

Guiding Principles for the General Education Curriculum

- Great! But I see a gap between what *students* want and what (some) faculty want. How are we going to strike a balance?
- I think these are easy and straightforward. I imagine student agency is fluid. Might change from time to time?
- Forward-looking is too restrictive. This excludes the importance of the past and the relevance of history and particular histories for the present and future.
- Clear, enduring, accessible, non-coded language PLEASE!!
- Equity ≠ equality. We need to be clear about this
- Equity ≠ justice, but equity is necessary for justice
- Students should be able to understand the point of an ILO *before* they take a course
- “Owned by” doesn’t sound student-centered
- Promotes creativity and resiliency too
- We want it to complement majors but we want the GE to be distinct from majors . . . not a stepping stone only in first few years
- I think these guiding principles are great!
- More action verbs so it shows the intentionality of the work
- By what % of the faculty? Not 51% I hope!

OLE Question 1: Overview

Challenges

- What about “Interpreting?” (to go with communicating producing, analyzing)
- I’m still struggling with the challenges and what exactly these encompass.
- Family + clan as location for human development - studying historical changes in family life across cultures.

Intended Learning Outcomes

- Why disciplines?
- But we belong to certain discipline(s). Interdisciplinarity, multidisciplinarity?

Points of advocacy

- For students to understand the place of science in the broader culture, I think it is helpful for them to have a hands-on experience of the practice of science.
- If no lab required, course should include significant “hands-on” experiences including data analysis.
- I disagree. Labs are our chance to DO SCIENCE: test the scientific method; ask questions/interpret data; understand the way the world works. HANDS ON = HIGH IMPACT
- Labs are necessary for students to experience science = high impact practice.
- I like the idea of dropping the lab requirement. Let’s find other ways to give students meaningful experience with/knowledge of science.
- I feel lab experience is a crucial high-impact practice that can get students excited about *doing* science early on in their college career.
- Goals of a lab (intro to research) are not inconsistent with the goals of HIPs.
- All students need to be familiar with “scientific method.” Lab seems an efficient, hands-on way.
- For sure we need to take a new and close look at what “lab” even means
- Labs get students excited about science! Skills! Practice! High-impact practice

OLE Question 1

ILO 1

- As a science instructor, I don't always see benefit of historical experiments. As with other posters, applied knowledge might be more beneficial. Evolution of ideas is key - theory is not fact.
- Learn about LIMITS of science
- Heavy emphasis on "science" in ILOs 1 & 2 is a major red flag to me. Why prioritize scientific knowledge?
- "The process of science" - two singulars that perhaps should be plural, processes of sciences
- Do NOT say "the scientific method." A problematic phrase due to its singularity. Association with 5-step list from grade school.
- "Scientific method"

ILO 2

- Don't current debates about social and political issues involve other kinds of knowledge too?
- Students will gain the ability to understand and articulate how current debates are generated and sustained by the interplay of scientific ideas and normative views (values)
- Yes! Social/political but also economic! Ethical
- Languages!

ILO 3

- Languages do this!

ILO 4

- Amen to ILO 4. Data literacy is hugely important for all majors and not going away.
- ILO 4 better articulates data literacy than other set of ILOs.
- Probability and statistics are not the only quantitative ways to "understand the world." I suggest broadening this to include many other math, stat, computational options.
- Data literacy must include an understanding of ethical issues - data privacy, AI, "dehumanization" of decision-making, etc.

ILO 5

- I don't like "appreciation." Find a more meaningful word.
- Would love to see interdisciplines added to this - feels very historically framed in academe's organization.
- Add "language of understanding and constructing arguments" to ILO #5 and ILO #9
- This seems like a set-apart (even meta) ILO, in that it speaks to an integrated approach to knowledge. I like it - but see it as "above" the others.

ILO 6

- Does human ecology include "nature" and the transcendent?
- Keep FOL

ILO 7

- "Cultural and *linguistic* production"
- Achieve a better understanding of *myself*, my values, *why* I care about what I care about
- And ability to make judgements about effectiveness and their own commitments.
- Would love to see neighbors expanded to non-humans as well. In both #6 and 7
- Languages and area studies programs do this now
- I like these. Re: ILO 7, how about understanding of *people* more broadly, not just "neighbors" but also self...

