

**University of Southern California**  
**Rossier School of Education**  
**EDHP 500: FOUNDATIONS OF HIGHER, ADULT, AND**  
**PROFESSIONAL EDUCATION**

**Professor:** 1:00pm-3:40pm section  
Martha Enciso, Ed.D.  
Adjunct Assistant Professor  
Associate Director, Office of Academic and International Fellowships  
Email: [menciso@usc.edu](mailto:menciso@usc.edu)  
Office: 213-740-6756

4:15pm-6:55pm & 7:00pm-9:40pm sections  
Sheila M. Banuelos, Ed.D.  
Adjunct Assistant Professor  
Email: [sheila.sanchez@usc.edu](mailto:sheila.sanchez@usc.edu)  
Office: 213-740-3255

Course  
Assistants: 1:00-3:40 section  
Rocio Diaz  
[rociodia@usc.edu](mailto:rociodia@usc.edu)

4:15-6:55 & 7:00-9:40 sections  
Gerald Corporal  
[corporal@usc.edu](mailto:corporal@usc.edu)

Additional  
Lecturers: Raquel Rall, PhD Candidate  
Research Assistant, Pullias Center for Higher Education  
[rrall@usc.edu](mailto:rrall@usc.edu)

Additional  
Lecturers &  
Course Lead: Kristan M. Venegas, PhD  
Associate Professor, Clinical Education  
Research Associate, Pullias Center for Higher Education  
Email: [kristanv@usc.edu](mailto:kristanv@usc.edu)  
Office: 213-740-3255

**Purpose of the course:** The founding of Harvard College in 1636 marks the start of higher education in America. Postsecondary educational institutions have since emerged in various forms, shapes, and sizes. These institutions have unarguably contributed to societal advancement by producing generations of educated women and men for important occupational roles. On the other hand, American higher education has

and continues to serve as an exclusionary enterprise that limits access to some and fails to meet the needs and expectations of others. For more than three centuries, the foundation of higher, adult, and professional education has been criticized and strengthened by scholars, practitioners, and countless interested others.

This course provides an introduction to the roles and functions of higher education from historical and contemporary perspectives, and is designed for graduate students who aspire to serve in administrative and instructional capacities on college and university campuses. Such work is performed in the midst of complicated interactions among diverse groups of people, complex organizational structures, and key events that are shaped in part by an institution's mission, history and traditions, current exigencies, administrative care, faculty talents, governance, and student characteristics. These factors influence what one contributes to, how one fits in, and the meanings one makes of an institutional setting. Thus, an important implication is that administrative and instructional effectiveness depends, in part, on the extent to which one understands and appreciates these and other contextual factors. Knowledge and appreciation of the historical and philosophical underpinnings of the field, as well as current and forthcoming issues facing higher education will enable one to thoughtfully navigate complex organizational settings and contribute to learning, student development, and societal advancement. This introductory course serves as a foundation from which to start lifelong learning about colleges and universities.

<b>Goals and Projected Outcomes</b>	<p>This course was strategically developed with the hope and expectation that students will:</p> <ul style="list-style-type: none"> <li>▪ Become informed critics of American higher education.</li> <li>▪ Understand and appreciate the historical factors that shaped the development of various forms of postsecondary educational institutions in the United States.</li> <li>▪ Understand current trends and issues in higher education.</li> <li>▪ Analytically place current exigencies and challenges in a historical context.</li> <li>▪ Become familiar with organizational structures and peculiarities, as well as contemporary approaches to institutional governance.</li> <li>▪ Appreciate and apply research-based instructional and administrative strategies for facilitating meaningful in-class and out-of-class engagement for postsecondary learners.</li> <li>▪ Be inspired to become active, lifelong participants in and contributors to the profession.</li> </ul>
-------------------------------------	--

