Course Description:
This course is intended for students who are pursuing an advanced degree in higher education or a related area. Students in this course will explore the emergence of the entrepreneurial university. The purpose of this course is threefold: (1) Develop an understanding of the forces that have brought rise to what is being called the entrepreneurial university. (2) Examining critically higher education emerging teaching, research and service practices in the contemporary environment. (3) Examine the changing purpose and nature of the university in the knowledge economy. Students will use course readings, reflective writing, in class discussion, and personal scholarly papers to examine the idea of the entrepreneurial university.

Desired Learning Outcomes:
• Develop an understanding of entrepreneurial behavior in higher education.
• Be able to apply critical theory to the emergence of the entrepreneurial university.
• Be able to articulate the forces shaping contemporary higher education teaching, learning and service practices in higher education.
• Develop a stance on entrepreneurial behavior in higher education.
• Complete an original piece of scholarship that critically examines the emergence of the entrepreneurial university an increasingly global educational environment.

Instructional Pedagogy and Expectations:
This course is designed to be a learning centered course with each student being responsible for maximizing their own experience. The instructional responsibility is to create a welcoming environment for all students where sharing differing views and intellectual intrigue are valued and respected. My commitment is to bring my very best in terms of resources, course organization and facilitation to create a high-quality learning experience. I have high expectations of students as to their (1) preparation for class; (2) engagement with course content; (3) performance on application assignments. I recognize that individuals learn and perform in a variety of ways and as such instructional approaches will be varied as will my appreciation for different learning and performance styles. In addition to this statement of instructional pedagogy and expectation I have found it useful to articulate the following expectations related to the class.
Attendance:
You are expected to be present at all sessions, should you not be able to be present please contact me in advance of class (e-mail is fine).

Assigned readings:
All class sessions will involve discussion of assigned readings; it is my expectation that you will have prepared these readings in advance of class. I will assign two to four articles that you must read for each class period, other reading will be recommended but not required.

Blackboard:
Class members are expected to check Blackboard (on-line course management software) several times each week for e-mail, discussion, announcements and to access PDF course readings. Students are expected to actively post and participate on Blackboard each week during the semester.

Group Activities:
Part of working in higher education is working with diverse individuals; as such this course will provide a practical forum for developing group functioning skills. Each class member is expected to participate in group discussions, activities and projects that will be a part of each class.

Assignments:
All assignments should be submitted on or before the due date. All papers will be submitted via Blackboard.

Required Books:

Clark, B.R (2001). *Creating Entrepreneurial Universities: Organizational Pathways of Transformation*. Oxford, UK: Pergamon. (Can be hard to get, if it is we will distribute copies or PDF of a few key chapters in class)


Your choice of one book:


If you have not read, you should read:


Assignments

1. **Class Participation and Preparation (15 points)** – At the end of the course you will self-assess and have your peers assess your participation and preparation for the course. Your self-assessment and peer assessment of the extent to which you prepared and participated at a high-level will determine the points awarded in this assessment category.

2. **Reading Summary Blogs (40 points)** – For ten of the class meetings you will be required to write the equivalent to a one page summary and reflection of the readings for that week of class (each summary will be worth 4 points)

3. **Individual Scholarly Paper (45 points)** – You are to develop over the course of the semester a scholarly paper related to the idea of the entrepreneurial university in the global context of higher education. The paper must be 15 pages in length, use APA format. I will work with each student to develop the paper as a part of the course book to be published and disseminated. The paper should cover a personal area of interest, and reflect a critical examination of the idea of the entrepreneurial university. A first draft of the paper is due April 5, the final draft due May 10th. The first draft is work 25 points, the final draft is worth 20 points.
### Grading

1. Class Participation and Preparation (Self-Graded)  
   - 15 points
2. Reading Summary Blogs (4 points each)  
   - 40 points
3. Individual Scholarly Paper (45 points)  
   - 45 points

| Total | 100 points |

A = 93 to 100 points  
A-= 90-92  
B+=87 to 89  
B = 83 to 86 points  
B-= 80 to 82  
C = 70 to 79 points  
D = 60 to 69 points  
F = 59 points or less
Course Schedule

Class 1.1 – Introduction
January 18 – The Emergence of the Entrepreneurial University

  o What do we bring to the discussion of the Entrepreneurial University
  o What is the Entrepreneurial University

Class 1.2 – Policy Arches Leading to the emergence of the Entrepreneurial University
January 25

Please read for class discussion/lecture:


Start Reading:

Clark, B.R (2001). Creating Entrepreneurial Universities: Organizational Pathways of Transformation. Oxford, UK: Pergamon. (Can be hard to get, if it is we will distribute copies or PDF of a few key chapters in class)

Optional:


Class 1.3 – The Idea of the Entrepreneurial University
February 1

Please read for class discussion/lecture:

Clark, B.R (2001). Creating Entrepreneurial Universities: Organizational Pathways of Transformation. Oxford, UK: Pergamon. (Can be hard to get, if it is we will distribute copies or PDF of a few key chapters in class)

**Class 1.4 – The Globalizing University**  
**February 8**

Please read for class discussion/lecture:


Optional:


**Class 1.5 – The Globalizing University Part 2**  
**February 15**

Please read for class discussion/lecture:


Optional:


**February 22 – NO CLASS THIS WEEK**

**Class 1.6 – The Promise of the Entrepreneurial University**
Spring 2011 - DRAFT

March 1

Please read for class discussion/ lecture:


Optional:


Class 1.7 – Leadership and the Entrepreneurial University

March 8

Please read for class discussion/ lecture:


Optional:


Class 1.8 – Entrepreneurship Topics: Technology Transfer and Advancement  
March 15

Please read for class discussion/lecture:


Start Reading:


Class 1.9 – Entrepreneurship Topics: For-Profit Higher Education Part 1: Students  
March 22

Please read for class discussion/lecture:


March 29 – No Class/ Attending ACPA

Please read optional book

Class 1.10 – Entrepreneurship Topics: For-Profit Higher Education Part 2:  
Assessment and Accountability  
April 5


April 12 – No Class/ Attending AERA

Class 1.11 – Entrepreneurship Topics: Advancement/ Technology Transfer

April 19

Please read for class discussion/ lecture:

Have your optional book completed


Class 1.12 – Entrepreneurship Topics: Faculty Life

April 26

Please read for class discussion/ lecture:


Class 1.13 - Entrepreneurship Topics: Entrepreneurial Education
May 3

Please read for class discussion/lecture:


Optional Reading on Student and Student Affairs:


Class 1.14 - Last Class Meeting
May 10

May 10 – Final Paper Due