

Revised March 15, 2006

Spring Quarter, 2006

### **ED 384: Advanced Topics in Higher Education**

Course Credit: 3-5 units

Tuesdays 3:15pm – 6:05pm, Cubberley 207

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This seminar provides in-depth analysis of selected topics in the study of higher education. We will examine contemporary imperatives for academic change. Graduate students interested in these issues are welcome to enroll.

Conceptualizing universities and colleges as academic organizations, we will analyze a mix of external and internal forces that shape academic change. The academic organization of U.S. universities and colleges reflects a long history of continuity and change. Much of that change has had across-the-board expansion and structural differentiation as common denominators. Yet over the past three decades, campuses of all types have not have the luxury of additive responses to the changes in environmental pressures. Strategic initiatives and academic restructuring have become *de rigueur*. Higher education leaders—administrators and faculty alike—have had to reconsider educational purposes (desired outcomes), resources (priorities for resource allocation), and knowledge (the organization and content of teaching and research).

As we reflect on these changes, several questions warrant our reflection and careful examination. These include: What are the external pressures for change? How have campuses responded? What are the internal tensions on campuses, and how have they been handled? Looking to the future, how can campuses keep pace with knowledge change? Is comprehensive field coverage feasible? What academic programs and curriculum should be offered? Based on what criteria? Who should decide?

This quarter we will discuss a mix of conceptual and empirical articles that shed light on some of these questions, the attendant management challenges and the topics in need of further research. We begin with two approaches to conceptualizing the relationship between a campus and its environmental context: first, expectations in the social charter; and second, strategic responses to institutional pressures. We then look at the nature of change within several arenas of higher education: organizational and curricular restructuring, academic authority and governance, and imperatives for the future.

#### **Objectives and Assignments**

This course has two sets of objectives: to develop an understanding of key issues and the corresponding lines of inquiry in the study of higher education; and to cultivate analytical skills in reading, writing, and discussion (which involves speaking and active listening). To those ends, assignments are as follows:

- 1. Required Readings:** Readings drawn from books and journal articles are available for purchase as a Course Reader at the Stanford Bookstore. Students should do the required readings *prior* to class. Since active participation in class is valued, it is advisable to make notes for easy reference. In addition, each student will select a week to lead part of the class discussion.
- 2. One Short Paper:** Using the readings as an anchor, students will select one topic for a short paper (not more than 5 pages, double-spaced, 12 point font). The focus is up to each student, and I am available for consultation. Options include: critical reflection on a topic or theme from selected readings, exploration of the conditions that exacerbate or ameliorate a particular issue, or exploring how an issue is manifest in different types of universities and colleges. For the short paper, students are not expected to locate additional

readings on the topic. **Deadline:** The paper should be submitted no later than **May 2<sup>nd</sup>**. Papers may be submitted as email attachments (in Word) and should include the students' last name in the file name.

**3. One Longer Paper:** A second paper (not more than 12 pages, double-spaced, 12 point font) is an opportunity to delve more deeply into a topic that is suitable for analysis, typically literature reviews or critiques of published articles that illuminate an issue, and augmented by additional literature or secondary data where relevant. The paper should stem from a topic in this course, should be meaningful to you, and agreed upon by the instructor. **Deadlines:** A one-page prospectus is due by **May 16<sup>th</sup>**. The prospectus should identify the topic, describe why it is selected, and outline how it will be approached. The paper is due by **June 2<sup>nd</sup>**.

**4. End-of-Quarter Assessments:** Students have the option of Letter Grade or Satisfactory/No Credit. Course grades are based on: Class participation 60%; Short Paper 15%; Final Paper 25%. At the end of the term, students will write **a brief memos** (approx. two pages). In the memo, please reflect on your role as learner and contributor to the seminar. Then provide feedback on the course content. Memos are also due **June 2<sup>nd</sup>**. I also welcome suggestions each week, so I can make any necessary adjustments.

#### **Weekly Schedule [\*Asterisk indicates the reading is in Course Reader]**

#### **Week 1: Tuesday April 4<sup>th</sup> Societal Expectations for Higher Education (Part I): A Public Agenda**

\*IRHE/NCPI. 2001. "A Report to Stakeholders on the Condition and Effectiveness of Postsecondary Education, Part Two: The Public." *Change* (September/October): 23-38.

#### **Week 2: Tuesday April 11<sup>th</sup> Societal Expectations for Higher Education (Part II): Changes in the Social Charter**

\*Kerr, Clark. 1987. "A Critical Age in the University World: Accumulated Heritage Versus Modern Imperatives." *European Journal of Education* 22: 183-193.

\*Trow, Martin A. 1984. "The Analysis of Status." Pp. 132-64 in Burton Clark (ed.), *Perspectives on Higher Education*. Berkeley, CA: University of California Press.

Kezar, Adrianna. 2004. "Obtaining Integrity: Reviewing and Examining the Charter between Higher Education and Society." *Review of Higher Education* 27 (Summer) 4: 429-459.

#### **Week 3: Tuesday April 18<sup>th</sup> Institutional Pressures & Strategic Responses (Part I): The Industry Logic**

Oliver, Christine. 1991. "Strategic Responses to Institutional Processes." *Academy of Management Review* 16: 145-79.

\*Levine, Arthur. 2001. "Higher Education as a Mature Industry." Pp. 38-59 in Philip Altbach, Patricia J. Gumpert, D. Bruce Johnstone (eds.) *In Defense of American Higher Education*. Baltimore, MD: Johns Hopkins University Press.

Gumpert, Patricia J. 2000. "Academic Restructuring: Organizational Change and Institutional Imperatives." *Higher Education* 39: 67-91.