<b>Books and Course Materials</b>	<p>Altbach, P.G., Berdahl, R.O., &amp; Gumport, P.J. (Eds.). (2011). <i>American higher education in the twenty-first century: Social, political, and economic challenges</i>. Baltimore, MD: Johns Hopkins University Press.</p> <p>Rudolph, F. (1990). <i>The American college and university: A history</i>. Athens, GA: The University of Georgia Press.</p>
-----------------------------------	--

\*Additional readings will be posted on Blackboard

<b>Instructor's Expectations</b>	<p>Students are expected to attend and actively <u>participate in every class session</u>. <u>Attendance and participation</u> will be reflected in your final grade (see below). Students are therefore expected to come to class prepared to discuss the day's material. This includes having <u>done the reading and/or having completed any written assignments</u> for that particular day. Class sessions will be almost exclusively based on discussion, reflection, and sharing. This format affords students the opportunity to provide insight into and integrate their personal experiences with the selected course topics. The topics will likely stimulate varied perspectives; therefore, students should be prepared to <u>effectively organize and clearly articulate their viewpoints</u>. Furthermore, students are expected to <u>critically analyze all topics discussed in class</u>. Additionally, group work will give students the opportunity to learn cooperatively and collaborate on more comprehensive course assignments. <u>Please do not use laptop computers to check email or chat during class.</u></p>
----------------------------------	---

<b>Discussion Agreement</b>	<p>By participating in this large, graduate-level seminar course, you are agreeing to abide by the following ground rules for discussion:</p> <ul style="list-style-type: none"> <li>▪ Promote an environment conducive to learning.</li> <li>▪ If something did not make sense, ask about it because it is likely that others have the same questions.</li> <li>▪ Respect differences of culture, nationality, values, opinion and style.</li> </ul>
-----------------------------	---

- Welcome disagreement and debate, as they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation and recognize that everyone has something to contribute.
- Promote clear communication—be specific, give examples, and ask questions.
- Speak for yourself. Let others speak for themselves.
- Add to what has already been said, be conscious of time

## Grading

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Class participation will positively or negatively impact the final course grade. For example, if the total class points add up to an A-, high participation will bring the grade up to an A; low participation will bring the grade down to a B+. Assignments turned in late will be penalized one letter grade per three days of tardiness. Final papers will not be accepted late. Final evaluations are based on a 100 point scale as follows:

Assignment	Date Due	Pages	Points
History Exam	September 19 <sup>th</sup> -in class	N/A	30
Leadership & Accountability Research Response	October 31, 2013	5-6	20
Diversity & Learning Research Response	December 9, 2013	5-6	20
Group Class Facilitation*	October 17 <sup>th</sup> , 24 <sup>th</sup> , November 7 <sup>th</sup> , 14 <sup>th</sup> , 21 <sup>st</sup> & December 5 <sup>th</sup>	N/A	15
Pillars of the Profession	September 12- December 5	1-2	10
Participation & Professionalism	Weekly	N/A	5
No extra credit, don't ask for it	Won't happen	Ever	0

\*Group members will receive the same grade.

### Final Grading Scale:

A	=	94-100	B	=	84-86	C	=	74-76
A-	=	90-93	B-	=	80-83	C-	=	70-73
B+	=	87-89	C+	=	77-79	D	=	69-60

### Explanation of Letter Grades:

A	Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence
A-	Excellent achievement. Very thorough command of course content; very high level of scholarship
B+	Very good achievement. Thorough command of course material
B	Good achievement. Solid, acceptable performance

- B- Fair achievement. Acceptable performance
- C+ Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements
- C Marginal achievement. Minimally acceptable performance on assignments
- C- Unsatisfactory achievement. Inadequate knowledge of course content

#### Final Note Regarding Letter Grades:

The goal in graduate school is not about getting a 4.0. It is not about doing only that which is required of you. It is not about memorizing information, or writing what you think your professor wants to hear. Simply stated, meeting the instructors' expectations in a course constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower. Graduate school is not the time for doing just enough to earn a good grade. While the course grading policy is not based on a class curve, most hardworking master's level students will obtain a grade of "A-" or "B+" in their courses, while a few will even obtain a grade of "A." While grades are important in so far as they allow us to know you are doing what is expected of you in the program, now is the time to **learn** for yourself. I hope you maximize this opportunity to grow, because it only comes along a few times in life. That is how you make your knowledge your own, and this is what being a true graduate student is about.