ILO 8

- This terminology suggests a specific and namely ideological approach to the study of socio-political issues.
- ILO #8 needs language that does not assume/imply a particular political point of view
- The study of power and positionality should include ways of knowing in addition to historical inquiry.
- Tendentious. Begging questions that ought to be the subject of liberal arts inquiry.
- Hierarchies of power are important, but history's scope is broader, including continuity, change, contingency
- ILO #8 needs description of import of History that includes more than only "hierarchies of power"

ILO 9

- ILO 9 should also place emphasis on past [illegible], and how past [illegible] and past [illegible] help us understand the present. History of phrenology, e.g., is relevant for the current reflection on human condition.
- Love the emphasis on diverse *approaches/method within* fields

Google Form responses

- I especially like ILOs 5, 7, 8, and best of all, 9--it offers a beautifully all-encompassing understanding of text that resonates with me.
- I was surprised that the Group recommended not requiring a science course with a significant lab component. If we are concerned that students have a serious understanding of the role of science in the wider society, then I think they would benefit from a hands-on understanding of what actual scientific practice is like. On ILO 8: The phrase "bidirectional relationship between the past and the present" is obscure. More seriously, the rhetoric of this ILO suggests a particular political agenda and an unduly narrow way of thinking about socio-political questions. Some less limiting language would be better, something along the lines of: students should be able to understand the structures and dynamics of societies and be able to reflect on them normatively (i.e. with respect to questions of justice, injustice etc).
- The challenges vs. ways of knowing grid was one of my favorite ways of thinking about the G.E. so far. I was wondering whether an additional column might merit being added to 'challenges': something along the lines of "scientific knowledge/technology's role and impact on societal development". I could imagine this challenge being tackled through all of the listed ways of knowing.
- Avoid language that indicates resolution of ideological disagreements over things like what history does. Lots of things can be seen in history beside what is noted here.
- Under ILO.1 Literacy: Please add one of the following terms to the current list of artifacts and discoveries that students will demonstrate the ability to assess and contextualize: "kinesthetic," "dance," "movement," or "human movement." While "kinesthetic" artifacts and discoveries may be subsumed under the "but not limited to" category, failure to explicitly include this unique, important, and relevant mode of learning in a liberal arts setting, especially when "scientific, literary, historical, musical, visual, or political" are listed, may unintentionally serve to privilege one form of learning over another and contribute to a perceived bias against body-based educational experiences and students who are interested in pursuing these. Thank you!

Other Ideas about OLE Question 1

- *Creative* and *artistic* as they can also relate to professional disciplines and understanding the world

- I'm excited that I could teach 5/9 of these!
- This Q1 seems heavy on the sciences and light on arts/humanities
- Some ILOs are so specific and others so broad under same larger question.
- I like these ILOs better than the other poster. Seem aligned with data about students.
- These are *A lot* of ILOs
- Has to involve language - you can't understand culture or the world without language
- Where is the arts and attention to creative expressions?
- "Conversations" for all that include 3 challenges and multiple ways of knowing
- Need more explicit focus on collaboration
- The point of an ILO should be accessible to students BEFORE they take a class
- None of the ILOs from any of the groups seem to require/encourage *artistic creation* as a way of understanding place or building community, etc.
- I see very little related to self-knowledge
- Interdisciplinary approach is essential.
- Challenges seem a bit anthropocentric (maybe they should be!) but does this mean that other topics aren't important for understanding the world?
- How is ILO #4 different from ILO #3 in question 2? Both focus on math
- This OLE Question (specifically the list of ILOs) in its current form (except ILO #5) looks very much like a distributive GE system. This approach strikes me as potentially counterproductive if the goal is greater integration and student engagement.
- Civics and citizenship?
- Learn another language!
- Seems to me that this approach supports a GE where each requirement can be addressed in more (many more) than one department or discipline (thumbs up!)
- FOL!
- Quantitative religion approaches are important too. *Inner* religious diversity as well as *intra*.
- Wondering about value balanced with logistics of: a meta-approach for the student to connect that challenge across two (or more?) ways of knowing. Love the chart form to show how these ways of knowing intersect with each challenge - great examples given.

OLE Question 2

ILO 1

- "Cultural production"? Sounds very reductive. Marx?
- I like that this can lead to broad courses that are fascinating
- "Contextualize" doesn't do much work - better verb?
- Reduce bureaucratese in ILO 1 and jargon in ILO 4
- Add: "philosophical" (or just "intellectual"), "theological"
- "Forms of cultural production" - too wordy, presumes something?
- Addition: kinesthetic artifacts

ILO 2

- Oral/aural. Let's not limit the plane of sound communication to words.
- Shouldn't multilingual communication be represented here?
- Writing is fundamental. Don't lose sight of fundamentals!
- This should be part of major - be able to communicate with peers/colleagues with similar backgrounds while eliminating jargon for non-"technical" audience
- The *creative* act (art, writing, music movement) is such a valuable process for *all* these

