

**PATRICIA J. GUMPORT**

**ADDRESS**

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**EDUCATION**

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Ph.D. Stanford University: Education (Higher Education Administration & Policy Analysis)  
M.A. Stanford University: Sociology  
M.A. Stanford University: Education  
B.A. Colgate University: Philosophy and English, *Magna cum laude*, *Phi beta kappa*

**ADMINISTRATIVE AND FACULTY POSITIONS AT STANFORD UNIVERSITY**

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- Vice Provost for Graduate Education and Postdoctoral Affairs, 2007-present
- Director, Stanford Institute for Higher Education Research (SIHER), 1995-present
- Professor of Education, 1989-present

**ACADEMIC ADMINISTRATION**

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**Vice Provost for Graduate Education and Postdoctoral Affairs**, Stanford University, 2007-present

Founded Office of the Vice Provost for Graduate Education: set initial mission, vision, strategic plan, budget.

- Provide leadership to enhance excellence in graduate education in a highly decentralized university, serving 9,400 graduate students who pursue 15 degree types in over 200 degree programs across all 7 Schools.
- Provide leadership of university policy, funding, and programs for 2,300 postdoctoral scholars.
- Determine strategic approaches to university priorities: promote academic innovation; address systemic challenges; identify synergies for collaboration; design and expand graduate fellowship programs; strengthen infrastructure of graduate student funding; manage complex budget & financial forecasts; fundraising and stewardship of endowed funds; serve on senior academic leadership groups, including President's Executive Cabinet, Full Cabinet, Budget Group, Faculty Senate; Diversity Cabinet (co-chair).
- Design and oversee programmatic initiatives for graduate students and postdocs, including interdisciplinary learning, diversity and inclusion, professional and leadership development, advising, career preparation.
- Analyze mission-critical data: design, oversight, strategic dissemination and utilization.
- Design & implement innovative fellowship programs, including Stanford Interdisciplinary Graduate Fellowships; Diversifying Academia, Recruiting Excellence (DARE) Doctoral Fellowships to diversify professoriate; Enhancing Diversity in Graduate Education (EDGE) Doctoral Fellowships for PhD students.
- Support NSF-funded California Alliance for Graduate Education & the Professoriate to diversify STEM.
- Serve as PI/Coordinating Official, NSF Graduate Research Fellowship Program totaling over ~\$21M.
- Collaborate nationally with graduate education leaders and policymakers to advance shared goals.

**Chair, Division of Social Sciences, Policy, & Educational Practice**, Stanford Graduate School of Education, 2004-06. Managed admissions, degree progress, 30 teaching faculty in 17 PhD & Master's degree areas.

**FACULTY CONTRIBUTIONS**

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**Faculty Positions:**

- Professor of Education, Graduate School of Education, Stanford University, 1989-present
- Director, Higher Education PhD Program, Graduate School of Education, Stanford University, 1989-2006
- Assistant Professor of Higher Education, University of California, Los Angeles (UCLA), 1988-89
- Postdoctoral Scholar: comparative research on graduate education with Burton Clark, UCLA, 1987-89

**Graduate Teaching & Mentoring Areas:**

Sociology of Higher Education, Leadership & Administration in Higher Education, Higher Education & Society, Sociological/Organizational Theory, Interdisciplinarity, Higher Education Management & Planning, Policy Analysis, Social Science Research Design & Methods, Case Study & Qualitative Research Methods.

**Graduate Advising & Mentoring:**

Primary advisor for over 50 PhD and 20 Master's degree students (1989-2006). PhD alumni employment by sector: ~70% academia, ~20% non-profits & government, ~10% industry.

**Faculty Service at Stanford (selected):**

Faculty Senator (elected 2 terms; 12 years *ex officio*), Planning and Policy Board (elected), Committee on the Status of Women (appointed), AAUP Executive Committee (elected), Faculty Quality of Life Study (appointed), Academic Planning Task Force (appointed), Provost's Budget Group (appointed, since 2004).

**Research Administration at Stanford:**

- **Director, Stanford Institute for Higher Education Research (SIHER)**, 1995-present (Deputy Director, 1989-94)

Home to research on higher education planning and policy issues from a range of analytical perspectives, including social scientists, institutional leaders, and policymakers in the U.S. and abroad.

Opportunities for faculty collaboration, research training for students and postdocs, as well as leadership and organizational development resources for a wide range of universities and colleges.