**Incompletes** Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the USC Catalogue):

**Incomplete:** work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination... Student requests for the mark of IN before the twelfth week of the semester will be denied... If an incomplete is assigned as the student's grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade... A student may remove the IN only by completing the work not finished *as a result of illness or emergency* (emphasis added)... One calendar year is allowed to remove the mark of IN in courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX. Lapsed incompletes count as "F" grades at USC.

In the event the instructors approve an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.

<b>Students with Disabilities</b>	Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructors as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-5286 or (213) 740-0776.
<b>Academic Integrity</b>	<p>Graduate students and professionals ought not cheat <u>or</u> steal ideas from other authors or sources without giving appropriate credit and recognition to the originators of the work. Thus, any student found in violation of cheating or plagiarism will be referred to Student Judicial Affairs and Community Standards—no exceptions.</p> <p>Sentences, paragraphs, or any other portions of another person’s work are not to be inserted into your papers without quotation marks and proper citations. Your APA manual is a great resource for determining how to properly cite the work of others. For a comprehensive overview of the actions that constitute plagiarism and academic dishonesty, see sections 11-16 in the University Governance section of the 2013-14 edition of <i>SCampus</i>.</p>
<b>Emergency Situations</b>	<p>To report any <b><u>EMERGENCY</u></b> (Police, Fire, and Ambulance): <b><u>(213) 740-4321</u></b></p> <p>In the event of a <b><u>FIRE</u></b>: Sound the alarm. Leave the building immediately, using the nearest safe stairwell, NOT the elevator.</p> <p>In the event of an <b><u>EARTHQUAKE</u></b>:</p> <ul style="list-style-type: none"> <li>• Do NOT panic and do NOT run.</li> <li>• Drop, Cover and Hold on.</li> <li>• Take shelter under a table or next to an interior wall.</li> <li>• Stay away from windows.</li> <li>• Doorways offer no greater protection than any other area.</li> <li>• If outside, move away from structures and stay in an open area.</li> </ul> <p>In the event of a warning of possible <b><u>shooting or armed</u></b> intruder on campus:</p> <ul style="list-style-type: none"> <li>• Take shelter indoors and away from windows.</li> <li>• Close and lock all doors and windows if possible.</li> <li>• Remain inside until all clear is given by campus officials.</li> </ul>
<b>Writing Style</b>	All assignments must be typed and should conform to the style and reference notation format outlined in the <i>Publication Manual of the American Psychological Association, Sixth Edition</i> (2010). The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they

are formatted incorrectly. See the reference lists in this syllabus for models of appropriate APA style.

Please double-space all assignments, and staple your papers before coming to class. Use Times New Roman, 12-point font with one-inch margins on all sides of the paper. Please do not use alternative fonts or sizes or alter the margins.

**Assignments** **In class Exam-** All students are expected to complete an in-class exam about the history of higher education. The exam is based on the readings from the first three weeks of class, including the pre-reading assignment. The purpose of this exam is to allow students to demonstrate their understanding of the complex history of higher education in the US. The exam will include short essay and choice response questions. Responses from the short essay questions may help guide students with additional writing assignments in the course. **OCCURS IN CLASS, SEPTEMBER 19, 2013.**

**Research Responses**—Administrative and instructional effectiveness is largely dependent upon one's ability to convincingly and succinctly articulate current issues and dilemmas in the profession. Furthermore, staying abreast of occurrences, problems, and controversial topics in the profession is often expected of administrators and instructors in postsecondary education. The development of a crisp, analytical writing style, as well as the ability to identify and analyze critical issues are important objectives of the Rossier School of Education's graduate programs. Thus, the two rigidly-formatted research response assignments will enable you to sharpen these skills. To complete these writing assignments, you must go beyond the assigned class readings. Several journals and periodicals in the USC Libraries might stimulate a topic for your papers. The most recent issues and concerns in the field are often discussed in *AAHE Bulletin*, *Initiatives*, *Academe*, *Black Issues in Higher Education*, *Change*, and *The Hispanic Outlook*, to name a few. Because it is important to keep up with the most current news in higher education, your research response prompts should be stimulated by and referenced to a recent edition of the *Chronicle of Higher Education* or *Inside Higher Education*.