- Oral communication needs to include interpersonal communication skills - alternative listening, conflict negotiation, paraphrasing and feedback, etc.
- Social media is a big part of communication at this time. How do we incorporate this? Maybe it is part of digital communication?
- Translation of the academic to the professional . . . key that these pathways be clear for grads entering new communities
- Embedding writing is essential
- Here is a chance to narrow the division between liberals/conservatives through civil discourse. Possible collaboration on projects.
- Would like to see focus on multimodality - intersection of oral, visual, written, digital
- Addition: kinesthetic communication
- Wide range of audiences is a perfect match with “languages in addition to English”

ILO 3

- I really like the final version better!
- Why numerical? Why not quantitative?
- Very limiting. Wider quantitative skills please.
- Yes to logic!
- Why the ??? [in last bullet]
- Interacting with machines through coding
- I like the phrase “how to think like a mathematician”
- “Numerical interpretation” seems very specific vis-a-vis other ILOs (maybe it’s the wording, maybe the concept)
- Like basic idea. Advisors again?
- Why the need for an ILO on numerical proficiency?
- Modeling? Not everything important can be expressed numerically . . .
- May need more than a single course to develop proficiency in numerical interpretation
- I would like to see this ILO stay centered on quantitative interpretation and *not* broaden to allow students to avoid any meaningful math thinking and application. Not sure that library informatics will always work.
- Interpreting graphs, statistics, and data is important
- Not just numerical interpretation - but how to analyze! Collect data/compile data?

ILO 4

- Jargon laden. Student survey contradicts this. They want clarity.
- Positionality? Can we avoid sociology jargon?
- I like all the bullet points but the ILO itself is jargon-rich and largely incomprehensible. The examples suggest a concern with ethical, religious, and cultural literacy, so why not say that?
- Why the ? after additional?
- What’s an “imaginary”? Sounds like coded language to me.
- Social imaginaries? I don’t understand
- There are other aspects to understanding people, too
- Languages are key here. Assuming English only is very culturally insensitive
- What are “social imaginaries”?
- More forms of identity needed! Why are there two on religion, but none on gender, sexuality, race, ethnicity, languages, SES . . .
- Love the pluralistic interreligious emphasis as value making and positionality
- History’s scope is broader than the issue of positionality. There are institutions, continuity, change, contingency.

- ILO 4 and ILO 2: world languages as communication? (ILO 2) World languages - necessary for understanding of self and other (ILO 4) Why the ? in bullet 1?
- Specific mention of “Christian” theological dialog to reflect nature and mission of college
- What is positionality?
- Can we avoid the jargon? Positionality! Imaginaries! English please?
- Jargon
- Can we use less jargon-y and less politically charged language for this important point
- Moving toward commitments and goals for their life
- Does “additional” mean no waiver for non-English native speakers? Good!
- World languages encompass not only “acquisition” (as if it were just a skill), but also relate to ILOs 1, 2, and 5 - also 6
- *Christian* theology
- Dialogue between *Christianity* and other religions

ILO 5

- Financial literacy is a key student goal!
- Elaborate on types of “divergent perspectives” (cultural, national, economic, linguistic - not just political, which might be the first assumption)
- Perhaps add specific suggestions for how/where this would occur, as in ILO 6
- Financial literacy
- Conversations which include various faculty bringing a wealth of knowledge and experience to subject matter
- Creativity? Imaginative engagement? Artistic. These seem important additions
- Students rated 80%+ engagement (respect) with people from other cultures. This is not reflected in ILOs - where’s languages?
- Team-based learning would do much to accomplish ILO 5 (more info to come)
- Collaboration is so urgent, necessary

ILO 6

- Service opportunities? [ILO 6]
- Create more internship reflection classes [ILO 6]
- Multiple modes/styles of learning and assessment - yay!
- Off-campus
- IS and IRs are uncompensated for faculty and increase workload
- DUR ≠ independent research - this should count too??
- Study abroad is missing from this category!!
- I like that we talk about vocation - but may make students think there’s *one* career for them, rather than a path
- I don’t like this “applied” language

Google Form responses

- ILO 3 seems a bit unfinished, but the others are all excellent. I especially like ILO 1 on literacy (seems deeply related to ILO 9 from group 1), and the multimodal understanding of communication in ILO 2. The overlap in ILO 6 between academic and experiential learning seems central to our curriculum moving forward.
- I hope there would be a phrase about Self-Care, well-being, exercise, movement or something for students to be healthy first so they are able to engage meaningfully and purposefully in community.
- ILO 4: The bullet-points underneath this ILO are all fine – and important. But the ILO that they are supposedly illustrating or exemplifying is a piece of jargon-laden goobledogook; I really

don't know what it means. The bullet-points seem to suggest that the aim here is to encourage ethical, religious and cultural literacy; so can the ILO say something along those lines?

