Annotated Bibliography:
Professional Military Education
in the Professional Education Landscape Project

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**Professional Military Education in the Professional Education Landscape Project
Annotated Bibliography**

including sources collected through 28 Aug 2019

The references below represent resources collected from July 2018-August 2019 to support the Professional Military Education in the Professional Education Landscape (PMEPEL) Project described below. **This annotated bibliography is a living document and is updated as new resources are added.**

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PMEPEL Project Overview
The Professional Military Education (PME) in the Professional Education Landscape (PMEPEL) Project is designed to support efforts within PME to learn from other education sectors facing similar challenges.

PME shares a great deal with other sectors of professional education, such as law, medicine, nursing, clergy, public administration, and engineering. Like other professional education institutions, PME institutions:

- must produce graduates who are technically proficient in their field, but also educated broadly enough to be able to solve novel problems in unanticipated contexts.
- have hybrid faculties composed of both scholars and practitioners.
- are subject to external influences in terms of regulations, policies, and curricular requirements.
- have a connection to, but not always control of, ongoing professional training requirements that continue throughout the careers of professionals.
- must assess the effectiveness of their curricula not only in terms of student satisfaction, but also in terms of the performance of graduates, the satisfaction of the profession as a whole, and society's satisfaction with the performance of the profession.
- need to balance educational responsibilities with the role of faculty and researchers in building and publishing new knowledge for the profession.
- have functions and responsibilities that extend beyond classroom education of professionals across the spectrum of creating, curating, and communicating knowledge.

Each individual field, including PME, has a literature through which it challenges itself and documents efforts to improve. However, there is relatively little available that compares these literatures and none that includes PME in the discussion. Likewise, there is nothing available that draws themes or lessons from these literatures in specific application to PME and other military learning endeavors.

In July 2018, CAOCL's Translational Research Group (TRG) began the PMEPEL Project to help to bridge this gap through reviewing professional education literatures. The initial project outcome was the applied report, *Educating Marines: Reorienting Professional Military Education on the Target*, dated 11 December 2018. TRG prepared this annotated bibliography to share the resources with other

researchers and practitioners. As resources and time allow, TRG may produce other outcomes, such as a literature review, additional applied reports, and/or recommendations drawn from the literatures examined.

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"5 Communication Skills Lawyers Need and Why." <u>Master's in Communication Blog</u>
https://communicationmgmt.usc.edu/blog/5-communication-skills-lawyers-need-and-why/ Accessed June 19, 2018.
> Excerpt: Law schools focus on teaching the law and legal theory. Communication skills covered in law schools tend to revolve around the arguments and persuasion necessary in the courtroom. However, communication skills that occur outside of the courtroom are much more plentiful and, sometimes, more critical to a lawyer's practice. If you are thinking of becoming a lawyer, these four, first-rate communication skills will be an effective tool in your repertoire.

"The 7 Essential Qualities of a Physician." <u>AUA Caribbean Medical School Blog</u>
https://www.auamed.org/blog/7-essential-qualities-physician-2/ Accessed July 27, 2018.
> Excerpt: When American University of Antigua (AUA) College of Medicine's Admissions Committee examines a candidate, the first thing they assess is his or her capability to become a successful physician. Although these qualities aren't quantifiable, they are evaluated by the candidate's potential to demonstrate traits that are shared by some of the best physicians working today. Here are some of them: [provides list]

(2010). "The meaning and goals of theological education." Retrieved June 19, 2018, from https://www.svots.edu/content/meaning-and-goals-theological-education.
> Excerpt: Theology and education for ministry are not simply academic pursuits. They involve the entire human person, not just the intellect. At the seminary, academic study is important, just as it is at any institution of higher learning. But an Orthodox theological education is about more than that. There are several interrelated components to a theological education that are necessary to train future leaders and servants of the Church.

"Ten essential skills the next generation of religious leaders will need."
http://www.religioninsights.org/articles/ten-essential-skills-next-generation-religious-leaders-will-need.
> Excerpt: Some skills are time-tested, such as listening and collaborating, but tomorrow's religious leaders will also need to be entrepreneurial and communicate in new ways.
>
> The U.S. religious landscape is changing and so too the old ways of doing church. Today's seminary students will likely need to be far more creative and imaginative than older generations in connecting with members and creating community. Four experts weigh in on the 10 most essential skills the next generation of religious leaders will need. (Surprise: technological skills didn't make the list!)
>
> The 10 most essential skills: [provides list]

(1964). "Modern Trends in Legal Education." <u>Columbia Law Review</u> **64(4): 710-734.**

"The law school belongs in the modern university no more than a school of fencing" wrote Thorstein Veblen in 1918.[1] Legal education is "so inadequate, wasteful, blind and foul," commented Karl Llewellyn, "that it will take twenty years of unremitting effort to make it half-way equal to its job."[2] Spurred by such criticism, legal education over the past thirty-five years, and more particularly since the end of the Second World War,[3] has gone through a period of evaluation, experimentation, and accelerated change. This note will investigate the five principal movements in legal education.[4] It will briefly outline the fundamental problem- the purpose of legal education. After examining the premises underlying each movement and identifying their competing ideals, it will conclude by considering the effect of proposed changes upon the curriculum and structure of modern legal education.

(2002). "What's a good doctor and how do you make one? ." The BMJ: British Medical Journal 325(7366).

Letters to the editor answering the questions, what's a good doctor and how do you make one?

(2008). Revisiting the Medical School Educational Mission at a Time of Expansion. Revisiting the Medical School Educational Mission at a Time of Expansion, Charleston, SC, Josiah Macy, Jr. Foundation.

Excerpt: The papers and discussion included in this monograph provide the rationale for the conclusions and recommendations from the conference. I will not repeat them in these introductory remarks, but I would say in summary that these recommendations, taken together, make a strong case that this should be a time for innovation, educational experimentation, and cultural change in our medical schools. It was the sense of the group that there is a need for a better alignment of our medical schools' educational mission with the health needs of the public. Positive changes that have already occurred need to be publicized and championed, and further innovations need to be encouraged in the new and expanding schools. This time of expansion is a unique opportunity to promote needed change. It will be tragic if it resulted in "more of the same."

(2015). "Educating the 21st Century Lawyer: Integrating business skills with legal knowledge." The Practice 1(5).

Excerpt: Below we examine why the legal profession has stressed business skills in the education of lawyers and how the legal academy has responded.

One can identify three main reasons why business skills are increasingly critical for the 21st century lawyer: they provide a means of understanding one's own client's business; they offer the toolkit for running one's own organization, whether that be a law firm or in-house legal department; and they help maintain one's own professional marketability, particularly in an era of blurred professional boundaries.
...
What should we make of all these new programs and initiatives? First, it is clear that business skills are critical to being a 21st century lawyer. Clients want their lawyers to have these skills. Law firms want their lawyers to know them. New lawyers and law students want venues to learn them. And law schools, law firms, and other innovative organizations are beginning to respond, whether by incorporating new classes in to the curriculum, forming innovative partnerships, or through professional and executive education.

Second, while business skills may be the most salient example of recent attempts to incorporate more interdisciplinary training into law, they are not the only areas. Law schools have begun to experiment with a host of disciplines, including technology skills. While these other knowledge areas may not have the full cross-practice appeal as business training, the blurring of knowledge and organizational lines undoubtedly requires increased, interdisciplinary legal skillsets. ...

Finally, a word of caution. While it is critical to incorporate business and other interdisciplinary skillsets into the law school experience, Wilkins makes clear that "we can't turn law schools into graduate school for the study of law." He goes on, "There are longstanding and well-founded reasons why law schools have evolved in the ways that they have and teach the courses that they do. While innovation and adaption are necessary, we must be careful not to, to quote an old expression, throw the baby out with the bathwater."

(2015). "Legal Education for the Future: Training lawyers for a changing profession." The Practice 1(5).

In the midst of declining applications and an uncertain job market, law schools are caught between the proverbial rock and a hard place. Many are taking innovative measures to revamp curricula, add experiential opportunities, and intensify placement efforts. If the legal profession is no longer as sure a path to success as it once was, efforts to adjust and adapt to a changing profession are healthy and warranted.

ABET (2015). Criteria for Accrediting Engineering Programs, 2016-2017 Baltimore, MD, ABET.

Excerpt: These criteria are intended to assure quality and to foster the systematic pursuit of improvement in the quality of engineering education that satisfies the needs of constituencies in a dynamic and competitive environment. It is the responsibility of the institution seeking accreditation of an engineering program to demonstrate clearly that the program meets the following criteria.

ABET (2017). Criteria for Accrediting Engineering Programs, 2018-2019. Baltimore, MD, ABET.

Excerpt: These criteria are intended to assure quality and to foster the systematic pursuit of improvement in the quality of engineering education that satisfies the needs of constituencies in a dynamic and competitive environment. It is the responsibility of the institution seeking accreditation of an engineering program to demonstrate clearly that the program meets the following criteria.

Abuelezz, M. (2011). A Survey of American Imams: Duties, Qualifications and Challenges - A Quantitative and Religious Analysis Graduate Faculty. Athens, GA, University of Georgia. Master of Arts.

This study, the foundation of which is a quantitative survey of American imams, investigated the principal duties, qualifications, and challenges of imams in America from the viewpoint of the imams themselves, from a traditional Islamic religious perspective, and from the angle of the researcher's observations of American mosques. Educational and social duties are found to be of greatest importance to the imams. Traditional education of imams overseas does not provide sufficient training for working in American mosques because imams need training in fields such as contextual Islamic jurisprudence and American culture. A

comprehensive educational program in America for training imams to work in the USA is suggested. In order to alleviate imams' financial, administrative and professional problems such as low-salaries, interference in their work, and power struggles within the community, the study suggests inaugurating an American Islamic endowment system that would enable imams to function more independently.

Accreditation Council for Graduate Medical Education (1999). General Competencies.

Excerpt: At its February 1999 meeting, the ACGME endorsed general competencies for residents in the areas of:
- patient care,
- medical knowledge,
- practice-based learning and improvement, and
- interpersonal and communication skills,
- professionalism,
- systems-based practice.

Identification of general competencies is the first step in a long-term effort designed to emphasize educational outcome assessment in residency programs and in the accreditation process. During the next several years, the ACGME's Residency Review and Institutional Review Committees will incorporate the general competencies into their Requirements. The following statements will be used as a basis for future Requirements language.

Adams, L., et al. (2016) Training Good Doctors Starts With the Liberal Arts. The New Republic

Excerpt: Does a medical school belong with a liberal arts school? Or are we (as we are sometimes called) an overly expensive trade school that produces "body mechanics" and outside the school's dedicated mission to liberal education? As medical school faculty members and administrators, we sought to explore this question.

Akins, D. (1997). The Economics of Tenure: Understanding the Effects of Ethnicity, Status and Discipline on Faculty Attitude, Workload and Productivity Graduate Faculty. Los Angeles, CA, University of Southern California. Doctor of Philosophy.

The socialization and tenure process of minority faculty are not immune to institutionalized racism. Its presence diminishes tenure opportunity for faculty of color, because when racism fosters a negative socialization experience, it usually renders a negative tenure decision for minority faculty. Moreover, despite academe's professed stance that the main components of tenure review--teaching, research and service—should be weighed equally in tenure decisions, this study indicates that in practice greater weight is given to research and external funding. Considering the findings from this study, most minority faculty appear to emphasize teaching and service.

Hence, this research analyzes ethnicity, tenure status, and workload factors in determining faculty productivity and tenure tractability. Biases that enter into the decision process for appointing minorities to tenure-track positions, and granting tenure are also evaluated. Conclusions are drawn about how minority faculty define their roles according to time allocated to teaching, research, and service activities, and the implications of these decisions upon their organizational fit within the academy.

The sample of 11,634 subjects was extrapolated from the 1993 *National Study of Postsecondary*

Faculty sponsored by the National Center for Educational Statistics. The sample was composed of White (78.8%), Black (9.7%), Asian/Pacific Islander (6.5%), Hispanic (4.5%), and Native American (0.4%) faculty, who were either tenured (56.2%), tenure-track (28.9%) or non-tenure-track (14.9). The data were analyzed using ANOVA, and MANOVA tests, correlation statistics, and the chi-square test.

Although the results indicated slight to moderate differences between minority and non-minority groups on attitude, workload, and productivity, tenure status revealed a stronger impact on workload and productivity variables. For instance, tenure-track faculty (52.57) spent more time on teaching than both tenured (50.13) and non-tenure-track (46.30) faculty. Nontenure-track faculty (9.50) dedicated more time to service than tenure-track (7.60) faculty; yet, both groups contributed more time to service than tenured faculty (6.14).

Regarding productivity levels, tenured faculty (12.37) published more than tenure-track (11.25) and non-tenure-track (9.82) faculty. Non-tenure track faculty (209) received more funding than tenure-track (119) faculty. This difference might be due to the prevalence of program funding (as opposed to research) to support non-tenure track faculty.

Altbach, P. G. and J. Salmi, Eds. (2011). <u>The Road to Academic Excellence: The Making of World-Class Research Universities</u>. Directions in Development: Human Development. Washington DC, International Bank for Reconstruction and Development/The World Bank.