*Research prompts should:*

- Identify and discuss a current issue (2012-2013) in postsecondary education.
- Be written from an analytical, objective third-person point of view.
- Identify and discuss the role of leadership and accountability OR the role of diversity and learning respectively.
- Included an analysis of the issue and recommendations for practitioners based on your findings.
- Does not exceed **6 double-spaced**, typewritten pages.

Please provide a **minimum of six references** for the issues outlined in your paper. At least two of the references must come from peer-reviewed academic journals

in higher education (i.e. *Journal of College Student Development*, *Journal of Higher Education*, *the Review of Higher Education*, *NASPA Journal*).

*Grading Process for Research Response Papers:*

Mastering this style of persuasive academic writing is a difficult task that requires practice, as well as the benefits of multiple readings. Therefore, at least one of your papers should be **peer reviewed** as part of the evaluation. Research response assignments have the following due dates:

- Leadership & Accountability: October 31, 2013
- Diversity & Learning: December 9, 2013

**Pillars of the Profession Assignment**—The foundation of any profession is strengthened by those who contribute to its advancement through writing and research. The more we understand about various phenomena in postsecondary education, the better prepared we are to serve students, develop policies, improve organizations, and enhance learning environments. The profession would be at a standstill were it not for those women and men who devote effort and energy to improving the scholarly base from which decisions are made and implications are drawn. As a participant in this profession, it is essential for you to know these scholars and become acquainted with their work.

This assignment has **three parts**:

1. A short one-page profile of the person, which includes information about where they have worked, their major research areas, and the contributions they have made to higher education; and
2. A bibliography (in APA format) that lists their books, book chapters, articles, and other scholarly publications.
3. An in class presentation on your assigned “Pillar of the Profession.”  
**Please note that you should not use PowerPoint or other media for this presentation.**

You will provide copies for the entire class. You will also be expected to provide a short 5 minutes summary of your pillar to your classmates on a designated class day. You should tell us about the person and her or his work. Feel free to be somewhat creative with this assignment when you present in class. However, keep in mind that you have no more than 5 minutes to present your pillar. **Note:** While independent research is encouraged on this assignment, please **do not** call or email your pillar for more information. **Variable due dates.**

**Group Class Facilitation**—The class will be divided into groups and each group will provide a **45 minute** presentation in a designated class session. The groups will lead the class in a meaningful discussion on the session topic and assigned readings for their respective class sessions. While it is safe to assume that all class



members have read all of the assigned readings for the week, it would be helpful to provide **brief** summary of the readings.

No more than 15 minutes of your presentation should be a formal presentation. The remaining 30 minutes should be highly interactive. You will need to meet with your instructor or course assistant to receive pre-approval for the interactive part of your presentation. This meeting will count towards your presentation grade.

Groups are expected to synthesize the readings and engage their peers (and the instructor) in thought-provoking dialogue that is based on the assigned material.

Group members should:

- Communicate their thoughts and perspectives on what they have read
- Identify important themes, strategies, and implications for practice and future research.
- Lead the class in a meaningful set of activities and/or discussions related to the topic.

While the use of personal commentaries on the topics is acceptable, failure to base discussions on the assigned readings will result in a significant point deduction.

Each group member will be expected to contribute equally to the group presentation; points will be deducted from the overall group grade for an unequal distribution of presentation time.

The use of overheads, audiovisual aids, and/or other creative tools is strongly encouraged, as they may appropriately enhance the quality of the facilitation. Each group is expected to provide copies of a handout summarizing and highlighting the salient themes, issues, and information to the class. Your fellow group members will also evaluate the quality of your contributions to the group and development of the presentation.