- ILO 4 should make explicit reference to Christian religion and theology, not to the exclusion of other religions or worldviews, but there has to be serious engagement with Christian religious and theological content. That is essential given the Mission of the college.
- Under ILO 2. Communication: Please add "kinesthetic" communication to the list of communication categories in which students will develop and demonstrate ability. While "kinesthetic" communication may be subsumed under "a wide variety of contexts and a wide range of audiences," failure to explicitly include this unique, important, and relevant mode of learning in a liberal arts setting with the current list of "oral, written, visual, and digital" communication may unintentionally serve to privilege one form of learning over another and contribute to a perceived bias against body-based educational experiences and students who are interested in pursuing these. Thank you!

Other Ideas about OLE Question 2

- Cornerstone: could be part of first year seminar course. A first year seminar would also help strengthen advisee/advisor relationship
- Foreign language and literacy about other societies/governments
- Ability (and confidence) to take strategic risks. How can our GE and teaching reward this?
- Engage in the physical world, the mechanical world, the natural world
- Foreign language skill
- Yes! How can we teach and embrace failure as part of learning?
- How to fail well?
- Self-care, well-being, exercise, movement
- Why nothing about creativity?
- I'm concerned about the "body" aspect of the new GE requirements. This is a topic that was brought up by David Booth in one of our faculty meetings.
- Engaging the community. Giving back to the community.
- Wonder why there is a ? after additional language acquisition when it is related to a number of ILOs
- Wondering why there was a ? in language?
- Running a meeting, Roberts Rules, group work, divergence skills
- How do we capture intersections between (for example) ILO 2-4, e.g., languages
- Is "meaningful(ness)" connected to faith in this vision?
- Producing community-engaged media
- Language and intercultural literacy

OLE Question 3

ILO 1

- Give examples for "analyze" (ILO 1) and "engage" (ILO4) - these might vary drastically in what they mean to different people.
- The language implies a particular ideological approach to the analysis of socio-political issues - it should encourage a variety of questions and perspectives. Also: distinguish between a descriptive and normative approach (we need both!)
- Oppression needs to be studied from a variety of non-western perspectives in English and other languages.

- First year seminars around challenge question/topic. How might the liberal arts help think through/solve a _____ [sic] issues in our community?
- This would be a very positive addition. My worry is if it could be done objectively and non-politically. Here is a chance to bring liberal and conservative students together. With a student population and faculty that lean left, I am not confident.
- Tendentious. Posing these questions beg other central questions that ought to be the subject of liberal arts inquiry.
- ILO #1 is excellent - should be/needs to be front + center!
- Educate the faculty/ staff so well that they set power etc at play in our everyday interactions.
- What about beauty of world, past and present? This ILO seems purely "Lacanian." Bigger perspective.
- And to raise questions about the *political* perspective these questions may indicate.
- Hopefully, we can urge that these are "essentially contested" concepts about which there is good intellectual disagreement. So we avoid proselytization and encourage normative debate!

ILO 2

- ILO 2 is very well expressed.
- Are the ILOs "ranked" by their number? If so, #2 is too highly placed, too heavy on the faith piece.
- These are all excellent! Super important.
- What role do foreign languages play here?
- This adopts a descriptive, external approach to faith and values. There's nothing wrong with that, but there should be another ILO which is explicitly normative - students should be able to reflect carefully and responsibly on what they think about issues of faith and values.
- Learning languages would be a crucial way to make meaningful connections.
- I really appreciate that you're keeping some Christian even Lutheran perspectives. I think some faculty need education here.
- Comparative religious traditions will help future discourse between Christian and non-Christian students. Good!
- I think this is a well-balanced approach to questions of religion.
- This is Olaf's mission statement - it should be listed first.
- I appreciate this expansive and inclusive call to engage Christian/non from Lutheran theological claims.
- Magic, myth, and superstition in Russian Lit and Culture - roots: orthodoxy and paganism. Dostoevsky and Tolstoy - religious orthodoxy and ethics. Atheism in 20th Century Soviet Union.
- "Among" traditions. Interreligious includes nones
- Lutheran theology has a lot to contribute to interfaith dialogue
- It would be very important to explore faith and value from *multiple* perspectives (vs current model heavy emphasis on Christianity)

ILO 3

- Would like to see optional senior thesis (if don't do it -- capstone) BUT need to compensate faculty with course credit!!
- Environmental Studies has capstone course, too.
- Capstone could have a way to satisfy by writing up a non-St Olaf-class experience.
- Russian Area studies has a capstone project.
- This is important... but it is also costly... both in terms of demands on students and hiring commitments. A one-off J-term doesn't cut it.
- Agreed - vague - could be an ILO in almost any category.
- Rephrase, this is too vague!