- **Executive Director and Principal Investigator, National Center for Postsecondary Improvement**, 1996-2004

Headquartered at SIHER, NCPI was the largest federal research grant to Stanford's Graduate School of Education, initially \$12.5M for 5 years, then \$15.7M over 8 years.

Led 60 NCPI research projects, the executive leadership team and Board of Senior Scholars; managed the budget, communications, and deliverables.

**External Funding: Principal Investigator on Grants (selected)**

- \$15.7M: National Center for Postsecondary Improvement. U.S. Department of Education (1996-2004)
- \$204,000: Higher education research priorities of foundations. Atlantic Philanthropies (2002-03)
- \$400,000: Academic collaboration in public higher education. Ford Foundation (2004-08)
- \$50,000: Instructional collaboration in the liberal arts. Carnegie Corporation of New York (2005)
- \$150,000: Efficiency in community colleges. William and Flora Hewlett Foundation (2006-07)

**Areas of Academic Expertise:**

I am a sociologist of higher education. Through research, writing, and teaching, I have contributed to the understanding of major changes in the academic landscape and organizational character of American higher education. My work illuminates the dynamics of institutional change in several arenas—what facilitates change and what impedes it across and within different types of colleges and universities—and identifies implications for academic leaders who manage organizational change and a wide array of expectations.

Using sociological theory and research methods as well as firsthand experience, I analyze how organizational, intellectual, political, economic, and professional interests redefine the content, structure, conduct, and relative legitimacy of academic fields.

Key studies include: the emergence and institutionalization of interdisciplinary fields; professional socialization across academic disciplines; organizational restructuring and selective investment; the ascendance of industry logic in public higher education; forces that promote and inhibit academic collaboration; decision-making about appropriate organizational forms to support new ideas; and leading organizational change for optimal effectiveness with internal and external stakeholders.

My research has informed how I have worked in various academic leadership roles, generating initiatives as well as new lines of inquiry in professional and leadership development, interdisciplinary learning, diversity and inclusion, intergenerational mentoring, and academic collaboration.

## **PUBLICATIONS**

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### **Books:**

Gumport, P. Under review. *Academic Collaboration: A Strategic Necessity*.

Gumport, P. Forthcoming 2019. *Academic Fault Lines: The Rise of Industry Logic in Public Higher Education*. Baltimore, MD: Johns Hopkins University Press.

Bastedo, M., P. Altbach, and P. Gumport (eds.) 2016. *American Higher Education in the 21<sup>st</sup> Century: Social, Political, and Economic Challenges*. Fourth Edition. Baltimore, MD: Johns Hopkins University Press.  
Altbach, Berdahl, and Gumport (eds.): Third Edition (2011), Second Edition (2005), First Edition (1999).  
(Translated into Chinese in 2005.)

Gumport, P. (ed.) 2007. *Sociology of Higher Education: Contributions and their Contexts*. Baltimore, MD: Johns Hopkins University Press. (Translated into Chinese in 2010. Translated into Japanese in 2014.)

Gumport, P. 2002. *Academic Pathfinders: Knowledge Creation and Feminist Scholarship*. Westport, CT: Greenwood Press.

Altbach, P., P. Gumport, and B. Johnstone (eds.) 2001. *In Defense of American Higher Education*. Baltimore, MD: Johns Hopkins University Press. (Translated into Chinese in 2007.)

Altbach, P., R. Berdahl, and P. Gumport (eds.) 1994. *Higher Education in American Society*, Third Edition. Buffalo, NY: Prometheus Books. (Translated into Japanese in 1997.)

### **Articles in Peer-Reviewed Journals and Chapters in Edited Volumes (selected list):**

Gumport, P. 2016. Graduate Education and Research. In Bastedo, Altbach, and Gumport (eds.) *American Higher Education in the 21<sup>st</sup> Century*. Fourth Edition. Baltimore, MD: Johns Hopkins University Press.  
Updated 2011, 2005, 1999.

Gumport, P. 2012. Strategic Thinking in Higher Education Research. In M. Bastedo (ed.) *The Organization of Higher Education: Managing Colleges for a New Era*. Baltimore, MD: Johns Hopkins University Press.

Gumport, P. and S. Snyderman. 2006. Higher Education: Evolving Forms, Emerging Markets. In W. Powell and R. Steinberg (eds.) *The Non-Profit Sector*. Hartford, CT: Yale University Press.

Gumport, P. and D. Julius. 2006. Graduate Assistants' Collective Bargaining. In E. Benjamin and M. Mauer (eds.) *Academic Collective Bargaining*. New York, NY: MLA and AAUP.