**Course  
Schedule**

Session 1	August 29	Emergence of the Higher Education in the US
Session 2	September 5	Historical Progression of Higher Education
Session 3	September 12	Historical Progression of Higher Education
Session 4	September 19	<b>In class exam: History</b> Leadership, Administration and Governance
Session 5	September 26	How Universities Work: Internal Operations
Session 6	October 3	How Universities Work: External Influences
Session 7	October 10	<b>Class meets via Adobe Connect Pro</b> Assessment and Accountability
Session 8	October 17	Assessment and Accountability
Session 9	October 24	Diversity
Session 10	October 31	<b>No class meeting</b> <b>Leadership &amp; Accountability Research Prompt due</b>
Session 11	November 7	Diversity
Session 12	November 14	Diversity
Session 13	November 21	Learning
Session 14	November 29	Thanksgiving Holiday
Session 15	December 5	Learning
	December 9	<b>Diversity &amp; Learning Prompt due</b> <b>NO LATE PAPERS</b>

**Session 1**  
**Introductions and Course Overview**  
**Emergence of Higher Education in the US**  
**August 29, 2013**

Readings

Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: The University of Georgia Press.

- Chapter 1: The Colonial College [pp. 3-22]
- Chapter 2: Legacy of the Revolution [pp. 23-43]
- Chapter 3: The College Movement [pp. 44-67]
- Chapter 7: The Extracurriculum [pp. 136-155]
- Chapter 18: The Rise of Football [pp. 373-393]

Assignment due: Pre-assignments are to be discussed in class.

---

**Session 2**  
**Historical Progression of Higher Education**  
**September 5, 2013**

Readings

Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: The University of Georgia Press.

- Chapter 13: The Emerging University [pp. 264-286]
  - Chapter 15: The Education of Women [pp. 307-328]
  - Chapter 14: The Elective Principle [pp. 287-306]
  - Chapter 17: Progressivism and the Universities [pp. 355-372]
  - Chapter 19: Academic Man [pp. 394-416]
- 

**Session 3**  
**Historical Progression of Higher Education**  
**September 12, 2013**

Readings: Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: The University of Georgia Press.

- Chapter 4: The Religious Life [pp. 68-85]
- Chapter 5: The Collegiate Way [pp. 86-109]
- Chapter 6: Reform and Reaction [pp. 110-135]
- Chapter 8: Balance of Academic Power [pp. 156-176]
- Chapter 9: Financing the Colleges [pp. 177-200]

Pillars of the Profession

- George D. Kuh
- William Tierney

---

---

**Session 4**  
**Leadership, Administration, and Governance**  
**September 19, 2013**

**In class exam: History of Higher Education**

***Raquel Rall is guest star here.***

---

---

**Session 5**  
**How Universities Work: Internal Operations**  
**September 26, 2013**

Readings: Altbach, P.G., Berdahl, R.O., & Gumport, P.J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

- Chapter 7: The Legal Environment: The Implementation of Legal Change on Campus [pp. 170-194]
- Chapter 11: Presidents Leading: The Dynamics and Complexities of Campus Leadership [pp. 279-314]
- Chapter 12: Financing Higher Education: How Should Pay? [pp. 110-135]

***Kristan Venegas is guest star here.***

Pillars of the Profession

- Adriana Kezar
  - Patricia Gumport
  - Jack Schuster
- 
- 

**Session 6**  
**How Universities Work: External Influences**  
**October 3, 2013**

Readings: Altbach, P.G., Berdahl, R.O., & Gumport, P.J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

- Chapter 5: The Federal Government and Higher Education [pp. 113 -138]
- Chapter 6: The States and Higher Education [pp. 139-169]
- Chapter 8: The Hidden Hand: External Constituencies and their Impact [pp. 195-226]

***Raquel Rall is guest star here.***

Pillars of the Profession

- Patricia McDonough
- Robert Birnbaum
- Burton Clark

---

**Session 7**  
**Assessment and Accountability**  
**October 10, 2013**  
**Class is offered via Adobe Connect Pro**

Readings: from *Review of Research in Higher Education* available on Blackboard site.