> The positive contribution of tertiary education is increasingly recognized as not limited to middle-income and advanced countries, since it applies equally to low-income economies. Tertiary education can help countries become more globally competitive by developing a skilled, productive, and flexible labor force and by creating, applying, and spreading new ideas and technologies. Research universities are reckoned among the central institutions of the 21st century knowledge economies. This book extends the analysis of the framework presented in *The Challenge of Establishing World-Class Universities* (Salmi 2009) and by examining the recent experience of 11 universities in nine countries that have grappled with the challenges of building successful research institutions in difficult circumstances and learning from the lessons of these experiences.

American Association of Colleges of Nursing (2006). <u>The Essentials of Doctoral Education for Advanced Nursing Practice</u>. Washington, DC, American Association of Colleges of Nursing.

> Description: These *Essentials* define the curricular elements that must be present in Doctor of Nursing Practice (DNP) programs. Required by the Commission on Collegiate Nursing Education for schools seeking accreditation for DNP programs, these Essentials outline the foundational competencies that are core to all advanced nursing practice roles, including the four nationally-recognized Advanced Practice Registered Nursing roles: nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives.

American Association of Colleges of Nursing (2008). <u>The Essentials of Baccalaureate Education for Professional Nursing Practice</u>. Washington, DC, American Association of Colleges of Nursing.

> Excerpt: This Essentials document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing

curriculum for the 21st century. These Essentials address the key stakeholders'
recommendations and landmark documents such as the IOM's recommendations for the
core knowledge required of all healthcare professionals. This document emphasizes such
concepts as patient-centered care, interprofessional teams, evidence based practice, quality
improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and
genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-
changing and complex healthcare environment.

**American Association of Colleges of Nursing (2011). <u>The Essentials of Master's Education
in Nursing</u>. Washington, DC, American Association of Colleges of Nursing.**

> Excerpt: These *Essentials* are core for all master's programs in nursing and provide the
> necessary curricular elements and framework, regardless of focus, major, or intended
> practice setting. These *Essentials* delineate the outcomes expected of all graduates of master's
> nursing programs. These *Essentials* are not prescriptive directives on the design of programs.
> Consistent with the *Baccalaureate* and *Doctorate of Nursing Practice Essentials*, this document does
> not address preparation for specific roles, which may change and emerge over time. These
> *Essentials* also provide guidance for master's programs during a time when preparation for
> specialty advanced nursing practice is transitioning to the doctoral level.

**American Association of University Professors (1915). 1915 Declaration of Principles on
Academic Freedom and Academic Tenure. Washington, DC.**

> Excerpt: The safeguarding of a proper measure of academic freedom in American
> universities requires both a clear understanding of the principles which bear upon the matter,
> and the adoption by the universities of such arrangements and regulations as may effectually
> prevent any infringement of that freedom and deprive of plausibility all charges of such
> infringement. This report is therefore divided into two parts, the first constituting a general
> declaration of principles relating to academic freedom, the second presenting a group of
> practical proposals, the adoption of which is deemed necessary in order to place the rules
> and procedure of the American universities, in relation to these matters, upon a satisfactory
> footing.

**American Association of University Professors (1966). Statement on Government of Colleges
and Universities. Washington, DC.**

> Excerpt: This statement is a call to mutual understanding regarding the government of
> colleges and universities. Understanding, based on community of interest and producing
> joint effort, is essential for at least three reasons. First, the academic institution, public or
> private, often has become less autonomous; buildings, research, and student tuition are
> supported by funds over which the college or university exercises a diminishing control.
> Legislative and executive governmental authorities, at all levels, play a part in the making of
> important decisions in academic policy. If these voices and forces are to be successfully
> heard and integrated, the academic institution must be in a position to meet them with its
> own generally unified view. Second, regard for the welfare of the institution remains
> important despite the mobility and interchange of scholars. Third, a college or university in
> which all the components are aware of their interdependence, of the usefulness of
> communication among themselves, and of the force of joint action will enjoy increased
> capacity to solve educational problems.

American Association of University Professors (1970). 1940 Statement of Principles on

Academic Freedom and Tenure with 1970 Interpretive Comments.

Excerpt: The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.[2] The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.[3]

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

American Association of University Professors (1993). The Status of Non-Tenure-Track Faculty.

Excerpt: The increase in non-tenure-track appointments affects the quality of education as a whole and the stability of the profession in particular. The growth of non-tenure-track faculty erodes the size and influence of the tenured faculty and undermines the stability of the tenure system. The large numbers of faculty who now work without tenure leave academic freedom more vulnerable to manipulation and suppression. The professional status of faculty suffers when so many are subject to economic exploitation and demeaning working conditions inconsistent with professional standards. And the quality of education is at risk when the curriculum, advising, and instruction are not in the control of faculty to whom the institution has made the kinds of commitments that ensure scholarly development and recognition of performance.

...

The range of institutions and the diversity of student needs have resulted in increasingly diverse kinds of faculty positions. Higher education today includes community colleges which offer a mix of vocational training and transferable college credits; private liberal arts colleges; comprehensive colleges and state universities which may have several campuses offering different kinds of degree programs; and the fifty-eight Association of American Universities institutions which comprise the major research universities. Within these institutions individual faculty members may combine teaching and research, do only one or the other, combine one or both with part-time administrative duties, staff clinics, libraries, or laboratories. Given the variety of needs and assignments, institutions should develop more than one model of the tenurable professor. Multiple models for faculty, developed around the kinds of work they do for their institutions, will better serve both the profession and the institutions. The profession and the public need to recognize and reward valued work on its own terms rather than measure faculty against a dominant model of the traditional professor that may be inconsistent with the institution's own mission for instruction, research, and service to a region or local community.

American Association of University Professors (2003, updated in 2014). Contingent

Appointments and the Academic Profession: 170-185.

Excerpt: The integrity of higher education rests on the integrity of the faculty profession. To meet the standards and expectations appropriate to higher education, faculty need to incorporate teaching, scholarship, and service in their work, whether they serve full time or less than full time. The academic freedom that enlivens and preserves the value of academic work is protected by a responsible and reasonable commitment between the university or college and the faculty member. For the good of higher education and the good of society as a whole, this commitment must be preserved for all faculty. But the majority of faculty members now work without such a commitment from their institutions, and therefore without adequate protection of academic freedom.

This report has identified some of the real costs of overreliance on part-time and non-tenure-track faculty: costs to the quality of student learning, to equity among academic colleagues, to the integrity of faculty work, and to academic freedom. These costs are now borne primarily by students and by contingent faculty. In the long term, however, the cost of cutting corners on education will be borne by society as a whole as it gradually loses its independent academic sector.

For the good of institutions, of the educational experiences of students, and of the quality of education, the proportion of tenured and tenure-track faculty should be increased. Institutions that are now experimenting with ways to increase the proportion of tenured and tenure-track faculty are finding that the way back is complicated and somewhat treacherous. The guidelines for transition presented here do not offer a complete blueprint; they are intended instead as a beginning diagram or sketch to assist faculty and administrators who have made a commitment to change the structure of their faculty appointment and reappointment processes.

American Association of University Professors (2012, updated in 2014). The Inclusion in Governance of Faculty Members Holding Contingent Appointments.

Excerpt: Though many people inside and outside of higher education think of tenure- track appointments as the norm, in reality tenure-track faculty are a dwindling minority on American campuses: while in 1975, tenure-track faculty accounted for 45.1 percent of the instructional staff, by 2009 they accounted for only 24.4 percent.[1]

The structures of faculty governance, however, as well as AAUP policies on the subject, tend to assume a faculty that is primarily full time and on the tenure track. The participation in institutional and departmental governance of faculty holding contingent appointments is uneven, with some institutions encouraging it, some allowing it, and some barring it.

Because of this disconnection between the realities of faculty status and prevailing practices and policies of the profession, two AAUP standing committees, the Committee on Contingency and the Profession and the Committee on College and University Governance, established this joint subcommittee to study the issues and develop recommendations for the inclusion in governance of faculty holding contingent appointments.

In order to get a better sense of the range of existing practices, the subcommittee developed an informal survey requesting information on various aspects of existing practices regarding the participation of contingent faculty in governance: eligibility to serve, the existence of

seats in institutional governance bodies reserved for such faculty, policies to ensure academic freedom, compensation for service, and recommendations about how to improve the current situation.

...

The difficulties of including faculty who hold contingent appointments in governance activities are not trivial, and we discuss them in detail in what follows. However, we conclude that, on the whole, the exclusion from governance of faculty with contingent appointments is the greater danger to the integrity of the profession and the quality of higher education. In order for the faculty's voice to be heard and for the faculty to retain its ability to contribute substantially to academic decision making, the expectation of service in governance must be expanded beyond tenured and tenure- track faculty as it has been expanded in the past: a century ago senior faculty members generally were the sole participants in university governance. In what follows, we discuss aspects of faculty participation in governance and make recommendations for how such participation can be broadened.

American Bar Association, Section of Legal Education and Admission to the Bar (2015). Managing Director's Guidance Memo: Standards 303(a)(3), 303(b), and 304.

Excerpt: This memorandum provides general guidance on the requirement in Standard 303(a)(3) that schools offer a curriculum that requires each student to complete "one or more experiential course(s) totaling at least six credit hours," the requirement of 303(b)(1) that law schools "shall provide substantial opportunities to students for . . . law clinics or field placement(s)," and Standard 304(a) that defines "simulation course."

New Standard 303(a)(3), which is discussed below, replaces the requirement in former Standard 302(a)(4) that "each student receive substantial instruction in . . . other professional skills generally regarded as necessary for effective and responsible participation in the legal profession."

Guidance provided in Consultant's Memo 3 (Revised)" issued in August 2013 relating to former Standard 302(a)(4) is no longer relevant and is replaced by this Guidance Memorandum.

New Standard 303(a)(3) changed the "other professional skills requirement" of former Standard 302(a)(4) in three fundamental ways. First, Standard 303(a)(3) changes to focus from "substantial instruction" to a focus on number of credit hours; it makes express and increases the number of credit hours schools must require each student to satisfactorily complete. Second, the new Standard requires the proscribed number of credits to be earned in "experiential courses." And finally, the new Standard specifies that the "experiential courses" must be a simulation course, a law clinic, or a field placement.

American Bar Association, Section of Legal Education and Admission to the Bar (2017). ABA Standards and Rules of Procedure for Approval of Law Schools 2017-2018, American Bar Association.

Excerpt: All jurisdictions have set minimal educational requirements to qualify a person for eligibility to sit for the bar examination. Almost all rely exclusively on ABA approval of a law school to determine whether the jurisdiction's legal education requirement for admission to the bar is satisfied. In all states, graduation from an ABA-approved law school is sufficient to

meet these requirements although a small number of states have now added requirements in addition to the ABA requirements. Whether a jurisdiction requires education at an ABA-approved law school is a decision made by a jurisdiction's highest court and its bar admission authority and not by the Council or the ABA. The Council and the ABA believe, however, that every candidate for admission to the bar should have graduated from a law school approved by the ABA and that every candidate for admission should be examined by public authority to determine fitness for admission.

Since 1952, the Council of the Section of Legal Education and Admissions to the Bar (the Council) of the American Bar Association (the ABA) has been approved by the United States Department of Education as the recognized national agency for the accreditation of programs leading to the J.D. degree. United States Department of Education rules require an accrediting agency within a professional association to operate separately and independently from the association of which it is part. Therefore, it is the Council and its Accreditation Committee not the ABA that are the recognized accreditor. Nonetheless, for ease of reference, law schools accredited by the Council are referred to as "ABA-approved."

In its role as the accrediting agency for legal education, the Council has promulgated the Standards and Rules of Procedure for Approval of Law Schools. The Standards contain the requirements a law school must meet to obtain and retain ABA approval. Interpretations that follow the Standards provide additional guidance concerning the implementation of a particular Standard. The Rules of Procedure govern the accreditation process and the process through which decisions concerning the status of individual schools are made. The Rules also contain provisions related to the operation of the Office of the Managing Director.

American Medical Association. "Innovations & Outcomes of the Consortium." Retrieved June 20, 2018, from https://www.ama-assn.org/innovations-outcomes-consortium.
    Description: The Accelerating Change in Medical Education Consortium schools are working together to develop common solutions to transform medical education in key areas. Explore their work and inspire change at your own institution. [provides links to several areas of innovation]

American Medical Association. "Member Schools of the Consortium." Retrieved June 20, 2018, from https://www.ama-assn.org/education/member-schools-consortium.
    Description: Provides the list of the 32 member "medical schools working together to create the medical school of the future and transform physician training" with a description of the school's innovation. "Eleven of these schools founded the Accelerating Change in Medical Education Consortium in 2013 and received grants from the AMA for major medical education innovations. In 2015, the AMA selected 21 additional schools to become consortium members and continue spreading innovative medical education ideas. An estimated 19,000 medical students—18% of all U.S. allopathic and osteopathic medical students—study at medical schools that are consortium members."

American Medical Association (2017). Creating a Community of Innovation: The work of the AMA Accelerating Change in Medical Education Consortium. Chicago, IL, American Medical Association.
    Excerpt: With the American Medical Association "Accelerating Change in Medical

Education" initiative approaching the end of its first five years, it's time to celebrate our considerable achievements while turning our attention to the work ahead and our future path forward. We begin this new phase by building on the tremendous momentum we've already created. We have no intention of slowing down as we lay the groundwork for another productive five years and beyond.