- These are all ILOs that we address in language education - engaging these issues in another language not only increases language proficiency but also creates opportunities for students to actively grapple with these issues through multiple perspectives or lenses (linguistic, cultural) thereby developing their intercultural competence.
- Where's creative expression as means to meet this ILO?

ILO 4

- This is nursing in a nutshell
- Russian Language requires study abroad in Russia
- Compensation for these labor intensive practices?
- Can we provide additional financial support to make off-campus more accessible?
- Would there have to be 2 *separate* experiences? Couldn't an off-campus study program with an internship fulfill both in one experience?
- Mentored research: professors need credits for mentoring independent research.
- Should one of these be required to be in the student's major department?
- Off-campus - financial support is necessary to allow equal opportunity; mentored research - currently not counted toward teaching FTE
- Immersive experience: For foreign language students, study abroad can be a good immersive experience, but we need to make sure students have equal access to the opportunities (e.g., financial aid).
- Welcome the call for immersive learning experiences. Would like to see for credit/not for credit elements here.
- The "you" construction is awkward here.
- Global - great! Currently our language requirement uses the word foreign - this needs to change with our global focus.

ILO 5

- What about a world of diverse . . . languages, too?
- Should "multilingual" be represented here? Yes.
- Russian does a lot of this
- This is nursing as well
- I wonder if this would include the consideration of "power" regarding the language/variety itself. It's extremely important to include this critical viewpoint.
- *Intentionally* imbed soft skills into the curriculum. Don't leave it to chance or osmosis.
- Well done - seems clean and focused.
- Working across courses and disciplines is great - a central goal of the liberal arts. But it shouldn't be left up to random market forces of student demand. It should be designed.
- Interests, objectives - 2 *spaces* defined by 21st century realities (tech, economy)
- Does it include communication in a foreign language?
- Many of these ILOs (1, 2, 4 and 5 at least) connect up with world languages.

ILO 6

- Scaffolding throughout GE curriculum - terrific.
- And to come to conclusions and take action
- Love the integrative approach
- ILO #6 is an essential component
- Freire's action-reflection circle of praxis can provide a model here
- Reflection skills/learning in courses/campus life and how these are applied in the world and in specific non-academic disciplines
- To act even before everything is clear

Google Form responses

- Many of these ILOs duplicate what has shown up already in the other questions-- multidisciplinary problem solving, multimodal communication across difference, meaningful engagement in community, individual and collective identities/positionality, and critical reflection.
- ILO 1: To understand the structures and functioning of societies past and present, and to be able to think about them in normative terms, is important. But the language used here is limiting and seems to presuppose a specific ideological perspective, in a way that is not appropriate. ILO 2: This is the only one that addresses questions of faith and values, but it does so in a purely descriptive and external way. Students shouldn't just consider some abstract question about how religious and ethical commitments shape identities; they should learn to consider in a thoughtful and informed way what they think about ethical and religious questions. The concern should be normative (what do I think is right/true?) not just descriptive. There is nothing wrong with the descriptive questions, but I think we need two distinct ILOs here.
- I felt that the ILOs from this section were focused on the idea of preparing the students for big-picture global challenges rather than personal challenges. Increasingly, we are seeing our students struggle with personal challenges (mental/physical health and well-being, financial security). While I'm not sure of the role of the GE here, although SPM-like courses come to mind, I think personal challenges are important to consider as well.
- ILO 1: The language used is the discourse of the critical left. What about the power to appreciate authorities and hierarchies where they might make sense. Or to appreciate the way in which the critique of hierarchy may give rise to other forms of oppression. The language of g.e. should avoid ideological commitments where possible. Don't politicize the curriculum.

Other Ideas about OLE Question 3

- What about ANALYZING the challenges? Collect data, analyze it, propose solution?
- What about creativity? Flexibility?
- World languages should be at the heart of preparing for a global society.
- Intercultural communication competence! Foreign Language!
- Languages, study abroad make connections.
- Move to a max of 120 - 130 semester credits - not such a big degree.
- Many ILOs are similar to responses to other questions.
- Emphasize language study/travel opportunities.
- I am troubled by the Q3 ILO1. The political frame implied in this ILO will be comfortable and inviting for our students on the left but excludes and marginalizes our students with conservative political views. Can we reframe this so that all are welcome to the conversation?
- Prepare: *Continually* keep the ideas of equity and inclusion before the St. Olaf community until it's no longer unusual to hear it said

Staff Consulting Group: Main Ideas from Each Office

Admissions

- This first point scare me - that can have a direct (negative) impact on smaller programs. Can't we excite students about *all*?
- How can we point out connections for new students between the areas "that excite" students on the one hand, and the importance of "student explorations" on the other? To me the former sounds a bit like advertising.

