ED 384: Advanced Topics in Higher Education
Course Credit: 3-5 units
Tuesdays 3:15pm – 6:05pm, Cubberley 207

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522 CERAS, School of Education Office Hours: By Appointment

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^{nd}**. 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^{th}**. 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^{nd}**.

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^{nd}**. 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^{th}** Societal Expectations for Higher Education (Part I): A Public Agenda


**Week 2: Tuesday April 11^{th}** Societal Expectations for Higher Education (Part II): Changes in the Social Charter


**Week 3: Tuesday April 18^{th}** Institutional Pressures & Strategic Responses (Part I): The Industry Logic


Week 4: Tuesday April 25th  Institutional Pressures & Strategic Responses (Part II): Management


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

*Reminder: Submit Short Paper by this date.*


Week 6: Tuesday May 9th  Organizational Restructuring


Week 7: Tuesday May 16th  Curricular Restructuring

*Reminder: Submit Prospectus for Final Paper.*


Week 8: Tuesday May 23rd  Academic Authority (Part I): Professional Expertise and Socialization


**Week 9: Tuesday May 30th** Academic Authority (Part II): Shared Governance

Reminder: Final Paper and two memos due by June 1st at 5 pm.


*Campus Governance statements copied from the Internet:


**Week 10: Tuesday June 6th** Looking to the Future: Market Forces and Technology’s Potential