For many years there has been general consensus that medical education—based largely on an educational model more than a century old—has needed to change in order to address significant gaps in physician training and prepare new doctors to practice effectively in our 21st century health systems.

To help fill these gaps, and as part of its larger strategic focus to improve our nation's health, the AMA launched the "Accelerating Change in Medical Education" initiative in 2013. After awarding initial grants to 11 medical schools from across the country, the AMA brought these schools together to form the AMA Accelerating Change in Medical Education Consortium—a unique, innovative collaborative that allowed for the sharing and dissemination of groundbreaking ideas and projects.
...
As consortium members continue to implement bold ideas and demonstrate a deep commitment to creating the medical schools of the future, their solutions are being disseminated to the greater academic community. These pioneering efforts are facilitating the widespread adoption of new ideas.
...
This report is not an exhaustive list of the consortium schools' many achievements. Rather, it presents some of the best innovations emerging and captures the inspiring, collaborative effort involved in this exciting and challenging journey to reimagine physician education from the ground up.

American Nurses Association (2015). Nursing: Scope and Standards of Practice, 3rd Edition. Silver Spring, MD, Nursesbook.org.
Excerpt: A professional organization has a responsibility to its members and to the public it serves to develop the scope and standards of practice for its profession. The American Nurses Association (ANA), the professional organization for all registered nurses, has long assumed the responsibility for developing and maintaining the scope of practice statement and standards that apply to the practice of all professional nurses and also serve as a template for evaluation of nursing specialty practice. Both the scope and standards do, however, belong to the profession and thus require broad input into their development and revision. *Nursing: Scope and Standards of Practice, Third Edition* describes a competent level of nursing practice and professional performance common to all registered nurses.

American Nurses Association and National Association of School Nurses (2017). School Nursing: Scope and Standards of Practice, 3rd Edition.
Decription: Once again, building on decades of collaboration, the National Association of School Nurses and the American Nurses Association have published the premier one-volume guide to contemporary school nursing. The Standards of School Nursing Practice and their accompanying competencies describe and measure the expected level of school nursing practice and professional performance. Based on ANA's Nursing: Scope and Standards of Practice (2015) for all registered nurses, these standards are authoritative

statements of the duties that school nurses should competently perform. Composed of two sets—the Standards of Practice and the Standards of Professional Performance—these standards delineate how outcomes for school nurse activities can be measured.

New in this 3rd edition:

Framework for 21st Century School Nursing Practice
Updated definition of school nursing
Whole School, Whole Community, Whole Child Model
Workload and acuity as components of healthy work environment for school nurses
Updated Code of Ethics for Nurses
New Standard of Professional Performance: Culturally Congruent Practice

American Veterinary Medical Association, Council on Education (2017). Changes to Accreditation Standards, September 2017.
The Council recently reviewed, Standard 6-Students, and Standard 9-Curriculum in response to stakeholder input. After extensive review including consideration of comments received during a period of public comment the Council on Education made revisions to:

Standard 6, Students
Standard 9, Curriculum

American Veterinary Medical Association, Council on Education (2017). COE Accreditation Policies and Procedures: Requirements.
Description: Provides the requirements to be an accredited veterinary medicine college

American Veterinary Medical Association (2018). Accreditation Policies and Procedures of the AVMA Council on Education.
Excerpt: It is the objective of the AVMA COE to ensure that each graduate of an accredited college of veterinary medicine will be firmly based in the fundamental principles, scientific knowledge, and physical and mental skills of veterinary medicine. Graduates should be able to apply these fundamentals to solving veterinary medical problems for different species and types of domestic animals.

The fundamentals with which each graduate leaves the college are expected to provide a basis for a variety of career activities including clinical patient care, research, and other non-clinical options relevant to animal and human health. These fundamentals should be the basis for a lifetime of learning and professional development.

Anderson, C., et al. (2011). "Transforming Health Professional Education." <u>American Journal of Pharmaceutical Education</u> 75(2): Article 22.
Excerpt: The International Pharmaceutical Federation (FIP) Pharmacy Education Taskforce,8-10 in collaboration with the World Health Organization (WHO), is currently implementing a global survey of pharmacy colleges and schools, the results of which are intended to support transformational change toward needs-based educational systems within the profession (Figure 1). When received, we encourage all colleges and schools of pharmacy to respond to this important request. Further, we challenge academic pharmacists to continue the discussion and debates presented by the commission and others in order to (1)

close the gap between knowledge and action in pharmacy education, (2) become socially accountable to our patients and communities, and (3) implement curricular innovations that will lead to improved teamwork of health professionals across disciplinary lines. These changes will help to ensure that our profession remains relevant, engaged, and focused on the pursuit of health in the years to come.

Antf, M. (2017). "Breaking Professional Schools Out of Their Silos." <u>The Chronicle of Higher Education</u>.

> Excerpt: "We're in the silo-busting business across academe right now," says Donnie Horner, provost at Jacksonville University, in Florida, which has formed a handful of hybrid graduate programs in the past five years. "The world is becoming more interdisciplinary and is forcing us to change to reflect it. The marketplace is telling us that students need to be well-versed in their discipline, but also technologically competent."
>
> Employers now require more workers who can bridge the gaps between professions -- engineers who understand business, journalists with computer-programming skills, health-care providers who can crunch data.
>
> On college campuses, busting silos would seem to be rough work for professional schools, which traditionally have done all they could to narrow a graduate's focus. Faculty members and administrators are more likely to have become used to running professional programs in the same way for decades. Remaking programs to teach more than one discipline hasn't been easy, many concede.
>
> Still, although professional schools have thrived with silo-style specialization, the idea is emerging that a sizable number of students need to focus on the niches between professions to get the best jobs and make the most impact.

Aoun, J. E. (2015). A Complete Education. <u>Inside Higher Ed</u>. Washington, DC, Inside Higher Ed.

> Excerpt: With the release of his new book, *In Defense of a Liberal Education*, journalist Fareed Zakaria became the latest commentator to join the robust debate over whether the purpose of college is to promote professional advancement or personal growth. The debate typically contrasts the self-betterment offered by the liberal arts -- usually meaning the humanities and social sciences -- against the workforce merits of applied disciplines, such as engineering. One side argues that universities ought to nurture educated, complete human beings, while the other calls for marketplace utility. The conversation has long tottered over this line, and there it remains stalled.
>
> But perhaps it's time finally to advance past the stale juxtaposition of the humanities versus the applied disciplines. After all, is it really the case that one is soft and the other exacting? In many ways, they're equally complex. And while each proffers distinct rewards, the two sides have much to gain from each other if we move past these entrenchments.

Armour, M. P., et al. (2006). <u>Educating for Cultural Competence: Tools for Training Field Instructors</u>. Alexandria, VA, Council on Social Work Education, Inc.

> Amazon Description: This manual provides field instructors with the tools to overcome their natural avoidance of the discomfort that accompanies exploring cultural and social

diversity issues with students. By using these tools, field instructors can help students get outside their comfort zones to meaningfully address differences with clients, recognize and overcome oppressive practices and behaviors, and promote social justice. The CSWE Educational Policy and Accreditation Standards mandates that students demonstrate mastery of culturally competent practice concepts. The role of field instructor is pivotal to how students learn to address issues of diversity and oppression. The training in this manual was tested with various groups, and feedback was incorporated into the training design. It is divided into three themes that reflect the real world in which field instructors work and teach: Relationship With Self, Relationship With Student Supervisee, and Relationship With Agency. The training consists of six modules that are delivered in a variety of flexible time formats to accommodate each school's needs and includes mini-lectures, graduated exercises, and discussions. The modules are (1) Welcoming Diversity in Self, (2) Taking a Stand for Diversity, (3) Exploring Diversity in the Supervisory Relationship, (4) Effecting Change in the Supervisory Relationship, (5) Diversity and Your Agency, and (6) Future Action. This is an essential manual for every school with a field instruction program and for every field instructor.

Association of American Colleges and Universities (2002). Greater Expectations: A New Vision for Learning as a Nation Goes to College. Washington, DC.

The United States is fast approaching universal participation in higher education. Recognizing the transformative importance of this development, the Association of American Colleges and Universities launched *Greater Expectations: The Commitment to Quality as a Nation Goes to College.* As part of that initiative, a national panel of top education, private sector, public policy, and community leaders spent the past two years analyzing higher education in the United States today.

The report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College,* details their findings and recommendations. The report calls for a dramatic reorganization of undergraduate education to ensure that all college aspirants receive not just access to college, but an education of lasting value. The panel offers a new vision that will promote the kind of learning students need to meet emerging challenges in the workplace, in a diverse democracy, and in an interconnected world. The report also proposes a series of specific actions and collaborations to raise substantially the quality of student learning in college.

The panel concludes that change is urgently needed. Even as college attendance is rising, the performance of too many students is faltering. Public policies have focused on getting students into college, but not on what they are expected to accomplish once there. The result is that the college experience is a revolving door for millions of students, while the college years are poorly spent by many others.

Broad, meaningful reform in higher education is long overdue.

Association of American Medical Colleges (1998). Report I - Learning Objectives for Medical Student Education: Guidelines for Medical Schools. Medical Schools Objectives Project, Association of American Medical Colleges.

In January 1996 the Association of American Medical Colleges (AAMC) embarked on a major new initiative - the Medical School Objectives Project (MSOP) - to assist medical schools in their efforts to respond to these concerns. The goal for the first phase of the

project was to develop a consensus within the medical education community on the attributes that medical students should possess at the time of graduation, and to set forth learning objectives for the medical school curriculum derived from those attributes.

...

This report marks the conclusion of the initial phase of the MSOP. Subsequent reports will be issued during the second, or implementation, phase of the project. In issuing this report, the Association reaffirms its longstanding commitment to the principle that the faculty of each medical school, working with the school's dean, is responsible for determining the learning objectives and specifying the curriculum for the school's educational program. The Association believes that the objectives set forth in this report can guide medical schools in developing their own objectives that reflect an understanding of the implications for medical practice and medical education of "evolving societal needs, practice patterns, and scientific developments." We hope that medical schools, during the second phase of the project, will develop their own learning objectives and use them to review and, if necessary, reform their curricula to ensure that their students have opportunities to achieve those objectives.

Association of American Medical Colleges (1999). Report III - Contemporary Issues in Medicine: Communication in Medicine. <u>Medical School Objectives Project</u>. Washington, DC, Association of American Medical Colleges.

At the outset of the MSOP, AAMC staff recognized that there were certain contemporary issues in medicine that would present special challenges to medical school deans and faculties committed to aligning the content of their educational programs "with evolving societal needs, practice patterns, and scientific developments." Communication was one of those issues. Thus, to assist deans and faculties in their efforts to design and implement educational experiences that would allow students to acquire the knowledge, skills, and attitudes required to achieve the above objectives, the AAMC commissioned an expert in the field of communication in medicine to prepare a "white paper" that would set forth more detailed learning objectives relevant to communication, and to suggest learning experiences and implementation strategies that deans and faculties might adopt to enable students to achieve those objectives. AAMC staff also recognized that, in order to communicate effectively with patients, physicians will need to understand how a person's spirituality and culture affect how they perceive health and illness, and particularly their desires regarding end of life care. Accordingly, the staff received permission to include excerpts of a report dealing only with these issues prepared by The Task Force on Spirituality, Cultural Issues, and End-of-Life Care which had been established by the National Institute for Healthcare Research with a grant from the John Templeton Foundation. These excerpts appear near the end of this Report.

This report - MSOP III - includes the white paper prepared by Gregory Makoul, Ph.D., Director, Communication in Medicine Program, Northwestern University School of Medicine, and the report prepared by the Task Force on Spirituality, Cultural Issues, and End-of-Life Care. In addition to setting forth detailed learning objectives and suggested learning strategies, the paper prepared by Dr. Makoul provides insight into the current approaches employed for the teaching of communication skills to medical students. This information should be of value to deans and faculties as they evaluate the approaches being used in their schools, and as they consider how to incorporate suggested educational experiences set forth in Dr. Makoul's paper and the report of the Task Force.

Bartel, A. S., et al. (2003). "Beyond the Binary: Approaches to Integrating University Outreach with Research and Teaching." <u>Journal of Higher Education Outreach and Engagement</u> 8(2): 89-104.

> The "publish or perish" reward system and the difficult balance of research and teaching are familiar to university faculty. But faculty in some fields are also experiencing a newer, less familiar pressure that may challenge those traditional binaries. Starting in the 1990s, the National Science Foundation and other funding agencies began asking faculty to address the social impacts of their research, and to conduct outreach to K–12 and other audiences. How can university faculty balance the seemingly disparate responsibilities of research, teaching, and outreach? One possibility is to undertake collaborative efforts that combine outreach with research and teaching. We present three case studies of outreach programs, each of which explores a different strategy for contributing to research and teaching and for impacting society. However, universities can systematically address the demands for more social engagement only by exploring new reward and administrative structures.

Benjamin, T. (2018) Differences in Hierarchical or Adaptive Structures as Effective Organizational Structures.

> Excerpt: The classical approach to organizational structure emphasizes the hierarchical chain of command. If your small business is run by a CEO who directs a number of executive managers, each responsible for supervising distinct functional areas, then the organization is hierarchical in nature. However, if your company has rejected formal chains of command in favor of a flatter organizational structure -- emphasizing multifunctional teams and encouraging input and inclusion from all levels -- then the business follows the adaptive model. Both approaches can be effective; which is best for your business depends on managerial preferences, motivation level of employees and the organizational strategy.

