Annotated Bibliography and Other Resources: 2018-19 GE Task Force

Topics in this bibliography informed Task Force recommendations for the OLE Core curriculum: 1) eportfolios for reflection on learning, 2) FY Seminar to introduce the liberal arts, foundational skills, and knowledge, 3) interdisciplinary and integrative, rather than distributional, approaches, 4) more coherent and streamlined requirements, 5) requirements and practices that address equity and inclusion, 6) opportunities to apply knowledge and skills in "real-world" settings to understand and address complex issues and "wicked" problems, 7) opportunities for experiential learning, 8) high-impact practices (HIPs), 9) understanding and responding to demographic changes in the college student population, such as race, ethnicity, geographic, family income, first-generation, especially as related to issues of social capital and "college knowledge," 10) learner- rather than instructor-focused approaches, 11) integration of students' curricular and cocurricular experiences, 12) quantitative reasoning. A subset of these readings was posted on the GE Task Force website (available to all faculty, staff, and students) and shared with the Ad Hoc Groups and the Staff Consulting Group to support their work developing proposed ILOs for presentation at the February 28 poster session.

Association of American Colleges and Universities. (2016). Advancing equity and student success through eportfolios. *Peer Review, 18*(3). Retrieved from https://www.aacu.org/peerreview/2016/Summer [This issue reports how colleges and universities are using eportfolios in the context of Signature Work and to advance student self-efficacy.]

Association of American Colleges and Universities. (2008). College learning for the new global century. Executive summary with employers' views on learning outcomes and assessment approaches. Retrieved from https://www.aacu.org/ [A report about the aims and outcomes of a twenty-first-century college education -- what contemporary college graduates need to know and be able to do.]

Association of American Colleges and Universities. (2018). *The LEAP challenge: Education for a World of unscripted problems.* Retrieved from https://www.aacu.org/leap [Overview of the LEAP Initiative (Liberal Education and America's Promise), which seeks to "engage the public with core questions about what really matters in college and to connect employers and educators as they build new partnerships and make the case for the importance of liberal education in a global economy and in our diverse democracy."]

Association of American Colleges and Universities. (2015). *National survey of AAC&U member chief academic officers.* Retrieved from https://www.aacu.org/about/2015-membersurvey [Results of a survey of CAOs at member institutions about their priorities related to learning outcomes, assessment, general education design, high-impact practices, and data tracking and goal setting around equity and quality learning. Results were released in three separate reports: November 2015, January 2016, and February 2016.]

Association of American Colleges and Universities. (2014). Quantitative literacy. *Peer Review, 16*(3). Retrieved from ttps://www.aacu.org/peerreview/2014/Summer [Articles in this issue -- including one by Nathan Grawe (Toward a Numerate Citizenry: A Progress Report) -- discuss why quantitative reasoning is a necessary outcome for twenty-first- century college graduates.]

Association of American Colleges and Universities. (2018). Reforming general education as if it matters -- because it does. *Peer Review, 20*(3). Retrieved from https://www.aacu.org/peerreview/2018/Summer [Key articles: Grounding general education in principles that matter; General education as a gateway for establishing self-directedness; Shifting camps conversations to advance new general education programs; From application to action plan: How the language of gen ed reform changes over time. Includes an article by Paul Hanstedt: What can go wrong when everything is right?]

Association of American Colleges and Universities. (2018). *Summaries of results - Fulfilling the American dream: Liberal education and the future of work* [Multiple reports of key findings available via link https://www.aacu.org/research/2018-future-of- work/summaries]

Bass, R. (March/April 2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review,* 23-33. [Asserts that the shift from the "instructional" paradigm to the "learning" paradigm takes colleges beyond the centrality of the bounded course, into the "post-course era." Bass states that "we have reached the end of the era of assuming that the formal curriculum—composed of bounded, self-contained courses—is the primary place where the most significant learning takes place. Colleges need to "design for greater fluidity and connection between the formal curriculum and the experiential co-curriculum. An example is the use of e-portfolios, which allow students to organize learning around the learner rather than around courses or the curriculum."]