Gumport, P. and J. Jennings. 2005. Toward the Development of Liberal Arts Indicators. In M. Richardson (ed.) *Tracking Changes in the Humanities*. Cambridge: MA: AAAS.

Gumport, P. and M. Chun. 2005. Technology and Higher Education. In Altbach, Berdahl, Gumport (eds.) *American Higher Education in the 21<sup>st</sup> Century*. Baltimore: Johns Hopkins University Press. Reprinted: L. Foster, et al (eds.) 2001. *Distance Education*. Pearson; 2003 *Peking University Education Review* 4:32-41.

Bastedo, M. and P. Gumport. 2003. Access to What?: Mission Differentiation and Academic Stratification in U.S. Public Higher Education, *Higher Education: The International Journal of Higher Education and Educational Planning* 46:341-359.

Gumport, P. 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.

- Gumport, P. and R. Zemsky. 2003. Drawing New Maps for a Changing Enterprise, *Change* 35(4):30-35.
- Gumport, P. and S. Snyderman. 2002. The Formal Organization of Knowledge: An Analysis of Academic Structure, *Journal of Higher Education* 73(May/June)3:375-408.
- Julius, D. and P. Gumport. 2002. Graduate Student Unionization, *Review of Higher Education* 26(Winter)2: 187-216.
- Gumport, P. 2002. Universities and Knowledge. In S. Brint (ed.) *The Future of the City of Intellect*. Stanford, CA: Stanford University Press. Reprinted 2004 *Peking University Education Review* 4(8):54-65.
- Gumport, P. and M. Bastedo. 2001. Academic Stratification and Endemic Conflict: Remedial Education Policy at CUNY, *Review of Higher Education* 24(4):333-349.
- Gumport, P. 2001. Restructuring: Imperatives and Opportunities for Academic Leaders, *Innovative Higher Education* 25(Summer)4:239-251.
- Bailey, T. and P. Gumport. 2001. Sizing up the Competition: The Contours of For-Profit Higher Education, *Change* 33(November/December)6:47-50.
- Gumport, P. 2000. Academic Restructuring: Organizational Change and Institutional Imperatives, *Higher Education: The International Journal of Higher Education and Educational Planning* 39:67-91.
- Gumport, P. 2000. Learning Academic Labor, *Comparative Social Research* 19:1-23.
- Gumport, P. and J. Jennings. 1999. Looking Back at Revenue and Expenditure Trends: Are We Privatizing Public Higher Education? *Change* 31(September/October)6:61-64.
- Gumport, P. and B. Pusser. 1999. University Restructuring: The Role of Economic & Political Contexts. In J. Smart (ed.) *Higher Education: Handbook of Theory and Research*. Volume XIV. Bronx, New York: Agathon.
- Gumport, P. and J. Jennings. 1997-98. Graduate Student Employees, *CUPA Journal* 48(Fall/Winter)3/4:33-37.
- Gumport, P. 1997. Public Universities as Academic Workplaces, *Daedalus* 126(Fall)4:113-136.
- Gumport, P. and B. Pusser. 1997. Restructuring the Academic Environment. In M. Peterson, D. Dill, L. Mets (eds.) *Planning and Management for a Changing Environment*. Jossey-Bass.
- Gumport, P. and B. Pusser. 1995. A Case of Bureaucratic Accretion: Context and Consequences, *Journal of Higher Education* 66(September/October)5:493-520.
- Gumport, P. 1993. The Contested Terrain of Academic Program Reduction, *Journal of Higher Education* 64(May/June)3:283-311.
- Gumport, P. 1993. Fired Faculty: Reflections on Marginalization and Academic Identity. In D. McLaughlin and W. Tierney (eds.) *Naming Silenced Lives*. New York, NY: Routledge.
- Gumport, P. 1993. Graduate Education and Organized Research in the United States. Chapter in B. Clark (ed.) *Research Foundations of Graduate Education*. Berkeley, CA: University of California Press.
- Gumport, P. 1993. Graduate Education and Research Imperatives: Views from American Campuses. In B. Clark (ed.) *Research Foundations of Graduate Education*. Berkeley, CA: University of California Press.

Gumport, P. 1992. Graduate Education: Comparative Perspectives. In B. Clark and G. Neave (eds.) *The Encyclopedia of Higher Education*. Volume II. Oxford: Pergamon Press.