- FY seminar with fascinating topic (a current wicked problem) requiring learning to use library, quantitative presentation?
- More first-year ID courses could make faculty and students feel less siloed and more inspired.
- All FYS ideas here seem great

CAAS

- Can a meaningful first-year seminar occur without the instructor and academic advisor being the same person?
- Love this idea, seminar with advisees!
- First-year seminar is a central theme. Seems significant (important) to have instructor be 1st year advisor. BUT would require reduced teaching due to intensive teaching/advising of FYs
- The ILOs should be accessible to students BEFORE they take a class - clear, ordinary, vernacular language
- First-year seminar instructor serving as an advisor might be too overwhelming.
- FY seminar w/advisor seems logistically impossible. What of conversations programs? What becomes of them?
- How do you handle advising for departments with highly sequential majors? Do music and physics have to sacrifice courses in order to let their advising faculty teach 1st yr seminars?
- Some of us teach in languages other than English - and love doing so - will there be 1st year seminars in other languages??
- The student research shows that students are not asking for fewer requirements. Why aren't we marketing that we give a richer GE experience than sister institutions?
- Curious about how 1st year seminar/advisor as instructor would work
- If retention is tied to first *semester*, let's make it *dynamic* (not typical), creative course maybe around a CHALLENGE question to solve a campus/community need?

IOS/ACE

- Make it less cumbersome for students to explore a variety of off-campus experiences. But - how to have equitable fees?
- I agree with the cost issue on off-campus studies. Most students who would love to participate don't get the chance.
- In terms of engaging with difference (Q1, challenges, ILOs 3&7; Q2, ILO 4; all of Q3), which off-campus study opportunities contribute most to these goals? What is the average length of these programs (interim v. semester)? Does immersive language study contribute to greater engagement with "difference"? We should distinguish between a "high level" of participation in terms of number and the degree of impact in terms of developing intercultural competence.

Libraries & IT (DiSCO)

- Love digital literacy focus. Must be part of new curriculum!

Piper Center

- First year seminar taught by advisor could include class visits by Piper Center, academic support, etc. as part of the course.
- How does this FYS offer *content* to frame "college knowledge" and resource introduction.
- Should this be restricted to first-years only?
- Tricky in light of the skills and ID ideas!
- Rather than "...so that they acquire..." why not "so they understand the value and relevance of their respective fields of study for their lives beyond the Hill"?
- Sophomore year?
- FYS: these points seem crucial
- Yes! And gain a sense of *community*

Registrar

- Reduce? Begs important question, that faculty should address
- Articulation *by students* of what GE means
- What if you ran a test: Get a subset of students from across majors/years. Ask each student to construct a 4-year schedule based on current courses. What would that look like? Broad? In-depth? What if students on their own select a GE-like range of courses?
- *Flexibility* is a key concept in both staff recommendations and student preferences.
- It's fascinating to note the number of staff recommendations to reduce the number of GEs, but the student data reveal very few mentions of students wanting to delete GEs.

Student Life

- Seminar for transfer students that might complete several GEs
- GE seminar on liberal arts would be excellent
- I appreciate the directness and practical nature of these issues

Staff Consulting Group: Ideas Endorsed by Multiple Offices

Idea 1

- Not always the same [the two questions]
- Applied skills? Students want a personal finance course - is this what we mean? Or management, leadership, critical thinking, data reduction skills? They are so specific on what they want - we are so broad and vague.
- Not abandoning our responsibility to see beyond an 18-year-old's current world view
- From the *get go* do active *learning* where they get to do something with knowledge
- Students often need to be required to learn things they only later realize the value of

Idea 2

- 4 good points/foci. Clear, well-articulated
- Intentional reflection about learning is an excellent approach
- I think these are all great ideas and easy to follow
- It's interesting to see that the student surveys indicate *resistance* to reflective practices. If reflection *is* brought in to the GE, how can we encourage student acceptance?
- Why not reflect on entire academic program

Idea 3

- How to show/explain *value* of GE before any GE courses? Can't know until already having learned?
- Educate faculty on meaning of liberal arts too! Is this education part of faculty orientation?
- "Branding" seems antithetical to a deep reflection on a curriculum and its importance. Could we find a term that doesn't suggest marketing?
- I love the focus, simplicity, and concreteness of these ideas. Thank you! We *need* to move into the concrete issues ASAP!

Idea 4

- HIPs take *so* much time to develop and implement - they need to be capped in terms of enrollment (like WRI)
- How can we compensate faculty fairly for HIP experiences? Can we normalize them into the GE to give better (and *more fair*) experiences to students at the same time? Do more with more.