Booth, D. (May 8, 2018). *Report of the Task Force on General Education.* Unpublished report, St. Olaf College. [Summarizes the year's key events and findings, including a survey of student interests in general education, forums held on key aspects of GE, and the curricular models developed. Findings: St. Olaf needs clearer requirements that make sense to students and that are better understood and supported by faculty. New requirements should be integrated into a student's experience at St. Olaf and be owned and delivered by all departments and programs of the college.]

Davidson, C. (2017). *The new education: How to revolutionize the university to prepare students for a world in flux.* New York: Basic Books. [Examines how higher education in the U.S. remains locked in a model created in the late 19th century and explores why wealthy institutions tend to resist innovation, the poles of technophilia and technophobia, ways to work with the student-created parallel curriculum, and new modes of course development and evaluation. A group of 12? faculty that included 3? members of the GE Task Force

participated in a CILA-sponsored a discussion of the book over two Friday afternoons, March 8 and 15, 2019.]

Flaherty, C. (March 10, 2016). Undergraduate curricular reform efforts at Harvard and Duke suggest there's no one way to do it well. *Inside Higher Ed,* retrieved from https://www.insidehighered.com/news/2016/03/10/undergraduate-curricular-reform-efforts-harvard-and-duke-suggest-theres-no-one-way [Reports on GE reform at Harvard and Duke. "At both institutions, a major concern is that students don't have much sense of what general education is supposed to be accomplishing -- a concern at many colleges nationally. A recent survey of provosts by the Association of American Colleges and Universities, for example, found that while many institutions were moving beyond basic distribution requirements in their general education designs, just 9 percent of respondents said they believed all students were aware of their desired learning outcomes."]

Gaff, J.G. (1980). Avoiding the potholes: Strategies for reforming general education. *Educational Record,* 50-59. [Advice and lessons learned about the challenging task of GE reform.]

Gaudner, A. (June 2018) Guiding principles for curriculum reform in general education. *The ACAD Leader,* retrieved from https://acad.org/resource/guiding-principles-for-curriculum-reform-in-general-education/ [Emphasizes how first establishing a list of principles provide a set of rules to lead the process of general education reform. Crucial for the creation of our syllabus.]

Grawe, Nathan (2018). Demographics and the demand for higher education. JHU Press: Baltimore. [An economist examines the challenges presented by the declining U.S. birthrate and its regional effects. The author was part of a GE discussion at St. Olaf in 2017 and his book was read as part of a CILA reading group in the spring of 2018.]

Green, M.F. (2018). *In search of curricular coherence.* The Teagle Foundation. [Emphasizes how to create a more coherent and efficient curriculum through linked courses, integrative advising, and joining the academic and the co-curricular]

Handstedt , P. (2012). *General education essentials: A guide for college faculty.* Jossey-Bass: San Francisco, California. [As noted below, Handstedt came to St. Olaf in the fall of 2017. He advocates integration and reflection as best practices in general education reform.]

Hart Research Associates, (July 2018). *Fulfilling the American dream: Liberal education and the future of work selected findings from online surveys of business executives and hiring managers.* Report prepared for American Association of Colleges and Universities, retrieved from https://www.aacu.org/research/2018-future-of-work [Selected findings from online surveys of 500 business executives and 500 hiring managers. While a college degree is still valued, survey respondents identify gaps in recent graduates' preparedness on key learning outcomes, especially the "ability to apply knowledge/skills to the real world" and the "ability

to communicate orally."]

Joselow, M. (2016). SUNY Buffalo and University of Virginia reform general education. *Inside Higher Ed,* retrieved from https://www.insidehighered.com/news/2016/06/10/suny-buffalo-and-university-virginia-reform-general-education?width=775&height=500&iframe=true. [Reports on new core liberal arts requirements at two large public universities, efforts to create a shared experience across all students. SUNY Buffalo is requiring courses in four categories: communication literacy, math and quantitative reasoning, scientific literacy and inquiry, and diversity learning; there is also a FY seminar and an upper-level capstone that requires written reflection on their academic experiences. An online platform (the Pathfinder Tool) helps students find and choose "thematic pathways." A 2016 AAC&U survey found that 52% of member institutions offer FY seminars. UVA's new requirements are in three categories of engagements, literacies, and disciplines, and replace a previous "cafeteria-style" distribution approach with more thoughtful integration. A College Fellows program allows faculty to design new FY courses in one of four categories: aesthetic engagement, empirical engagement, ethical engagement, and engaging difference. UVA's curriculum hadn't been updated in at least 40 years.]