Benner, P. and W. Sullivan (2005). "Current Controversies in Clinical Care: Challenges to Professionalism-Work Integrity and the Call to Renew the Social Contract of the Professions." <u>American Journal of Critical Care</u> 14(1): 78-84.

> Excerpt: A noteworthy book has been written by William Sullivan, PhD, titled *Work and Integrity: The Crisis and Promise of Professionalism in America*.[1] The book presents a sobering indictment and visionary challenge to all professions. It provides an incisive critique of the current failures and challenges to professionalism. Sullivan presents a compelling vision for renewing the social contract for the professions. If moved from vision to action, this work could transform the current crisis of cynicism about the professions into renewal and confidence. All professionals would do well to take this book seriously. To that end, this issue's column is devoted to an interview with Dr Sullivan.

Benner, P., et al. (2010). <u>Educating Nurses: A Call for Radical Transformation</u>. San Francisco, CA, Jossey-Bass.

> Excerpt: Our site visits and surveys yielded a rich array of findings, both general and particular, about students' and educators' experience of nursing education and the extent of the practice-education gap. Among them are three major findings that have informed the focus of this book and our recommendations. 1. U.S. nursing programs are very effetive in forming professional identity and ethical comportment. ... 2. Clinical practice assignments provide powerful learning experiences, especially in those programs where educators integrate clinical and classroom teaching. ... 3. U.S. nursing programs are not generally effective in teaching nursing science, natural sciences, social sciences, technology, and

humanities. ... Redesigning nursing education is an urgent societal agenda. Profound changes in nursing practice call for equally profound changes in education of nurses and preparation of nurses to teaching. ... To this end, we offer *Educating Nurses* as a starting place, a catalyst for conversation and debate, self-assessment, and above all change.

Bereiter, C. and M. Scardamalia (1993). <u>Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise</u>. La Salle, IL, Open Court Publishing Company.
> Publisher's Description: Expertise is a process of progressive problem-solving in which people continuously rethink and redefine their tasks. A future 'expert society' will not be a heaven in which all problems have disappeared, but a realistic utopia in which endless problem-solving will be a highly-valued part of life.
>
> Progressive problem solvers stay healthier, live longer, and experience the intense mental pleasure known as 'flow'. They repeatedly go beyond their well-learned procedures, avoid getting into ruts, and surpass themselves by reformulating problems at new and more complex levels. They are able to transform insoluble predicaments into soluble problems, to the benefit of everyone. Yet many of our present institutions, especially schools, penalize expertise instead of cultivating it.

Bereiter, C. and M. Scardamalia (2013). What Will It Mean To Be An Educated Person in Mid-21st Century? Princeton, NJ.
> Excerpt: What should distinguish an educated person of mid-21st century from the educated person of a century earlier? Unfortunately, the most straightforward answer consists of a number of added specifications with very little compensating elimination of older ones. New technology is downgrading certain technical skills such as penmanship, ability to do long division, and ability to thread a movie projector; but the academic content and competencies set out in the 1959 *Case for Basic Education* (Koerner, 1959) remain as important now as then, along with challenging new content and additional competencies that now demand attention. And some of the 1959 wisdom rings more tellingly now than it did back then, particularly Clifton Fadiman's words about "generative" subjects that enable future learning and about the value of education in saving students from feeling lost, in enabling them to feel "at home in the world" (Fadiman, 1959, p. 11). Rather than approaching the question with an additive mindset, however, we attempt in this paper to approach it in a way that is open to possibilities of transformation in educational ends and means.

Bickford, C. J., et al. (2015). Nursing: Scope and Standards of Practice, Third Edition - 2015.
> Description: Presents the content of the newly released Nursing Scope and Standards of Practice.

Bilgrami, A. and J. R. Cole, Eds. (2015). <u>Who's Afraid of Academic Freedom</u>. New York, NY, Columbia University Press.
> Publisher's Description: In these seventeen essays, distinguished senior scholars discuss the conceptual issues surrounding the idea of freedom of inquiry and scrutinize a variety of obstacles to such inquiry that they have encountered in their personal and professional experience. Their discussion of threats to freedom traverses a wide disciplinary and institutional, political and economic range covering specific restrictions linked to speech codes, the interests of donors, institutional review board licensing, political pressure groups, and government policy, as well as phenomena of high generality, such as intellectual

orthodoxy, in which coercion is barely visible and often self-imposed.

As the editors say in their introduction: "No freedom can be taken for granted, even in the most well-functioning of formal democracies. Exposing the tendencies that undermine freedom of inquiry and their hidden sources and widespread implications is in itself an exercise in and for democracy."

Blumhagen, D. W. (1979). "The Doctor's White Coat: The Image of the Physician in Modern America." Annals of Internal Medicine **91: 111-116.**
> The social perception of the physician has changed during the past century. This is reflected in the changing use of a symbol of the profession, the white coat. This dress originated in operating rooms, scientific laboratories, and modern hospitals, each of which contributed to the social understanding of what it means to be a healer. Adding the cultural significance of "whiteness" reveals a broad spectrum of meaning surrounding the healing encounter, whose most important aspects are the authority and supernatural powers of scientific physicians and the protection of patients. A major force aiding in the adoption of this symbol was the shift in sick care from home to hospital, where it served to legitimate otherwise socially taboo behavior. Recent changes in how scientific medicine is publicly viewed have eroded these established meanings. The resulting tensions affect individual patient physician encounters and interactions between the profession and society as a whole.

Bok, D. (2013). Higher Education in America. **Princeton, NJ, Princeton University Press.**
> Press Description: Higher Education in America is a landmark work--a comprehensive and authoritative analysis of the current condition of our colleges and universities from former Harvard president Derek Bok, one of the nation's most respected education experts. Sweepingly ambitious in scope, this is a deeply informed and balanced assessment of the many strengths as well as the weaknesses of American higher education today. At a time when colleges and universities have never been more important to the lives and opportunities of students or to the progress and prosperity of the nation, Bok provides a thorough examination of the entire system, public and private, from community colleges and small liberal arts colleges to great universities with their research programs and their medical, law, and business schools. Drawing on the most reliable studies and data, he determines which criticisms of higher education are unfounded or exaggerated, which are issues of genuine concern, and what can be done to improve matters.

> Some of the subjects considered are long-standing, such as debates over the undergraduate curriculum and concerns over rising college costs. Others are more recent, such as the rise of for-profit institutions and massive open online courses (MOOCs). Additional topics include the quality of undergraduate education, the stagnating levels of college graduation, the problems of university governance, the strengths and weaknesses of graduate and professional education, the environment for research, and the benefits and drawbacks of the pervasive competition among American colleges and universities.

> Offering a rare survey and evaluation of American higher education as a whole, this book provides a solid basis for a fresh public discussion about what the system is doing right, what it needs to do better, and how the next quarter century could be made a period of progress rather than decline.

Bok, H. G. J. (2015). "Competency-based veterinary education: an integrative approach to learning and assessment in the clinical workplace." <u>Perspectives on Medical Education</u> **4: 86-89.**

> When graduating from veterinary school, veterinary professionals must be ready to enter the complex veterinary profession. Therefore, one of the major responsibilities of any veterinary school is to develop training programmes that support students' competency development on the trajectory from novice student to veterinary professional. The integration of learning and assessment in the clinical workplace to foster this competency development in undergraduate veterinary education was the central topic of this thesis.

Boyer, E. L. (1990). <u>Scholarship Reconsidered: Priorities for the Professoriate</u>. **New York, NY, Jossey-Bass.**

> ERIC Description: This report on the professoriate in American higher education explores how the use of faculty time is rewarded and, especially, what activities of the professoriate are most highly prized. Changes in the work of higher education institutions through the years--its movement from teaching to service and then research, are noted, as are conflicts resulting from institutions attempting to achieve competing goals. Concern is raised regarding the emphasis on research and publication for academic advancement. Four general views of scholarship are proposed: discovery, integration, application, and teaching. Institutions are encouraged to stress their unique qualities and strengths, and to reconsider the narrowness of the faculty reward system. The report's seven chapters have the following titles: "Scholarship over Time"; "Enlarging the Perspective"; "A Mosaic of Talent"; "The Creativity Contract"; "The Campuses: Diversity with Dignity"; "A New Generation of Scholars"; and "Scholarship and Community." An appendix provides results of a 1989 national survey of faculty which addressed attitudes toward factors facilitating promotion and tenure, personal job satisfaction, and other job characteristics. Also provided in appendixes are chapter by chapter technical notes and a key to the Carnegie Classifications. Approximately 100 references are included.

Brands, H. and F. J. Gavin (2018). "The Historical Profession is Committing Slow-Motion Suicide." <u>War on the Rocks</u> **https://warontherocks.com/2018/12/the-historical-profession-is-committing-slow-motion-suicide/ Accessed December 11, 2018.**

> Excerpt: This fact underscores the sad truth of history's predicament: The discipline mostly has itself to blame for its current woes. In recent decades, the academic historical profession has become steadily less accessible to students and the general public — and steadily less relevant to addressing critical matters of politics, diplomacy, and war and peace. It is not surprising that students are fleeing history, for the historical discipline has long been fleeing its twin responsibilities to interact with the outside world and engage some of the most fundamental issues confronting the United States.

Brown, P. D. G. (2010). Confessions of a Tenured Professor. <u>Inside Higher Ed</u>. **Washington, DC, Inside Higher Ed.**

> Peter D.G. Brown writes about how he ignored adjunct issues for years, and why he's now become an activist for those off the tenure track.

Bunn, C., et al. (1945). "The Place of Skills in Legal Education." <u>Columbia Law Review</u> **45(3): 345-391.**

> Excerpt: We examine the current methods of case-instruction with an eye to making more

explicit the values which inhere in them. We examine them with an eye to possible time-saving in communicating those values. Such conclusions as we draw, such recommendations as we make, presuppose the existing curricular structure. We do not, for instance, suggest any material rearrangement of any existing "First Year." That is a separate problem, not here under consideration. We take as substantially given the upper year "private law" curriculum. The little we have to say on "public law" has to do with possible methods of instruction, possible lines of selecting subject-matter, within any going curricular frame.

We do hope we may not be understood as "neglecting," "overlooking" or "disapproving" the matters we do not here develop. We face a single task, simple as compared with "curriculum" at large, but of itself complex enough. The task is that of making curricular room for movement, by getting our existing values inculcated more effectively, with less waste motion, with more sustained impact. Coincident with that are certain suggestions with regard to wise lines of widening our instruction, once room has been gained which may permit any widening. But the first task is to make curricular room by getting the present tasks done, on their own premises, in less curricular time.[2] That task calls for some modification, but only for minor modification, of our current methods. Until that is accomplished discussion of new material faces a double handicap: first and on the point of "acceptance," it faces a "conservative bloc" within any faculty who have a sound professional uneasiness at taking on any new job until the old job has been done right; and second and on the point of performance, it faces the teaching job of getting "loose" material across, for ordered and competent professional use, to students whose minds are not yet ordered and whose professional level of skill is not yet competent. Our report seeks to be conservative that it seeks means not only of conserving but of deepening and enriching the standard values of the traditional curriculum. It seeks to be progressive in that it seeks to open room for widening the curriculum on the "public" side. It seeks to be radical in that it seeks to get down to the roots of training for the law, and to work up from those roots.

Burge, G. (2003). "Six Barriers to Veterinary Career Success " <u>Journal of Veterinary Medical Education</u> 30(1): 1-4.

Excerpt: The critical skills necessary for career success are many but they tend to fall into six areas. We have learned by experience that being a competent clinician is the basic threshold skill necessary to be "in the game." Unfortunately, in today's highly competitive marketplace being a good doctor is not enough for attaining economic prosperity. The barriers to success originate from the lack of some or all the following key drivers:

- Leadership and management skills
- Customer-service skills necessary to developing long-term client relationships
- Productivity skills necessary to producing quality veterinary medicine efficiently
- Knowledge of how to market veterinary services
- Skills necessary to building high performing teams
- Basic business and personal financial management skills

Caison, A. L. (2002). Public, Four-Year Colleges and Universities: Tenure Trends in American Higher Education <u>Graduate Faculty</u>. Raleigh, North Carolina State University. Doctor of Education.

Rising labor costs and rapidly increasing demand for advanced education has resulted in dynamic changes in traditional approaches to faculty employment. Of particular note is the status of tenure in American higher education as stakeholder demands stressing

accountability, efficiency, and quality among colleges and universities increase. Thus, this study seeks to investigate the status of tenure across various institutional types and to estimate the future standing of tenure as a widespread phenomenon in American higher education. Guiding this endeavor is the literature on tenure and the concept of organizational power as applied to academic employment patterns. This study employs time series methodology to project trends in tenure status and their possible effects into the future. The findings of this study concur with the literature in asserting that non-tenure track and part-time faculty are likely to comprise an increasingly significant portion of the academic faculty in the coming years. Yet, the results of this study indicate that the populations of tenured faculty members across institutional types have not significantly decreased over the frame of this study. Therefore, it is reasonable to conclude that American higher education appears to be in a transitional phase where the body of senior, tenured professors is still actively engaged in academia while the junior ranks are adding non-tenure track and part-time positions rather than tenure track slots. This study shows that, overall, non-tenure track faculty will significantly outnumber tenured faculty in future academic years signaling the use of power by administrators to reshape the demographics of the faculty corps to better maximize resources. The growing populations of non-tenure track and part-time faculty suggest that administrations have taken more control over faculty hiring: a task that was previously the domain of senior faculty in academic departments. As the results of this study indicate, non-tenure track and part-time faculty will play a significant role in the future of American higher education. Thus, it is imperative that institutions develop policies and practices that effectively integrate these faculty groups into the organizational culture and maximize their talents while providing a stimulating and meaningful work experience for the part-time or contract employee.