Other Ideas Related to the Staff Consulting Group's Recommendations

- GE courses could be required to set aside time (2 weeks perhaps - *significant* time) to stop covering new readings/topics and give the students to colleagues at the library, DiSCO, or Piper Center who could lead (and assess?) an applied/creative component
- Reduce "slickness" (high fashion, high power) of advertising opportunities, which can be off-putting to the less slick among students and faculty
- We should strive to remove politically loaded terms from our core documents. They are exclusionary and will soon be dated.
- Have a staff consultant as a liaison across each major
- Could we have retreats - camping with our advisees (e.g., Walden Village)
- "Areas that excite prospective students" sure, but also think about how to "sell" knowledge/skills that are undervalued in society but ARE great for the future and fit our mission (e.g., language!)
- Have *all* students have the ability to go abroad (included in tuition)
- Let's dream big! St. Olaf becomes the first SLAC to have a *global* GE component. We go from 75% of students studying abroad to 100%. We launch a major fundraising initiative to make it equitable for all of our students. Study abroad - one of our signature achievements - becomes part of the GE. We stay #1 in the nation - forever.

Google Form responses

- I am very nervous about the idea of a first-year seminar. While I can see why staff would push so strongly for something similar to the SOAR program this fall, where students get "college knowledge" in a structured way, I have seen at other institutions how these first-year seminar courses become a dumping ground for all sorts of things, and with a rotating cast of staff from libraries, financial aid, off campus study, etc., the faculty member has little time left for teaching academic content--and things like reading and writing, which are often folded into these courses, get short shift. I would be 100% supportive of a first-year seminar that would be in ADDITION to a first-year writing course, I would be 100% unsupportive of a first-year seminar in which writing would be folded into many other learning objectives such courses attempt to achieve. Additive, yes--but if it replaces first-year writing, I would be deeply uncomfortable. I think that no one on this campus would say that our students' writing skills need LESS attention in our new curriculum, and a first-year seminar that replaces first-year writing would do exactly that. I also want to note some ambivalence about e-portfolios. I know they're all the rage, but who will read and evaluate these portfolios? How will that time be compensated? Where will the resources come from? I don't see St. Olaf in a position to do e-portfolios in the "right" way, and I'd rather not do something ambitious like that than do it poorly. I am VERY excited about the new GE curriculum and see lots to be optimistic about, but I feel very strongly that a first-year seminar and e-portfolio pose some major concerns as I'm seeing them discussed right now in terms of what implementation would actually look like.
- I was troubled by the registrar's call for a smaller g.e. curriculum. I worry that issues of educational substance might be decided by bureaucratic considerations.

Student Perspectives: Flexibility and Choice in the Core Curriculum

- I'm really struck by the quote that St. Olaf is awful at allowing non-classroom experiences: counter to what we all say we *want* (i.e., high impact practices). Curious about variabilities across departments in this view.

- Is there a desire for more integration and interdisciplinary exploration . . . encouraging students to get into different approaches to a similar topic? Some comments cut against this?
- You rock :)
- Is a requirement a requirement if we allow a student to drop it? What if we required all students to take one GE w/o a grade (pass/no pass) not to protect GPA, but to encourage experimentation in choosing courses? The econ major takes theater, the English major tries a lab science.
- It's interesting to note that students express very little interest in deleting GEs - they want more *flexibility*
- I support re-thinking the HWC requirement. I hope the students are taken seriously on this.
- Point dropped off of this poster: *very few* students pushing for fewer requirements. If so, why are we pushing drastic cut from 36 to 32 courses for graduation? Why aren't we marketing it as a selling feature of our GE curriculum that Olaf provides richer prep - a full semester of work - for tuition equivalent to those requiring less. Market our excellence and high aspirations! Esp. since our students don't seem to mind them.
- I find it very interesting that students aren't saying they want *fewer* courses, they want more choice. TAG is driving our revision if our new model has to decrease total graduation requirements.
- I strongly agree with students key points 4 and 5. As soon as they determine their interests, they want a more focused course of study.
- Curriculum also doesn't *allow* for a lot of exploration in non-science classes for science majors.
- Interesting that about 70% white students are really *interested in diversity and multiculturalism*. Not just desire from minority students.
- Could we work out a way to make team teaching by faculty in different programs viable and not an "add on" like FLAC? It's a wonderful opportunity if the resources (TIME! FTE!) are available
- Yes! Let's be more inclusive
- How to note inner criticism of concept of "West" within "West" and signal to students who don't yet know?
- When we interpret the student survey, we need to acknowledge that 80% of the respondents were "white"; close to half of the students were NSM. However, large majority of students want to learn other cultures

Google Form responses

- Again, students mention mental health but this should be in conjunction with physical health, well-being and movement.
- That study seems ideologically driven.
- Pertaining to "Core Skills & Comprehension: What do students want?" Table 2. Percentage of respondents indicating these skills are either Extremely Important or Very Important in a core curriculum. As a dance artist and faculty member, I am heartened by the list of skills students want to gain from a Core Curriculum, as the current dance curriculum provides students the opportunity to develop all of these.