Kuh, G.D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: AAC&U. [The key practices include internships, advising, collaborative research, off-campus study. When distributed across the student body, these promote engaged learning and retention. Part of the St. Olaf strategic plan.]

Marcy, M.B. (May 2017). *The small college imperative: From survival to transformation.* An AGB White paper, retrieved from https://www.agb.org/reports/2017/the-small-college-imperative-from-survival-to-transformation [Summarizes the challenges facing small colleges over the past two decades and presents evidence that the traditional approach has not served many institutions well. "Building a viable long-term future...requires change that adapts to the evolving realities of costs, demographics, and quality." Describes five basic business and educational models for small private colleges and universities: Traditional, New American College, Distinctive Program, Expansion, and Expansion and Separation. Asserts that "alignment with mission may be one of the most challenging -- and most important -- of the risks to assess. For most campuses, it is valuable to separate mission from habits of practice and to understand how the core mission of the institution is best achieved in the midst of the current demographic and fiscal challenges." Questions for governing board and presidents include: "Which model does our institution currently follow, and how long has it done so? Do recent fiscal results and future financial and demographic trends suggest this approach is sustainable?" and "What are the most common models for other small private colleges and universities in our region, and what is the likely market for other approaches?"]

McKelvey, S., Binder, S., Casson, D., Maki, L., & McWilliams (2016). *Unofficial report of Boston*

AAC&U Group to GE Task Force. Unpublished memo to Karen Marsalek, Chair, Ad Hoc Committee on Curriculum Reform, St. Olaf College. [After attending the 2016 AAC&U Summer Institute, this Ad Hoc group's conclusions about issues with the current St. Olaf GE Curriculum were: 1) too complex, 17 GE attributes with 58 ILOs, hard to assess, impossible to explain to students, new faculty, staff, other stakeholders; 2) no room for meaningful reflection; 3) students cannot articulate for themselves the benefits of and reasons for the current curriculum; 4) loss of a sense of faculty ownership of the curriculum; the current structure was put in place 25 years ago, the vast major of our faculty have not formally approved the curriculum nor been involved in a comprehensive discussion of the college curriculum.]

Ramaley, J.A. (2014). The changing role of higher education: Learning to deal with wicked problems. J*ournal of Higher Education OUtreach and Engagement, 18*(3), 7-22. [Asserts that colleges and universities need to rethink what it means to be educated in today's world and explore ways to provide a coherent and meaningful educational experience. These approaches include collaborations with partners in the broader society to assist students in acquiring the knowledge and skills they will need to work effectively with others to address complex ("wicked") problems. Community engagement links scholarship and learning with collaborations that improve life in the community by addressing wicked problems.]

Rosenberg, J.S. (July/August 2017). An educated core: Rethinking what undergraduates ought to learn, and how. *Harvard Magazine,* 47-55, retrieved from https://harvardmagazine.com/2017/07/an-educated-core [Report about Harvard's new GE. Provides context for the challenges facing higher education today: "students' increasingly diverse preparation and backgrounds mean that many may find it daunting to plot a coherent academic program where the choices appear so numerous or the rationale for any particular path so faint. At a time of lagging college completion, such undergraduate uncertainty may become a problem for society." Interviews Nicholas Lemann, an expert in higher education, who compares "Harvard's increasingly relaxed program in general education: see "The Harvard College Curriculum" approach with the common course approach at Yale's new university in Singapore -- referenced in a 2013 report reflecting the views of the inaugural curriculum committee of Yale-NUS College -- and Minerva Schools at KGI, a Silicon Valley-influenced undergraduate operation of the venture-funded Minerva Project. Lemann asserts that "In undergraduate education,...the best way to anticipate change would be to define, state, and put in effect a clear academic mission." Envision "what you stand for academically" and a means to "ensure that every student's experience encompasses that." Lemann argues for an education in a "set of master skills" (interpretation of meaning, drawing inferences, and so on—"a canon of methods rather than a canon of specific knowledge or of great books") that in concert would "make one an educated, intellectually empowered, morally aware person."]