Cheetham, G. and G. Chivers (1998). "The reflective (and competent) practitioner: a model of professional competence which seeks to harmonise the reflective practitioner and competence-based approaches." Journal of European Industrial Training 22(7): 267-276.

In an earlier article, published in 1996, the authors described a provisional model of professional competence which attempted to harmonize the reflective practitioner paradigm (developed by Schon and now espoused by many professional education programs) with competence-based approaches. The latter included both the functional outcomes approach and the personal competence approach. Views on the composite model were sought from readers of this journal. The model was also tested as part of a program of empirical work across 20 different professions. This paper offers a revised version of the model which takes account of the suggestions made by a significant number of respondents, as well as observations from the empirical work.

Chen, P. (2010). Rethinking the Way We Rank Medical Schools. The New York Times. New York, NY.

Excerpt: The thought process was easy — good school, good doctor; bad school, bad doctor. Maybe.

Chen, Y. C. (2010). "Essential professional core competencies for nurses." Hu Li Za Zhi 57(5): 12-17.

Core competency is vital to the nursing profession. Such helps guarantee the high quality and effectiveness of delivered care and maintains the social value and status of the nursing profession. This article introduces the definition of nursing core competency and its

connotations. The core competency profile for the nursing profession embraces basic behavioral attributes as well as mastery of advanced practice skills. The former include such attributes as gentleness, willingness to serve, keen observation and judgment, efficiency, skillfulness, responsibility and accountability. The latter embraces skills in general care, communication and collaboration, management, self-development, innovation and research, and stress-adjustment. To cultivate competent nurses, academic education should emphasize critical thinking skills, integrate problem-based and evidence-based learning approaches into curricula, and use objective structured clinical examination to evaluate learning outcomes. In the healthcare sector, systematic professional training models such as the clinical ladder with multidiscipline rotation hold the potential to train novice nurses as expert professionals. Meanwhile, to advance the professional capabilities of nurses, nursing administrators should provide a positive work environment to fuel and maintain learning motivation. Education and healthcare systems should work closely together to promote the professional competence of nurses and to strengthen the value of the nursing profession.

Claxton, G. (1999). <u>Wise Up: The Challenge of Lifelong Learning</u>. New York, NY, Bloomsbury Publishing.

Excerpt: 'Lifelong learning" must mean more than grown-ups going to school to be taught how to use the Internet, or parenting skills, or team-building. It is about not panicking when your baby cries too long; not feeling hopeless and running away when your relationship gets stuck in an unhappy grove; not needing violent stimulation to entertain you because you have forgotten how to amuse yourself. It is about having the ability to engage intelligently with uncertainty, and to persist in the face of difficulty, when it matters. It is about making choices about which learning invitations to accept, and which to decline, based on an astute appraisal of your own goals and resources, and not on insecurity and self-doubt. It is about having a varied toolkit of learning approaches and the ability, the courage and the enthusiasm to deploy them effectively. ... So to create a true learning society we need a new conception of the human mind and its powers of learning: one that has at its heart the learnability of learning itself. With such an image, the imagination of parents, school teachers, professors and managers can be freed to focus on the process of learning and on people's development as learners, rather than being mesmerized by 'performance indicators' and qualifications. That is what this book aims to offer: a liberating conception, soundly based in up-to-the-minute research, of the capabity of the human brain-mind to magnify its own learning potentiall, and of the climate that it needs to realize that potential. Nothing, in complex, confusing, fast-changing societies such as ours, in the midst of the age of uncertainty, could be more important.

Claxton, G. (2006). Expanding the Capacity to Learn: A new end for education? <u>British Educational Research Association Annual Conference</u> Warwick University.

Excerpt: In this presentation I want first to argue that expanding young people's capacity to learn is indeed a valid and timely goal for education, and that finding ways of converting the good intentions into effective change is a matter of urgency and importance. And secondly, I want to discuss what seem to me to be some of the most promising developments. We are beginning to be able to unpack the notion of 'learning capacity', and thus to understand in more detail what it is we are trying to expand. We are beginning to go beyond the 'hints and tips' approach to discover what type of culture change, in both individual classrooms, and schools as a whole, is necessary to genuinely expand learning capacity. The jumble of mind maps, brain gym, learning styles and multiple intelligences of a few years back was a start —

but I think we are now on the track of an approach that is more infused into the fabric of a school, and more intellectually coherent and well-grounded. And we have made a start — but nothing more than that — on developing ways of tracking and recording students' expanding learning capacity.

Cohen, M. A. (2017). "Legal Education's Other Challenge: Retraining Practicing Lawyers For A New Marketplace." https://www.forbes.com/sites/markcohen1/2017/02/27/legal-educations-other-challenge-retraining-practicing-lawyers-for-a-new-marketplace/#562171dd7c36 **Accessed July 23, 2018.**

> Excerpt: Most practicing lawyers were prepared for a legal marketplace that is vanishing. Their law school experience was steeped in doctrinal learning and, perhaps, a dollop of 'real life' exposure via clinics. And while that was just fine as recently as a decade ago, it's not now. Legal delivery, once synonymous with the practice of law, is now a three-legged stool comprised of legal, technological, and process expertise. The vast majority of practicing attorneys have had little or no preparation for navigating the impact of technology and process/project management on legal delivery. Nor have they learned about collaboration, leadership, financial fluency, or other skills at law school or on the job where they are consumed by billing hours and making a living. That's why practitioner re-education must be a part of the legal education reform discussion. It's not just law students who must be educated for the new legal marketplace and where it's headed; it's practicing lawyers, too.

Colby, A. and W. Sullivan (2008). "Formation of Professionalism and Purpose: Perspectives from the Preparation for the Professions Program." University of St. Thomas Law Journal **8(2): 404-427.**

> Introduction: This special issue concerns the formation of ethical professional identity through professional education. The articles ask how education can prepare individuals for various professions to ensure not only their technical competence, but also their commitment to their field's public purposes and ethical standards. Our paper offers suggestions for how to strengthen education for the formation of ethical professional identity in a number of fields and argues that this goal ought to be more central to professional education than it is now. The paper draws on the Carnegie Foundation's Preparation for the Professions Program, a series of comparative studies of preparation for the clergy, law, engineering, nursing and medicine.
>
> We begin by pointing to the centrality of ethical or public-serving purposes to the very nature of professions and their importance, in principle if not in fact, to professional education. We go on to describe some of the challenges that contemporary contexts of professional work pose to high quality, ethical practice and explore the question of what is needed to prepare students to confront those challenges successfully. We consider what our own research and that of others shows about the qualities individuals need to develop if they are to exhibit sustained commitment to the profession's core aims and how professional education can contribute to those qualities in its students. We conclude by arguing that professionals should not only practice with integrity themselves but also take some responsibility for the future of the profession. In our view, professional educators can more effectively prepare their students for this broader scope of responsibility if they establish alliances with practitioner groups, licensing and accreditation bodies, and other key institutions of their field.

Cooke, M., et al. (2010). <u>Educating Physicians: A Call for Reform of Medical School and Residency</u>. San Francisco, CA, Jossey-Bass.

> Excerpt: The key findings of our study, which we detail in Chapter One, lead us to recommend four goals for medical education: 1. Standardization of learning outcomes and individualization of the learning process. ... 2. Integration of formal knowledge and clinical experience. ... 3. Development of habits of inquiry and innovation. ... 4. Focus on professional identity formation. ... These goals, which have their roots in Flexner's model of medical education, reflect many of the strengths of U.S. medical education, address its fault lines, and point to its future. Realizing such a future, however, will entail significant reform within and across programs. Advocacy must change the policies that affect the design and delivery of U.S. medical education.
> ...
> Thus, to achieve a new vision for medical education, each of medical education's stakeholder communities will have to work together to examine, strengthen, and align curriculum, pedagogy, assessment, accreditation, licensing, certification, and funding--all toward a common goal of excellence for both the education of aspiring physicians and the care of patients.

Cooke, M., et al. (2006). "American Medical Education 100 Years after the Flexner Report." <u>The New England Journal of Medicine</u> 355: 1339-1344.

> Excerpt: Medical education seems to be in a perpetual state of unrest. From the early 1900s to the present, more than a score of reports from foundations, educational bodies, and professional task forces have criticized medical education for emphasizing scientific knowledge over biologic understanding, clinical reasoning, practical skill, and the development of character, compassion, and integrity.[1-4] How did this situation arise, and what can be done about it? In this article, which introduces a new series on medical education in the Journal, we summarize the changes in medical education over the past century and describe the current challenges, using as a framework the key goals of professional education: to transmit knowledge, to impart skills, and to inculcate the values of the profession.

Council on Social Work Education (2018). "Interprofessional Education Summit." Retrieved June 21, 2018, from https://www.cswe.org/Events-Meetings/2018-APM/Conference-Program/Post-conference-Interprofessional-Education-Summit.

> Summit announcement for 2018

Dawson, S. D. (2009). Mapping Delivery of the Nontechnical Professional Competencies in the Veterinary Curriculum. <u>Faculty of Education</u>. Charlottetown, PE, University of Prince Edward Island. Master of Education.

> The Atlantic Veterinary College is currently undergoing a phase of curricular renewal, which comes at a time when there are increasing calls to re-evaluate the future of veterinary education and the profession. Past reports on the future of the profession consistently recognized the increasing importance of the nontechnical professional competencies for successful veterinary practitioners, yet we as a faculty do not necessarily have a clear picture of when or how these skills are addressed in our curriculum. Concurrently, there is increasing attention placed on the non-cognitive skills by the American Veterinary Medical Association's Council on Education for accreditation purposes. The convergence of these factors presents a timely opportunity for this study, which examines the delivery of these

skills at AVC in the context of curriculum mapping of the official, taught, learned, and assessed curricula. It is an opportunity to focus attention and reflection on how we are delivering the soft skills, as well as introduce the technique of curriculum mapping as a powerful tool for curriculum management.

This study used a mixed methods research approach. Data was collected from the major stakeholders in AVC education: current faculty and students, alumni, and employers of our graduates. Document analysis of existing survey instruments of alumni and employers was used for quantitative analysis. AVC faculty and students were invited to participate in interviews (faculty) and focus groups (students) to gather data for qualitative analysis. Delivery of nontechnical professional competencies was evaluated based on the following categories: communication, ethics, self-management, human-animal bond, practice management, and career knowledge/options. Curriculum maps were constructed to show which didactic and clinical (rotation) courses addressed each of the competencies. A separate map was constructed for the taught and learned curricula, and a master map was constructed to evaluate congruence between those perspectives.

In the preclinical curriculum, an extremely limited number of courses are officially identified as addressing the nontechnical professional competencies. Those courses which are identified in the official curriculum as addressing the competencies are also identified as such by faculty and students in the taught and learned curricula maps. However, faculty and students also identify many additional courses where the competencies are addressed in the preclinical curriculum; most of these include implicit teaching/learning, behavioral observation/modeling, and unscripted anecdotes rather than explicit inclusion of the competencies. The official curriculum does not recognize the role of implicit teaching/learning in addressing the non-technical competencies. While there is good overall congruence between the taught and learned maps, students overidentify courses as addressing the competencies relative to faculty. It appears that faculty may underestimate the importance of implicit teaching/learning, as well as observation/modeling, in addressing the non-technical competencies.

Both faculty and students recognize the dichotomy between the preclinical curriculum and fourth year rotations. Both groups express frustration with the limitations of didactic teaching, and discuss the rewards of teaching and learning in rotations. These feelings are amplified when considering the non-technical competencies, which may be delivered in large part by behavioral observation/modeling. The results of this study suggest implications for curriculum design, to introduce more opportunity for practical, experiential learning in the preclinical curriculum.

Densen, P. (2011). "Challenges and Opportunities Facing Medical Education."
Transactions of the American Clinical and Climatological Association 122: 48-58.
Medical education is at a crossroads. Although unique features exist at the undergraduate, graduate, and continuing education levels, shared aspects of all three levels are especially revealing, and form the basis for informed decision-making about the future of medical education.

This paper describes some of the internal and external challenges confronting undergraduate medical education. Key internal challenges include the focus on disease to the relative

exclusion of behavior, inpatient versus outpatient education, and implications of a faculty whose research is highly focused at the molecular or submolecular level. External factors include the exponential growth in knowledge, associated technologic ("disruptive") innovations, and societal changes. Addressing these challenges requires decisive institutional leadership with an eye to 2020 and beyond—the period in which current matriculants will begin their careers. This paper presents a spiral-model format for a curriculum of medical education, based on disease mechanisms, that addresses many of these challenges and incorporates sound educational principles.