**Week 4: Tuesday April 25<sup>th</sup> Institutional Pressures & Strategic Responses (Part II): Management**

Gumport, Patricia J. and Brian Pusser. 1995. "A Case of Bureaucratic Accretion: Context and Consequences." *Journal of Higher Education* 66 (September/October) 5: 493-520.

Birnbaum, Robert. 2000. "The Life Cycle of Academic Management Fads." *Journal of Higher Education* 71 (January/February) 1:1-16.

Gumport, Patricia J. 2003. "The Demand-Response Scenario: Perspectives of Community College Presidents." *The Annals of the American Academy of Political and Social Science* 586 (March): 38-61.

**Week 5: Tuesday May 2<sup>nd</sup> Institutional Pressures & Strategic Responses (Part III) Technology, Commercialization, and Intellectual Property**

*Reminder: Submit Short Paper by this date.*

\*David C. Mowery, Richard R. Nelson, Bhaven N. Sampat, and Arvids Ziedonis. 2004. *Ivory Tower and Industrial Innovation: University-Industry Technology Transfer Before and After the Bayh-Dole Act*. Stanford, CA: Stanford University Press. Chapters 1, 2, 6, 9.

\*Rhoades, Gary. 2001. "Whose Property Is It? Negotiating with the University." *Academe* Sept-Oct: 87(5)

**Week 6: Tuesday May 9<sup>th</sup> Organizational Restructuring**

Gumport, Patricia J. and Brian Pusser. 1997. "Restructuring the Academic Environment." Pp. 453-78 in Peterson, Marvin W., Dill, David D., Mets, Lisa A., and Associates (eds.) *Planning and Management for a Changing Environment*. San Francisco: Jossey-Bass.

Gumport, Patricia J. and Stuart K. Snyderman. 2002. "The Formal Organization of Knowledge: An Analysis of Academic Structure." *Journal of Higher Education* 73 (May/June) 3: 375-408.

Gumport, Patricia J. 1993. "The Contested Terrain of Academic Program Reduction." *Journal of Higher Education* 64: 283-311.

**Week 7: Tuesday May 16<sup>th</sup> Curricular Restructuring**

*Reminder: Submit Prospectus for Final Paper.*

\*Brint, Steven. 2002. "The Rise of the 'Practical Arts.'" Pp. 231-259 in Steven Brint (ed.) *The Future of the City of Intellect*. Stanford, CA: Stanford University Press.

\*Slaughter, Sheila. 1997. "Class, Race, and Gender and the Construction of Post-Secondary Curricula in the United States: Social Movement, Professionalization, and Political Economic Theories of Curricular Change." *Journal of Curriculum Studies* 29: 1-30.

\*D'Souza, Dinesh. 1991. "Travels with Rigoberta: Multiculturalism at Stanford." Pp. 59-93 in *Illiberal Education: The Politics of Race and Sex on Campus*. New York: Vintage.

**Week 8: Tuesday May 23<sup>rd</sup> Academic Authority (Part I): Professional Expertise and Socialization**

\*Metzger, Walter. 1987. "The Academic Profession in the United States." Pp. 123-208 in Burton R. Clark (ed.) *The Academic Profession*. Berkeley: University of California Press.

\*Abbott, Andrew. 2002. "The Disciplines and the Future." Pp. 205-230 in Steven Brint (ed.) *The Future of the City of Intellect*. Stanford, CA: Stanford University Press.

Gumport, Patricia J. 2000. "Learning Academic Labor." *Comparative Social Research* 19: 1-23. Stamford, CT: JAI Press.

Rhoades, Gary and Robert Rhoads. 2002. "The Public Discourse of U.S. Graduate Employee Unions." *Review of Higher Education* 26 (Winter) 2: 163-186.

### **Week 9: Tuesday May 30<sup>th</sup> Academic Authority (Part II): Shared Governance**

*Reminder: Final Paper and two memos due by June 1<sup>st</sup> at 5 pm.*

\*Baldrige, J. Victor, David Curtis, George Ecker, and Gary Riley. 1977. "Alternative Models of Governance in Higher Education" from *Governing Academic Organizations*. McCutchan. Reprinted Pp. 128-142 in Christopher Brown III (ed.) 2000. *Organization and Governance in Higher Education. Fifth Edition*. Boston, MA: Pearson Custom Publishing.

Birnbaum, Robert. 1989. "The Latent Organizational Functions of the Academic Senate: Why Senates Do Not Work But Will Not Go Away?" *Journal of Higher Education* 60 (July/August) 4: 423-443.

Birnbaum, Robert. 1992. "Will You Love Me in December as You Do in May?" *Journal of Higher Education* 63 (January/February) 1: 1-25.

\*Campus Governance statements copied from the Internet:

1. American Association of University Professors. 1966. "Statement on Government of Colleges and Universities."
2. Association of Governing Boards of Universities and Colleges. 1998. "AGB Statement on Institutional Governance."

### **Week 10: Tuesday June 6<sup>th</sup> Looking to the Future: Market Forces and Technology's Potential**

Engell, James, and Anthony Dangerfield. 1998. "The Market-Model University: Humanities in the Age of Money." *Harvard Magazine* (May-June): 48-55, 111.

Brint, Steven. 2005. "Creating the Future: 'New Directions' in American Research Universities." *Minerva* 43:23-50.

\*Wilson, Jack. 2001. "The Technological Revolution." Pp. 204-226 in Philip Altbach, Patricia J. Gumport, D. Bruce Johnstone (eds.) *In Defense of American Higher Education*. Baltimore, MD: Johns Hopkins University Press.