbreaking study, *Beyond Dead Reckoning: Research Priorities for Redirecting American Higher Education*. Her expertise spans a wide range of topics in higher education: current research includes academic collaboration, organizational restructuring and curricular change, public higher education system design, and case study methods in research and policy analysis. Her publications include six books (three co-edited) and over sixty peer-reviewed articles, chapters, and reports. Dr. Gumpport has assisted in state and campus academic planning and advised policymakers and campus leaders in the U.S. and seven other countries. Dr. Gumpport holds a Ph.D. from Stanford University in Higher Education, an M.A. from Stanford in Sociology, and a B.A. (Phi beta kappa) in Philosophy and English from Colgate University. From the Association for the Study of Higher Education, she received the Outstanding Dissertation of the Year Award (1998) and the Distinguished Early Career Scholar Award (1993). Other awards include Young Leader of the Academy Award (1998), Spencer Foundation Postdoctoral Fellowship from the National Academy of Education (1989-1991), and Outstanding Teaching Award from the Stanford School of Education (1995).

John D. Jennings, Research Associate - Dr. Jennings has extensive experience conducting qualitative and quantitative studies in postsecondary education. His methodological expertise is particularly strong in case study research using interviews and institutional data. Dr. Jennings has worked on research projects in higher education domains from organizational restructuring, academic planning and finance, to faculty productivity and curriculum modeling. He earned a Ph.D. in Higher Education Administration from Stanford University, an M.A. in Sociology also at Stanford, an M.S. in Counseling and College Student Personnel from Radford University, and a B.A. in History from Duke University.

Michael Kirst, Associate Director - Dr. Kirst is Professor of Education and Business Administration at Stanford University. A prolific writer, he has authored ten books and published widely on school finance politics, curriculum politics, intergovernmental relations, and education reform. Dr. Kirst disseminates his research through academic outlets and various media venues. Dr. Kirst received his bachelor's (Phi beta kappa) in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard. He has been a fellow at the Center for Advanced Study in Behavioral Sciences, a member of the National Academy of Education since 1979, vice-president of the American Educational Research Association, commissioner of the Education Commissions of the States, and associate editor of the *Journal of Educational Evaluation and Policy*.

Richard Shavelson, Senior Researcher - Dr. Shavelson is Professor of Education and Psychology, and Senior Fellow in the Woods Institute for the Environment at Stanford University, where he earned his Ph.D. in Educational Psychology. His current research examines accountability and the assessment of student outcomes, both in K-12 and higher education. Dr. Shavelson was dean of the Stanford School of Education from 1995 to 2000, and has chaired the National Academy of Sciences' Board on Testing and Assessment.

Bernadine Chuck Fong, Visiting Scholar - Dr. Fong brings 36 years of experience as a community college faculty member, also having served as dean, vice-president, and president of Foothill College. With expertise in organizational transformation and faculty development, she is known for her accomplishments as a reformer and leader in meeting the contemporary challenges of community colleges. She provides guidance to higher education leaders more broadly through professional presentations and on national boards for such organizations as the American Association of Higher Education, National Center for Postsecondary Improvement, American Association of Community Colleges, and Carnegie Foundation for the Advancement of Teaching.

Research Assistants - At SIHER, under close faculty supervision, students in Stanford's higher education PhD program acquire skills in research and policy analysis. The program has a strong reputation for preparing faculty and researchers in nonprofits.