Doyle, A. (2018). "Essential Skills You Need to Become a Top Engineer." Essential Skills and Keywords https://www.thebalancecareers.com/list-of-engineering-skills-2063751 Accessed June 19, 2018.

Excerpt: There are several different branches of engineering, each with very distinct technical skill sets. Even within a given field, specific job requirements vary significantly between positions. Be sure to read job descriptions carefully and to emphasize your applicable skills in your resume, cover letter, and interview. The soft, or social skills will vary less from job to job, and may or may not be mentioned in the job description, but they are no less critical to your success in the field.

The following are seven of the most important skills for an engineer to have mastered. Reviewing this list can help you determine which skills you already possess which would make you a good engineer and which skills you should be learning.

Drucker, P. F. (1999). Beyond the Information Revolution. The Atlantic.

Excerpt: The truly revolutionary impact of the Information Revolution is just beginning to be felt. But it is not "information" that fuels this impact. It is not "artificial intelligence." It is not the effect of computers and data processing on decisionmaking, policymaking, or strategy. It is something that practically no one foresaw or, indeed, even talked about ten or fifteen years ago: e-commerce—that is, the explosive emergence of the Internet as a major, perhaps eventually the major, worldwide distribution channel for goods, for services, and, surprisingly, for managerial and professional jobs. This is profoundly changing economies, markets, and industry structures; products and services and their flow; consumer segmentation, consumer values, and consumer behavior; jobs and labor markets. But the impact may be even greater on societies and politics and, above all, on the way we see the world and ourselves in it.

Duderstadt, J. A. (2008). Engineering for a Changing World: A Roadmap to the Future of Engineering Practice, Research, and Education. Ann Arbor, MI, The Millenium Project, University of Michigan.

Excerpt: The purpose of this study is to pull together the principal findings and recommendations of the various reports concerning the profession of engineering, the technology and innovation needs of the nation, and the role played by human and intellectual capital, into an analysis of the changing nature of engineering practice, research, and education. More specifically, it considers the implications for engineering from several perspectives: i) as a discipline (similar to physics or mathematics), possibly taking its place among the "liberal arts" characterizing a 21st-century technology-driven society; ii) as a profession, addressing both the urgent needs and grand challenges facing our society; iii) as a knowledge base supporting innovation, entrepreneurship, and value creation in a knowledge

economy; and iv) as a diverse educational system characterized by the quality, rigor, and diversity necessary to produce the engineers and engineering research critical to prosperity, security, and social well-being. More generally, it addresses the question of what our nation should seek as both the nature and objectives of engineering in the 21st century, recognizing that these must change significantly to address rapidly changing needs and priorities.

Duffy, T. P. (2011). "The Flexner Report — 100 Years Later." <u>Yale Journal of Biology and Medicine</u> **84: 269-276.**

>The Flexner Report of 1910 transformed the nature and process of medical education in America with a resulting elimination of proprietary schools and the establishment of the biomedical model as the gold standard of medical training. This transformation occurred in the aftermath of the report, which embraced scientific knowledge and its advancement as the defining ethos of a modern physician. Such an orientation had its origins in the enchantment with German medical education that was spurred by the exposure of American educators and physicians at the turn of the century to the university medical schools of Europe. American medicine profited immeasurably from the scientific advances that this system allowed, but the hyper-rational system of German science created an imbalance in the art and science of medicine. A catching-up is under way to realign the professional commitment of the physician with a revision of medical education to achieve that purpose.

Dumond, S. and R. Agrawal (2018). "Skills 2030: Securing the Talent to Build our Future Infrastructure." <u>The Future of Infrastructure</u>**. Retrieved November 28, 2018, from https://infrastructure.aecom.com/infrastructure-skills?_ga=2.231929567.1511206231.1529424128-1791412044.1529424128.**

>Description: Technologies are transforming our lives and our world, impacting every type of infrastructure you can imagine. This shift requires new skills, such as greater creativity and innovation, better communication and collaboration, and more interdisciplinary specialists. Current debate within the industry is focused on how the role of the engineer must evolve to deliver future infrastructure. In response, Roma Agrawal and Susan Dumond propose a skills manifesto for creating the engineer of the future.

Ehnfors, M. and S. J. Grobe (2004). "Nursing curriculum and continuing education: future directions." <u>International Journal of Medical Informatics</u> **73(7-8): 591-598.**

>Redefinition of roles and functions in the healthcare systems of the future requires embracing to the value of continuing education. Within this framework healthcare professional education and continuing education, there are several core competencies described by Institute of Medicine (IOM) [A.C. Greiner, E. Knebel (Eds.), Health Professionals Education: Bridge to Quality, IOM, available at, May 2003] that form the foundation for practice for nurses and other healthcare professionals. An overarching sentence in the document says "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics" (p. 45). These IOM core competencies are: (1) Common value for respecting patients' differences, values, preferences and expressed needs. (2) Ability to cooperate, collaborate, communicate and integrate care using interdisciplinary teams. (3) Knowledge of and willingness to employ evidence-based practice principles. (4) Capability to apply quality and safety improvement approaches in care. (5) Understand, value and use informatics to all areas of health care, to reduce errors, manage knowledge and information, and make decisions and communicate. In enveloping

these core competencies in basic and continuing education, it is necessary to build an evidence base for education itself, demand that faculty are prepared for the future. A crucial need is for healthcare professional students (including nursing students) learn interdisciplinary collaboration in the education of patients. A global strategy, using these competencies for preparing faculty is necessary; and some models already exist that can be further developed to meet future needs that are informatics driven in our increasingly technological future care systems.

Fish, S. (2014). <u>Versions of Academic Freedom: From Professionalism to Revolution</u>. Chicago, IL, University of Chicago Press.

Publisher's Description: Through his columns in the New York Times and his numerous best-selling books, Stanley Fish has established himself as our foremost public analyst of the fraught intersection of academia and politics. Here Fish for the first time turns his full attention to one of the core concepts of the contemporary academy: academic freedom.

Depending on who's talking, academic freedom is an essential bulwark of democracy, an absurd fig leaf disguising liberal agendas, or, most often, some in-between muddle that both exaggerates its own importance and misunderstands its actual value to scholarship. Fish enters the fray with his typical clear-eyed, no-nonsense analysis. The crucial question, he says, is located in the phrase "academic freedom" itself: Do you emphasize "academic" or "freedom"? The former, he shows, suggests a limited, professional freedom, while the conception of freedom implied by the latter could expand almost infinitely. Guided by that distinction, Fish analyzes various arguments for the value of academic freedom: Is academic freedom a contribution to society's common good? Does it authorize professors to critique the status quo, both inside and outside the university? Does it license and even require the overturning of all received ideas and policies? Is it an engine of revolution? Are academics inherently different from other professionals? Or is academia just a job, and academic freedom merely a tool for doing that job?

No reader of Fish will be surprised by the deftness with which he dismantles weak arguments, corrects misconceptions, and clarifies muddy arguments. And while his conclusion—that academic freedom is simply a tool, an essential one, for doing a job—may surprise, it is unquestionably bracing. Stripping away the mystifications that obscure academic freedom allows its beneficiaries to concentrate on what they should be doing: following their intellectual interests and furthering scholarship.

Flexner, A. (1910). Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching. Boston, MA, Carnegie Foundation for the Advancement of Teaching.

Excerpt: The report which follows is divided into two parts. In the first half the history of medical education in this country and its present status are set forth. The story is there told of the gradual development of the commercial medical school, distinctly an American product, of the modern movement of the transfer of medical education to university surroundings, and of the effect to procure stricter scrutiny of those seeking to enter the profession. The present status of medical education is then fully described and a forecast of possible progress in the future is attempted. The second part of the report gives in detail a description of the schools in each state of the Union and in each province in Canada.

Fortenberry, N. L. (2011). "Teaching the Practical Skills." <u>Mechanical Engineering</u> **133(12): 36-40.**

> This article explains why the next-generation engineers will need interpersonal and management skills to operate effectively. Engineers must communicate well enough—orally, electronically, and in writing—to sell clients, bosses, or a diverse group of teammates on an idea. They have to lead, make tough decisions, and frame questions in a way that fosters creative solutions to such global "grand challenges" as climate change. A strong moral compass, ethics, cultural awareness, and ability to apply engineering concepts across the disciplinary spectrum are important, too. Many engineering schools and engineering technology programs are revamping curricula to include team-based competitions and other opportunities for students to develop or hone their professional abilities. Some, including pioneers such as the University of Colorado, Boulder, have incorporated team-based design labs into the first-year experience. Teams are carefully assembled to assure a range of interests, social styles, and abilities, and students not only must incorporate several engineering disciplines into their final product, they learn time-management, budgeting, and interpersonal skills. Some projects have even attracted potential investors.

Foster, C. R., et al. (2005). <u>Educating Clergy: Teaching Practices and Pastoral Imagination</u>. **San Francisco, CA, Jossey-Bass.**

> From the Inside Book Jacket: Based on extensive literary and field research involving surveys, classroom observations, and interviews with faculty, students, and administrators in Roman Catholic, mainline and evangelical Protestant, and Reform and Conservative Jewish seminaries, *Educating Clergy* explores the influence of their historic traditions and academic settings in contemporary classroom and communal pedagogies. The book describes elements in classroom pedagogies shared across these religious traditions that distinctively integrate the cognitive, practical, and normative apprenticeships to be found in all forms of professional education. *Educating Clergy* identifies and examines, through case studies of seminary classroom and communal pedagogies, the wide range of pedagogic resources that inform the efforts of clergy educators to mainting the relationship between theory and practice, intellect and commitment.

Frenk, J., et al. (2010). "Health professionals for a new century: transforming education to strengthen health systems in an interdependent world." <u>The Lancet</u> **376: 1923-1958.**

> Excerpt: 100 years ago, a series of studies about the education of health professionals, led by the 1910 Flexner report, sparked groundbreaking reforms. Through integration of modern science into the curricula at university-based schools, the reforms equipped health professionals with the knowledge that contributed to the doubling of life span during the 20th century.
>
> By the beginning of the 21st century, however, all is not well. Glaring gaps and inequities in health persist both within and between countries, underscoring our collective failure to share the dramatic health advances equitably. At the same time, fresh health challenges loom. New infectious, environmental, and behavioural risks, at a time of rapid demographic and epidemiological transitions, threaten health security of all. Health systems worldwide are struggling to keep up, as they become more complex and costly, placing additional demands on health workers.
>
> Professional education has not kept pace with these challenges, largely because of

fragmented, outdated, and static curricula that produce ill-equipped graduates. ... Redesign of professional health education is necessary and timely, in view of the opportunities for mutual learning and joint solutions offered by global interdependence due to acceleration of flows of knowledge, technologies, and financing across borders, and the migration of both professionals and patients. What is clearly needed is a thorough and authoritative re-examination of health professional education, matching the ambitious work of a century ago.

That is why this Commission, consisting of 20 professional and academic leaders from diverse countries, came together to develop a shared vision and a common strategy for postsecondary education in medicine, nursing, and public health that reaches beyond the confines of national borders and the silos of individual professions. The Commission adopted a global outlook, a multi-professional perspective, and a systems approach. This comprehensive framework considers the connections between education and health systems. It is centred on people as co-producers and as drivers of needs and demands in both systems. By interaction through the labour market, the provision of educational services generates the supply of an educated workforce to meet the demand for professionals to work in the health system. To have a positive effect on health outcomes, the professional education subsystem must design new instructional and institutional strategies.

Furlong, J. (2008). "Core competence: 6 new skills now required of lawyers." The Law21 Blog: Dispatches from a Legal Profession on the Brink
https://www.law21.ca/2008/07/core-competence-6-new-skills-now-required-of-lawyers/.

> Excerpt: Rather, I'm concerned here with actual skill: a ready proficiency or applied ability acquired and developed through training and experience. Your degree of character, diligence and intelligence are innate characteristics; skills are what you acquire through their application. If you possessed these six skills in sufficient abundance, you were fully qualified to practise law.

> Well, not anymore. From this point onwards, while these skills remain necessary, they're no longer sufficient: they constitute only half of the set necessary to practise law competently, effectively and competitively. Here's the new six-pack, the other half of tomorrow's — no, today's — minimum skills kit for lawyers (again in alphabetical order). [Provides list with description]

Gardner, H., Ed. (2010). GoodWork: Theory and Practice. Cambridge, MA, Good Work Project.

> In 1995, psychologists Mihaly Csikszentmihalyi, William Damon, and Howard Gardner launched the GoodWork Project. In the succeeding decade, they and their colleagues at five universities conducted indepth interviews of over 1200 professionals drawn from nine different professions. Findings from the study have been reported in several books and several dozen articles. Since the completion of the initial phase of the Project, many of the researchers on the GoodWork Project have carried out studies and launched applications that grow directly out of the findings from the original Project. To commemorate 15 years of the project, researchers with a lengthy connection to the Project have assembled the present collection. Included are a brief history of the Project, reflections by the three principal investigators, expansions of the theory, critiques of the theory, and several articles that focus on ways in which the findings have been applied in education and related domains.

Gardner, H., et al. (2002). <u>Good Work: When Excellence and Ethics Meet</u>. New York City, NY, Basic Books.