Gumport, P. 1991. The Federal Role in American Graduate Education. In J. Smart (ed.) *Higher Education: Handbook of Theory and Research*. Volume VII. New York: Agathon Press.

Gumport, P. 1991. *E Pluribus Unum?* Academic Structure, Culture and the Case of Feminist Scholarship, *Review of Higher Education* 15(Autumn)1: 9-29.

Gumport, P. 1990. Transformations in American Graduate Education and Research, *Educational Policy* 4(December)4:313-326.

Gumport, P. 1990. Feminist Scholarship as a Vocation, *Higher Education* 20(October)3:231-243. Reprinted in J. Glazer, E. Bensimon, B. Townsend (eds.) 1993. *Women in Higher Education*. Washington, DC: ASHE. Reprinted in A. H. Halsey et al (eds.) 1997. *Education, Culture, Economy, & Society*. Oxford University Press.

Gumport, P. 1988. Curricula as Signposts of Cultural Change, *Review of Higher Education* 12 (Autumn)1:49-62. Reprinted in J. Haworth and C. Conrad (eds.) 1995. *Revisioning Curriculum in Higher Education*. Needham Heights, MA: Simon & Schuster.

#### **INVITED PRESENTATIONS (SELECTED)**

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- ~100 peer-reviewed conference papers, including at annual meetings of the Association for the Study of Higher Education, American Educational Research Association, American Association for Higher Education, American Sociological Association.
- ~75 invited addresses in the U.S., including American Academy of Arts and Sciences, American Association for the Advancement of Science, Association of American Universities, American Council on Education, American Association of University Women, Association of Governing Boards, Association of Graduate Schools, Council of Graduate Schools, Pew Charitable Trusts, Historically Black Colleges & Universities Summer Institute, Washington Higher Education Secretariat, as well as abroad in Copenhagen, Hiroshima, Kassel, London, Mexico City, Rome, Stockholm, and Sydney.

#### **NATIONAL & INTERNATIONAL SERVICE (SELECTED)**

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- Board of Directors & Executive Councils: Association for the Study of Higher Education (1991-93); AERA Division J (1995-97); Association of Graduate Schools in the AAU (2010-13), AGS President (2011-12).
- Editorial Boards and ongoing reviewer: *The Journal of Higher Education* (Chair, 1994-95), *The Review of Higher Education*, *Higher Education: The International Journal of Higher Education and Educational Planning*.
- Occasional reviewer: *Sociology of Education*, *Social Forces*, *American Educational Research Journal*, *Review of Educational Research*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Economics of Education Review*, *Contemporary Sociology*, *International Journal of Qualitative Studies*, Jossey-Bass, Johns Hopkins University Press, Kluwer, Oxford University Press, Stanford University Press, SUNY Press, University of California Press, Hewlett Foundation, Mellon Foundation, Spencer Foundation, Fulbright Commission, OECD, Rand, U.S. Department of Education, National Science Foundation.
- Board of Trustees, Colgate University (1999-2004).
- Consulting activities span a wide range of topics and clients, including American Academy of Arts and Sciences, Atlantic Philanthropies, Carnegie Foundation for the Advancement of Teaching, Ford Foundation, Learning Productivity Network, Social Science Research Council, as well as public higher education system offices and public campuses in Arizona, California, Illinois, Missouri, New York, North Dakota, and Texas. Topics: academic planning, program review, organizational restructuring, liberal education, faculty development, shared governance, interdisciplinarity, graduate education, undergraduate education, diversity and inclusion, academic collaboration, leadership development.

## **HONORS AND AWARDS (SELECTED)**

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- President, Association of Graduate Schools, Association of American Universities, 2011-12
- President's Award for Advancing Institutional Excellence through Diversity Programs, 2012
- American Leadership Forum – Silicon Valley, Senior Fellow, since 2011
- President's Leadership Academy, Stanford University, 2008-09 (selected for inaugural cohort of Fellows)
- Exemplary Research Award (for outstanding scholarship), American Educational Research Association, 2006
- Young Leader of the Academy Award, *Change*, 1998
- University Fellow, Office of the President, Stanford University, 1995-97
- Outstanding Teaching Award, Graduate School of Education, Stanford University, 1995
- Distinguished Early Career Scholar Award, Association for the Study of Higher Education, 1993
- Spencer Foundation Postdoctoral Fellowship, National Academy of Education, 1989-91
- Outstanding Dissertation of the Year Award, Association for the Study of Higher Education, 1988