Schneider, M. (June 2018). Letting general education lead the way: A case study from Ursinus College's new core curriculum. *The ACAD Leader,* retrieved from

https://acad.org/resource/letting-general-education-lead-the-way-a-case-study-from-ursinus-colleges-new-core-curriculum/ [Report about an expansion of Ursinus's "Open Questions" curriculum.]

Watson, C.E., Kuh, G.D., Rhodes, T., Light, T.P., Chen, H.L. (2016). Editorial: ePortfolios – The eleventh high impact practice. *International Journal of ePortfolio, 6*(2), 65-69. [Explores the evidence behind AAC&U's decision to recognize eportfolios as the 11th HIPS. The article describes next steps and new domains for ePortfolios, the most promising of which may be coupling notions of Signature Work and a range of HIPs with ePortfolios.]

Welse, M.R., Hanson, A.R., Sentz, R., & Saleh, Y. (2018). *Robot-ready: Human+ skills for the future of work.* Retrieved from http://www.stradainstituteeducation.org/Institute [A report about the ways in which postsecondary education is falling behind. In spite of all the trends and forces reshaping the world of work, few colleges or universities are redesigning their educational models to keep pace with the future. Argues that liberal arts majors need to identify and understand the value of their human skills (e.g., leadership, communication, and problem-solving) and add targeted technical skills. There is a discernible labor market demand for agile and resilient thinkers who have a handle on digital literacies—basic technical skills like data analysis and digital fluency.]

Wilhelm, I. (2018). *The college student of 2025: How changing demographics will impact higher ed.* Chronicle of Higher Education. [An infographic that summarizes how college students of 2025 will be different from today's, forcing colleges and universities to rethink admissions and academic programs. "Compared with today, a student in 2025 will more likely be female, from a minority group (with the greatest increase among Hispanic/Latinx students), and from the South….These changes will likely lead to...an expansion of pathways for minority students...a decline in student migration...and a boom in Texas."]

Consultations and Conferences:

AAC&U (February 2019): Conference on General Education and Assessment: *Creating a 21st Century General Education: Responding to Seismic Shifts.* San Francisco, CA [Attended by a 4-person delegation from St. Olaf. Members of the delegation attended a large variety of sessions on many of the topics currently underscored nationally in conversations about general education, including first-year experiences, digital portfolios and other integrative models, high-impact practices, and diversity and inclusion. The conference affirmed in the national context that rapid and dramatic changes in global challenges and higher education demographics demonstrate the need for institutions to think critically about how best to prepare students.]

AAC&U (June 2018): AAC&U Summer Institute: *High-Impact Practices and Student Success*, University of Utah, Salt Lake City, UT [A member of the GE Task Force participated as part of a 5-person St. Olaf Team]

Paul Hanstedt (October 2017): A noted observer of national patterns in GE, and author of *General education essentials: A guide for college faculty,* Professor Paul Hanstedt delivered a lecture at St. Olaf and met with the GE Task Force for conversations about process and content.

The 2018-19 GE Task Force was also informed by activities of the 2016-17/2017-18 GE Task Force:

September 21, 2017 Faculty Forum: Introducing Three Models for GE

September 28, 2017 Paul Hanstedt, Current Trends in Liberal Education Curricular Design

September 29, 2017 Paul Hanstedt Discussion with the GE Task Force: Exploring the Options and the Implications

October 19, 2017 Student Forum

November 16, 2017 Faculty Forum: Integrative and Distribution GE Models (Follow-up on Paul Hanstedt visit)

November 30, 2017 Faculty Forum: First Year Seminars: Who, What, and How?

February 15, 2018 Faculty Forum: The Role of Religion in General Education

March 8, 2018 Faculty Forum: Necessary Quantities: The Proficiency with Numbers Oles Really Need

April 5, 2018 Student Forum on Religion and GE

April 26, 2018 Faculty Forum: Our world is changing – should our approach to teaching history change as well?

Throughout the year: Presentations and discussions with Student Senate, Board of Regents Academic Affairs Committee, Alumni Board, Retention Committee, Curriculum Committee