> From the Back of the Book: What does it mean to carry out "good work"? What strategies allow people to maintain moral and ethical standards at a time when market forces wield unprecedented power and work life is being radically altered by technological innovation? These are the questions at the heart of this important collaboration by three leaders in psychology. Enlivened with stories of real people facing hard decisions, *Good Work* offers powerful insight into one of the most important issues of our time and, indeed, into the future course of science, technology, and communication.

Gerkman, A. and L. Cornett, Eds. (2016). <u>Foundations for Practice: The Whole Lawyer and the Character Quotient</u>. Denver, CO, Institute for the Advancement of the American Legal System.

> Excerpt: The employment gap for law school graduates is well-documented. Almost 40% of 2015 law graduates did not secure full-time jobs requiring a law license and only 70% of 2015 graduates landed a full-time job that either required a law license or gave a preference to candidates with a juris doctor. One in four 2015 graduates did not report having any type of job, even a non-professional job, after law school.[1] The employment gap is exacerbated by another gap: the gap between the skillset lawyers want in new graduates and the skillset lawyers believe new graduates have. Only 23% of practitioners believe new lawyers have sufficient skills to practice.[2]
>
> The gap between what new lawyers have and what new lawyers need exacerbates the employment problem, but it is even more insidious than that. When new lawyers enter the workforce unprepared or under-prepared, it undermines the public trust in our legal system. Something has to shift. And for something to shift, we had to understand exactly what new lawyers need as they entered the profession.
>
> So we asked. In late 2014, we launched Foundations for Practice ("FFP"), a national, multi-year project designed to:
> 1. Identify the foundations entry-level lawyers need to launch successful careers in the legal profession;
> 2. Develop measurable models of legal education that support those foundations; and
> 3. Align market needs with hiring practices to incentivize positive improvements in legal education.
>
> In 2014-15, we distributed a survey to lawyers across the country. The response was overwhelming. More than 24,000 lawyers in all 50 states from a range of backgrounds and practice settings answered. Their answers are illuminating and pose opportunities and challenges to the schools that educate lawyers and the employers that ultimately hire them.

Godlee, F. (2008). "What skills do doctors and nurses need?" <u>The BMJ: British Medical Journal</u> 337: a1722.

> Excerpt: As health care becomes more complex and fragmented, patient safety relies more than ever on teams of people with a range of skills working effectively together. What these skills are—and how strictly they need to be defined, assessed, and regulated—are questions we must continue to ask.

Goleman, L. A. (2017). "Professional Identity Formation Throughout the Curriculum: Lessons from Clergy Education." <u>Mercer Law Review</u> **68: 649-663.**

> Excerpt: Clergy education is undergoing radical transformation in the United States due to changes in the profession, the religious communities served, and the larger landscape of higher education. Many reformers of theological education question whether the education of pastors, priests, and rabbis should be considered "professional" education at all. Some call for less competence training and more formation of theological habits of interpretation and reflection; others advocate for more practical and contextual training of skills and role-formation; and others emphasize the formation of personal character and religious piety. Yet most of these reformers agree that the formation of pastoral and professional identity, values, and vocation is central to the educational enterprise, and should be addressed across the curriculum.[1]
>
> I approach this topic from the framework of the Carnegie Foundation's studies of professional education, especially the study of the education of pastors, priests, and rabbis put forth in Educating Clergy,[2] which I had the privilege of participating in as a researcher and co-author.

Gortner, D. (2014). Clergy Leadership for the 21st Century: Are We Up to the Task? Alexandria, VA, Virginia Theological Seminary.

> This report is a white paper submitted to the Board of Trustees at Virginia Theological Seminary, drawing on data from the Clergy Into Action Study (a study examining the impact of seminary and post-seminary education, training, and development on clergy ministry and leadership), and offering recommendations from the implications of this research.

Hamdorf, J. M. and J. C. Hall (2001). "The development of undergraduate curricula in surgery: III. Assessment." <u>ANZ Journal of Surgery</u> **71(3): 178-183.**

> The present review is aimed at providing an overview of the assessment process. The mode of assessment has a powerful influence on the learning behaviour of students. It is therefore important to ensure that there is congruity between the objective, the task and the test. In other words: define it, teach it, examine it. It is difficult to evaluate many of the attributes that we desire in a doctor; and examples of this include empathy, ethical behaviour, problem-solving skills, ability to self-educate and teamwork. Nevertheless, it is generally agreed that it is better to measure uncertainly the significant than to measure reliably and validly the trivial. Furthermore different methods of assessment suit different educational objectives (fitness for purpose) and this supports the use of multiple assessment techniques.

Hamel, G. (2015). Adapt or Die. <u>Founding Fuel</u>**. N. Mahajan, CKGSB Knowledge.**

> Excerpt: Gary Hamel is a one-man army on a mission: to rid corporations and CEOs of complacence and sloth. Part strategist, part crusader and orator par excellence, Hamel has for the past three decades, trained his guns on the biggest culprit of them all: antiquated management ideas and practices that lead organisations into a downward spiral, and ultimately into irrelevance. His prescriptions, though radical, are often the bitter pill that organisations need to jolt them out of their deep slumber. If you want sugar-coated advice, Hamel's not the guy for you.
>
> While his early books *Competing for the Future* (co-authored with C.K. Prahalad - the two coined the now-legendary term of core competence) and *Leading the Revolution* were about

strategic innovation and competition, his new books The *Future of Management* and *What Matters Now* touch upon a more fundamental theme that few management theorists dare to explore - the need to change the very building blocks or DNA of organizations and usher in what he calls Management 2.0. "I could see many organizations found strategic renewal very difficult. They often hung on to an old strategy long after the point it was starting to produce diminishing returns," says Hamel, a professor at London Business School. "I began to realize that there was something very deep inside organizations that made innovation difficult and made renewal difficult." In this interview, Hamel, who ranked 19 on the 2013 Thinkers50 ranking of the best management thought leaders, talks about how and why traditional management models need to be reengineered, an idea that's core to his latest book *What Matters Now.*

Hildreth, C. (2007). "25 Skills Every Doctor Should Possess." <u>Cheerful Oncologist</u>
http://scienceblogs.com/thecheerfuloncologist/2007/10/24/25-skills-every-doctor-should/
2018.
> Excerpt: As many ScienceBlogs readers know by now, last month Popular Mechanics published a list on their website of "25 Skills Every Man Should Know," which included such esoteric talents as "frame a wall" and "extend your wireless network." How these two made the list over such accomplishments as "find tickets to a Hannah Montana concert," or "pass gas anonymously on an airplane flight" is beyond me, but then again I'm a doctor, not a popular mechanic.
>
> Just for fun I'd like to share my version of this meme, so without further ado here is a list of 25 skills every doctor worth his or her salt should be able to do. The list is in no particular order and is my opinion only. Any omissions or refutations may be listed in the peanut gallery section of this post. [provides list]

Hinett, K. (2002). Developing Reflective Practice in Legal Education. Conventry, UK,
University of Warwick.
> Excerpt: What this guide aims to do is to provide a starting point for law teachers who want to know a little more about reflection and how it might be facilitated. In doing so it refers to educational theory and provides a number of examples of how reflective practice can be integrated into the learning situation. It is hoped that the guide will provide inspiration for action and prompt further debate about what we require of law graduates and how this might best be achieved. What the guide does not do is reproduce the seminal works of Schön and Kolb, and readers are advised to turn to the originals for a deeper understanding of the issues. Neither does it repeat work available in other guides. Highly recommended is Alison Bone's guide in the same series: Ensuring successful assessment (available to download at <u>www.ukcle.ac.uk/resources/bone.html</u>).

Holeywell, R. (2018). "A New Type of Medical School: UH College of Medicine will focus
on primary care." <u>TMC News</u> **http://www.tmc.edu/news/2018/02/new-type-medical-**
school/ Accessed June 20, 2018.
> Excerpt: In many parts of the U.S., health and socioeconomic status are closely intertwined. And in cities like Houston, where the disparity between wealthy and poor residents is increasingly pronounced, the best medical care is often reserved for those who can afford it.
>
> As planning dean for the forthcoming UH College of Medicine, which was approved by the

school's Board of Regents in November, Spann hopes to solve this problem by producing a different type of doctor from a different type of medical school. He says most medical schools are "more focused on sick care" than on wellness. Many of their graduates choose to become specialists, a pathway generally considered to be more prestigious and more lucrative than primary care. But Spann sees a shortage of primary care doctors nationwide, and in Texas specifically, which ranks 47th in the ratio of primary care doctors to residents.

So UH will take a different approach, by creating a medical school that doesn't focus on elite specialties and instead develops physicians focused on primary care who have a particular interest in underserved populations in rural and urban Texas.

Hornbacker, T. L. (2003). Reenvisioning Theological Education for Ministry as Spiritual Formation. <u>The School of Theology</u>. Pasadena, CA, Fuller Theological Seminary. Doctor of Philosophy.

> The purpose of this dissertation is to present an argument for the centrality of Christian spiritual formation in the curricular requirements of theological education for ministry in the twenty-first century church and to offer a plan for the integration of such a curriculum in current practice for theological schools.

> Seminaries in North America are given the task of preparing persons for ministry in a cultural context that is changing with unprecedented rapidity. Shaped by dominant ideologies of modernity, many institutions are in tension with demands of life in the liminal times of Postmodernity. Educational institutions can find themselves wandering the wilderness between the competing forces of churches requiring graduates to be adept in managerial or maintenance skills born of a modernity mindset and a clear message that technical and intellectual skills alone are inadequate for ministry in the twenty-first century. With the advent of Postmodernity, a more biblically centered, theologically focused format for theological education is necessary to fulfill the Great Commission. To prepare leadership for the church that is both now and not yet attention must be given to reconfiguring curricular study for a Master of Divinity degree toward spiritual formation as its center. This paper attempts to correlate the North American spiritual geography of the twenty-first century to other transitional epochs in the history of humanity, while offering an effective model for ministry education for our time. A structure for theological education incorporating Christian spiritual disciplines along with small group spiritual formation is proposed to address the development of spiritual hardiness for ministry.

Horton, R. (2010). "A new epoch for health professionals' education." 376: 1875-1877.

> Excerpt: What this Commission argues for is nothing less than a remoralisationof health professionals' education. For decades, health professionals have colluded with centres of power (governmental, commercial, institutional, even professional) to preserve their influence. The result? A contraction of ambition and a failure of moral leadership. "It is the academic's job in a free society to serve the public culture by asking questions the public doesn't want to ask, investigating subjects it cannot or will not investigate, and accommodating voices it fails or refuses to accommodate."[10]

> The education of doctors, nurses, and public health workers must seek to: strengthen the overall intellectual culture of a society; define principles for public aspiration; give life to and enlarge the best and most proven ideas of the age; refine the grounds for the private

exchanges that take place in our lives; facilitate the exercise of political power; and enable professionals to detect what is important and discard what is irrelevant, accommodate oneself with others, have common ground between colleagues across societies, ask good questions and find the means to answer them, and have the resources to adapt to national and global circumstances. Some readers might recognise that these words are adapted from John Henry Newman's *On the Scope and Nature of University Education*.[13]

The importance of tertiary education as a means to advance health, reason, democracy, and justice needs to be rediscovered.[14] Frenk and Chen's Commission sets out the nature of the predicament facing the health professions and its possible solutions. Their work deserves serious attention.

Hutchings, P., et al. (2002). AAHE Principles of Good Practice: Aging Nicely, American Association of Higher Education.
> Excerpt from the opening of the Principles (1992): The core value behind this document is the importance of improving student learning. Implicit in the principles that follow is a vision of education that entails high expectations for all students, active forms of learning, coherent curricula, and effective out-of-class opportunities; to these ends, we need assessment--systematic, usable information about student learning--that helps us fulfill our responsibilities to the students who come to us for an education and to the publics whose trust supports our work.

Institute of Medicine (2003). Health Professions Education: A Bridge to Quality <u>Quality Chasm Series</u>. A. C. Greiner and E. Knebel. Washington, DC, National Academies Press.
> Description: The Institute of Medicine study Crossing the Quality Chasm (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. Health Professions Education: A Bridge to Quality is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education.

Inui, T. S. (2003). A Flag in the Wind: Educating for Professionalism in Medicine. Washington, DC, Association of American Medical Colleges.
> Excerpt: On the "front stoop" of the twenty-first century, I doubt that those of us in medical education could make any more important resolution than to commit ourselves to improve our effectiveness in 'educating for professionalism.' In the long run, every contribution we can make to the health of the public, and I would warrant our satisfaction with our own lives and achievements, will hinge on our ability to contribute to the positive qualities and trustworthiness of future physicians. Our highest aspiration may be to deserve a place in our society and culture as healers and virtuous, trusted professionals. However deep the insights and potent the technologies that emerge from our new biology, if we cannot be trusted to use them wisely as well as expertly, we will not serve the public good. Unless the physicians of the present and future can create stronger and more transparent relationships with their patients and their society, any actions they take as individuals and as a class of workers can and will be construed as a 'conspiracy against the laity.' For the good of all, we need to find the way to recover from this position of mistrust. Clearly, as in any relationship, we will not be able to accomplish this by ourselves. The public will need to recognize our effort and believe that we mean, as healers and professionals, to take whatever actions

necessary to deserve their trust.