Porter, S.R. (2011). Do college student surveys have any validity? *The Review of Higher Education*, 35(1), 45-76.

Campbell, C.M., & Cabrera, A.F. How sounds is NSSE?: Investigating the psychometric properties of NSSE at a public, research-extensive institution. *The Review of Higher Education*, 35(1), 77-103.

Zumeta, W.M. (2011). What does it mean to be accountable? Dimensions and implications of higher education's public accountability. *The Review of Higher Education*, 35(1), 131-148.

***Kristan Venegas is guest star here.***

---

**Session 8**  
**Assessment and Accountability**  
**October 17, 2013**

Readings: from *Review of Research in Higher Education* available on Blackboard site.

Dowd, A.C., Sawatzky, M., & Korn, R. (2011). Theoretical foundations and research agenda to validate measures of intercultural effort. *The Review of Higher Education*, 35(1), 17-44.

Nora, A., Crisp, G., & Matthews, C. (2011). A reconceptualization of CCSSE's benchmarks of students engagement. *The Review of Higher Education*, 35(1), 105-130.

Olivas, M.A. (2011). If you build it, they will assess it (or, an open letter to George Kuh, with love and respect). *The Review of Higher Education*, 35(1), 1-15.

**Group facilitation #1**

Pillars of the Profession :

- Patrick Terenzini
- Vincent Tinto
- Ernest Pascarella

---

---

**Session 9**  
**Diversity**  
**October 24, 2013**

Readings: from *Center for Urban Education* available on Blackboard site.

**Group class facilitation #2**

Pillars of the Profession

- Arthur Cohen
- Daryl Smith
- Tatiana Melguizo

---

---

**Session 10**  
**October 31, 2013 - No class meeting**

**Leadership & Accountability Research Prompt due**

---

---

**Session 11**  
**Diversity**  
**November 7, 2013**

Readings: Altbach, P.G., Berdahl, R.O., & Gumport, P.J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

- Chapter 10: College Students in Changing Contexts [pp. 254-278]
- Chapter 17: The Diversity Imperative: Moving to the Next Generation [pp. 465-490]

**Group facilitation #3**

Pillars of the Profession

- Alicia Dowd
- Estela Mara Bensimon
- Walter Allen

---

---

**Session 12**  
**Learning**  
**November 14, 2013**

Watch and review [http://www.luminafoundation.org/newsroom/2011-10-02-nacada-jim\\_applegate.html](http://www.luminafoundation.org/newsroom/2011-10-02-nacada-jim_applegate.html)

**Group facilitation #4**

Pillars of the Profession

- Darnell Cole
- Amaury Nora
- Laura Rendon

---

---

**Session 13**  
**November 21, 2013**  
**Learning**

Watch and review: Declining by Degrees

Additional Readings: *available on Blackboard site.*

**Group facilitation #5**

Pillars of the Profession

- Sylvia Hurtado
- Alexander Astin
- Arthur Chickering

---

---

**Session 14**  
**November 29, 2012**  
**No class meeting-Thanksgiving Holiday**

---

---

---

---

**Session 15**  
**December 5, 2013**

**Learning**

Readings: Altbach, P.G., Berdahl, R.O., & Gumpert, P.J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins University Press.

- Chapter 13: The Digital Technologies of Learning and Research [pp. 341-364]
- Chapter 14: Graduate Education and Research: Interdependence and Strain [pp. 365-408]
- Chapter 15: Curriculum and Higher Education: The Organizational Dynamics of Academic Reform [pp. 409-432]

**Group facilitation #6**

Pillars of the Profession

- Dough Toma
- K. Patricia Cross
- John C. Smart

---

---

**December 9, 2013**

**Diversity & Learning prompt due NO LATE PAPERS**

*Have a great winter vacation!*