Two Potential Core Topics: Religion & Power and Inequality

- Power, inequality core requirement ideal if present in *many departments*
- How essential is internal diversity among Christianity in its global forms?
- Tendentious - posing these questions beg deeper questions that ought to be the subject of liberal arts inquiry.
- Linked courses or co-taught courses could be a good way to make these kinds of connections.

- Students interest in learning non-Christian religions parallels to their interest in communicating with people from different backgrounds/perspectives
- I would love to know how issues of power and inequality are addressed across the curriculum and using a variety of disciplinary tools. We would do a much better job of helping students find connections if we were aware of them ourselves.
- Not sure how to read the data . . . Only 60% of students think taking a course in religion department is effective for learning of religions significance? We must have a very ineffective department . . .?

Core Skills and Comprehension: What do students want?

How to make a CC and its purposes easier to understand

- Your student interest in capstone/final portfolios should definitely be taken into account, since both would require an incredible amount of faculty resources which we could invest elsewhere
- Students don't want to do *more* work - they are already under pressure, so capstone/portfolios would need to be integrated into GE rather than on top of
- Oh, so students don't want to talk as much as they want a guide/map/handout
- Student support for a core curriculum that helps them to be willing to make mistakes seems to contradict what we *think* we know about millennials. This is great news!
- Interesting to note first gen student interest in finance, self-care, life skills - maybe component of senior seminar?
- Capstone courses are very difficult for small departments because of scheduling conflicts with other majors, so we do not like the idea of this

Skills in a possible first-year seminar

- How will students interact with people across other cultures? Language part of this (would seem so)
- It's extremely interesting to know that students really want to interact with people with different backgrounds and perspectives!
- *Love* accent on civic, civil disagreement and conversations. Using all skills.
- These seem like pre-academic foci . . . are they intended as such? Or intended as academic endeavors?
- Would a first-year seminar be a shared experience across faculty from all disciplines?
- Explaining/discussing with first-years and helping frame and integrate is a good idea but I am concerned about how much *time* can be dedicated/shared during all our required advising meetings with students and quality variation across advisors in doing so.
- In the push to get as many AP courses in high school, students do not have a chance to take personal finance in H.S. Seems the drive to get into college and the hefty GE requirement make this impossible. But, should a student pay for a course on personal finance when they could (should) have taken it in HS?
- Having these two core topics powerfully privileges certain frames of understanding at the expense of others. It is a mistake to attempt to boil down the diversity of frames at a college to such a narrow lense.
- 90%+ of students value "meaningfully engaging with people from varied cultures & backgrounds." Why are we cutting humanities?
- Is there a way to build GE requirements out of partials? Meaning rather than 1 course drive a full GE, have sub-components assemble across a number of courses? Lego model?
- I'm noticing "willingness to make mistakes" and I'm interested in practices we can use to facilitate this across the curriculum.

Other Google Form responses

- Lots of good ideas! I think it is important to connect diverse academic areas to each other as well as to the students' lives. I also think it is important to keep fundamental aspects of the liberal arts and integrate them into various related concepts--for example: the crucial importance of being able to communicate in another language in order to understand the diversity of the world, to develop critical thinking skills, and to further general skills surrounding communication. Students need to have a solid working knowledge of another language, such as we currently provide. Many schools have dropped this to their detriment and that of their students. St. Olaf is a leader in this area and needs to remain so.
- The poster that included a proposal for a core course on religion and power and inequality was arguably the most egregious instance of attempts to politicize the general education curriculum, in this case presented as a response to putative student preferences. But a curious fact, every year was the most popular courses offered in religion is *Beyond Narnia: The Theology of C. S. Lewis*, one of the most conservative Christian thinkers of the 20th century. Students knock down the doors to get in and there's not enough room. Where do the preferences of these students show up in this survey? In fact there is empirical evidence to show that students enter the college with a host of prejudices and biases against the study of Christian religion and theology at the college and that these students are pleasantly surprised by their positive experience of studying Christian materials. Indeed, there is enough evidence to prompt skepticism about the reliability of this study, which was administered by Soc-Anthropology faculty. In the interest of fairness and balance we should open up empirical inquiry concerning general education to other agencies at the college.