As I have suggested earlier, there are many ways for us in medical education to take action, but to begin we at least need to share the recognition that a problem exists – and here, at last, we come to the metaphor of the flag in the wind. We think of flags as carrying meaning and signaling information. The flags that come to my mind are not white or flown at half-mast. It is not time for surrendering our professional aspirations in medicine, or mourning the death of a field. It would be a good time to fly storm warnings and to decide what 'colors' to fly, sound an alarm, declare who we are, and where our loyalties lie. Finally, from some Asian traditions comes the understanding that prayers - expressions of fervent wishes and aspirations for the present and future - can be written on flags and flown in the wind in hopes that the words will fly up to higher realms. The last meaning seems especially relevant when we contemplate the challenges that lie ahead as we seek to improve education for professionalism in these troubled times.

Jacobs, J. A. (2013). <u>In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University</u> Chicago, IL, University of Chicago Press.

Publisher's Description: Calls for closer connections among disciplines can be heard throughout the world of scholarly research, from major universities to the National Institutes of Health. In *Defense of Disciplines* presents a fresh and daring analysis of the argument surrounding interdisciplinarity. Challenging the belief that blurring the boundaries between traditional academic fields promotes more integrated research and effective teaching, Jerry Jacobs contends that the promise of interdisciplinarity is illusory and that critiques of established disciplines are often overstated and misplaced.

Drawing on diverse sources of data, Jacobs offers a new theory of liberal arts disciplines such as biology, economics, and history that identifies the organizational sources of their dynamism and breadth. Illustrating his thesis with a wide range of case studies including the diffusion of ideas between fields, the creation of interdisciplinary scholarly journals, and the rise of new fields that spin off from existing ones, Jacobs turns many of the criticisms of disciplines on their heads to mount a powerful defense of the enduring value of liberal arts disciplines. This will become one of the anchors of the case against interdisciplinarity for years to come.

Johns Hopkins University School of Medicine. "Mission Statement and Education Program Objectives." Retrieved June 20, 2018, from https://www.hopkinsmedicine.org/som/curriculum/genes_to_society/curriculum/mission.html.

Excerpt: The mission of the Johns Hopkins School of Medicine is to prepare physicians to practice compassionate clinical medicine of the highest standard and to identify and solve fundamental questions in the mechanisms, prevention and treatment of disease, in health care delivery and in the basic sciences. The aim of the predoctoral curriculum of the School of Medicine is to produce leaders in Medicine who will take the foundation of a broad education in Medicine to improve health through patient care, research and education. As a measure of their competence, every graduate of the Johns Hopkins University School of Medicine will: [provides list of competencies]

Johnson, G. (2011). "Psychedelic Universe." <u>New York Times Book Review</u>: 14.

George Johnson reviews "How the Hippies Saved Physics:Science, Counterculture, and the Quantum Revival," a book by David Kaiser

Johnson, J. H. (1988). "Differences in the performances of baccalaureate, associate degree, and diploma nurses: A meta-analysis." <u>Research in Nursing & Health</u> **11(3): 183-197.**

The findings of 139 studies of nurses educated in one of three basic nursing education programs (associate degree, diploma, and baccalaureate degree) were synthesized using meta-analysis. The results indicated significant differences between professional (BSN) and technical (AD and diploma) nurses on measures of nurse performance. Measures resulting in larger effects for professional nurses included communication skills, knowledge, problem-solving, and professional role. No differences resulted from studies of nurses from the two technical programs, AD and diploma. Further analyses indicated that the effects could not be solely attributed to substantive and methodological features of the studies. However, the hospital setting where a study was conducted and years of nursing experience decreased the size of the effect. The results of the meta-analysis have implications for policy development about educational preparation and for service expectations of professional and technical nurses.

Joy, P. A. and R. R. Kuehn (2008). "The Evolution of ABA Standards for Clinical Faculty " <u>Tennessee Law Review</u> **75(2): 183-232.**

The value of clinical legal education courses and the faculty teaching those courses has long been contested. A focal point for this opposition has been resistance to the American Bar Association (ABA) accreditation standard that requires law schools to establish long-term employment relationships with clinical faculty and provide them with a meaningful voice in law school governance.[1] By integrating clinical faculty into law schools, the ABA aims to advance the value of clinical legal education and the professional skills and values that it promotes. In the decades since the ABA created the first clinical faculty standard, clinical legal education in the United States has developed as pedagogy and the number of clinical faculty has greatly increased. Despite these trends, a recent decision by the ABA Accreditation Committee approving short-term contracts and the denial of meaningful participation in faculty governance for clinical faculty demonstrates that the debate over the value of clinical legal education and the appropriate status for its faculty continues.[2] In this debate, there is often little to no mention of the history of the accreditation standard in question, perhaps because no historical account of its evolution exists. In this article, we fill that gap in the literature by tracing the evolution of the ABA standard concerning clinical faculty status.

Part II begins with a discussion of the role of the ABA in legal education and provides a brief history of the development of clinical legal education. In Part III, we discuss the events leading up to the initial adoption in 1984 of a standard addressing clinical faculty and the reasoning that animated the ABA. In Part IV, we discuss the events leading to the strengthening of the standard in 1996 and the arguments opposing the more meaningful integration of clinical faculty into law schools. In Part V we discuss changes to the standard in 2005 and how those changes have revived the debate of the status of clinical faculty. Finally, in Part VI we discuss the current debate over clinical faculty status and the ongoing activities of various ABA groups examining the status of clinical faculty. It is our hope that by surfacing the historical debates and the evolution of the standard for clinical faculty, this article will provide the basis for reasoned, informed decisions by the ABA and the legal

academy concerning the value of clinical legal education and the role of clinical faculty in law schools.

Kalven Jr., H. (1967). "Report on the University's Role in Political and Social Action." <u>The Record</u> 1(1).

University of Chicago Description: The Kalven Committee was appointed in February 1967 by President George W. Beadle. This faculty committee was charged with preparing "a statement on the University's role in political and social action." The resulting Kalven Report now stands as one of the most important policy documents at the University of Chicago. It affirms the University's commitment to the academic freedom of faculty and students in the face of suppression from internal and/or external entities while also insisting on institutional neutrality on political and social issues.

Kezar, A. and D. Maxey, Eds. (2016). <u>Envisioning the Faculty for the Twenty-First Century: Moving to a Mission-Oriented and Learner-Centered Model</u> The American Campus. New Brunswick, NJ, Rutgers University Press.

Publisher's Description: The institution of tenure—once a cornerstone of American colleges and universities—is rapidly eroding. Today, the majority of faculty positions are part-time or limited-term appointments, a radical change that has resulted more from circumstance than from thoughtful planning. As colleges and universities evolve to meet the changing demands of society, how might their leaders design viable alternative faculty models for the future?

Envisioning the Faculty for the Twenty-First Century weighs the concerns of university administrators, professors, adjuncts, and students in order to critically assess emerging faculty models and offer informed policy recommendations. Cognizant of the financial pressures that have led many universities to favor short-term faculty contracts, higher education experts Adrianna Kezar and Daniel Maxey assemble a top-notch roster of contributors to investigate whether there are ways to modify the existing system or promote new faculty models. They suggest how colleges and universities might rethink their procedures for faculty development, hiring, scheduling, and evaluation in order to maintain a campus environment that still fosters faculty service and student-centered learning.

Even as it asks urgent questions about how to retain the best elements of American higher education, *Envisioning the Faculty for the Twenty-First Century* also examines the opportunities that systemic changes might create. Ultimately, it provides some starting points for how colleges and universities might best respond to the rapidly evolving needs of an increasingly global society.

Khan, E. S. (1980). Reading/Thinking Skills of Lawyers, Law Professors, and Law Students. <u>Graduate School of Education</u>. New Brunswick, NJ, Rutgers the State University of New Jersey. Doctor of Education.

This study has limited itself to developing a taxonomy of cognitive legal skills. One of the reasons for restricting the breadth of the study in this way is a result of the very limited breadth that traditional legal education encompasses.

The study involves two separate but interrelated strands of thought. On the one hand, there is a limited basis in legal pedagogy for identifying important lawyering skills. On the other hand, there is a well-established taxonomy of thinking skills which was developed by Bloom

and associates to facilitate communication between professionals involved in testing and curriculum development.

The study will develop an array of legal thinking skills drawn from the literature and interviews with professors and practitioners in an attempt to focus on the thinking skills necessary for high level functioning in legal education and trial law.

Kim, M. D. "The Big Idea: Exegete Your Culture and the Text, How Preachers can Exegete Their Culture: An Interview with Dr. Matthew Kim." <u>Skill Builders</u> https://www.preachingtoday.com/skills/themes/big-idea/big-idea-exegete-your-culture-and-text.html Accessed July 31, 2018.

> Excerpt: Preachers work to apply Scripture to a cultural context or contexts. Cultural exegesis doesn't change the inherent meaning of the Scripture passage, but it impacts its significance for the specific audiences who hear it.
>
> As a preacher, I'm still seeking to ascertain in every sermon the central idea of a given pericope, for example. But, how I package and deliver that central truth will be different depending on who's listening. As I prepare the outline, illustrations, application, and write out the manuscript, I am actively considering the life experiences of my listeners. In every sermon, I'm trying to reach two or three different cultural contexts and subcultures that exist in the congregation by honing my assumptions about worldviews, my illustrations, my applications, or my word choice.

Korte, R., et al. (2008). A Qualitative Study of the Early Work Experiences of Recent Graduates in Engineering, American Society for Engineering Education.

> After several years of demanding study, new engineers graduate from higher education as professionals eager to apply their expertise to solving "real world" problems. Yet, the transition from school to the workplace involves a socialization process through which new graduates attempt to learn the specific tasks and expectations of their job and begin to integrate into the social context of the organization. Research indicates that this socialization process is important for framing new employees' experiences and forming their perceptions of work and the organization. These socialization experiences have immediate effects on job satisfaction and learning, and potentially long-term effects on turnover and commitment to the organization and profession.
>
> This paper reports the findings of a study investigating the socialization experiences of newly hired engineers in a large U.S.-based, global manufacturing company. In this organization, new engineers encountered engineering processes of a different nature than they learned in school. The social and organizational contexts within which they worked influenced the problems and processes they experienced—often introducing greater complexity, ambiguity, and subjectivity than expected. How the new engineers in this study perceived and learned about engineering work in this organization depended to a large extent on their interactions with coworkers in their work groups. These findings provide greater description and clarification of these socialization experiences, along with the relationship of these experiences to their education.

Kruse, K. R. (2014). "Legal Education and Professional Skills: Myths and Misconceptions about Theory and Practice." <u>McGeorge Law Review</u> 45(1): 7-50.

It has been repeatedly concluded over many decades that legal education fails to adequately train students for the practice of law.[2] The educational critique gained vigor in 2007 when the Carnegie Foundation published its study of the professional training of lawyers, concluding that legal education focused too heavily on teaching the cognitive analysis of legal doctrine and not enough on teaching practical skills and professional values.[3] On the heels of the economic downturn, a new line of criticism of legal education has emerged, which takes law schools to task for imposing the soaring costs of legal education on law students graduating into a contracting market for legal services.[4] With declining student enrollments and greater competition among law schools for applicants, the mandate to lower costs is no longer just a moral imperative for many law schools—reductions in tuition revenue make cost-cutting an inescapable reality.[5]

These critiques of legal education push law schools toward two seemingly contradictory goals: (1) provide more practical training to a greater number of students and (2) lower operational costs. This article is for those who have a sincere desire to do both. It is based on the premise that the educational critique repeated over decades is correct: legal education needs to deliver better education across a broader spectrum of essential lawyering skills and values. However, it accepts the economic reality that law schools cannot achieve this goal by simply grafting additional low-enrollment experiential courses onto the existing law school curriculum and hoping that students will select them in a largely unstructured upper-level curriculum. Instead, the basic program of legal education needs to be restructured to move students in an orderly way through the acquisition of basic legal knowledge, essential lawyering skills, and underlying professional values.

Larkin, M. (2017). "Diversity, inclusion added to accreditation standards." <u>Journal of the American Veterinary Medicine Association</u>.

Excerpt: Many veterinary colleges have long been promoting diversity and inclusion, but now the AVMA Council on Education has codified these practices, approving revisions to six of its 11 Standards of Accreditation during its spring meeting, March 25-28.

The desire to have the concepts of diversity and inclusion better integrated into accreditation standards is nothing new. In fact, it was a prominent point of discussion during the North American Veterinary Medical Education Consortium. This series of three national meetings in 2010 brought together hundreds of stakeholders to discuss core competencies needed by graduates, and to review and explore progress in developing new educational models for delivery of the veterinary curriculum.

Lattuca, L. R., et al. (2006). Engineering Change: A Study of the Impact of EC2000. Baltimore, MD, ABET, Inc.

Excerpt: The weight of the accumulated evidence collected for *Engineering Change* indicates clearly that the implementation of the EC2000 accreditation criteria has had a positive, and sometimes substantial, impact on engineering programs, student experiences, and student learning. Comparisons of 1994 and 2004 graduates' self-reported learning outcomes show 2004 graduates as measurably better prepared than their counterparts in all nine learning areas assessed. The greatest differences in student learning before and after EC2000 are in recent graduates' better understanding of societal and global issues, their ability to apply engineering skills, group skills, and understanding of ethics and professional issues.

Engineering Change assumed that if the new EC2000 accreditation criteria were having an impact, engineering programs would be moving to align their curricula and instructional methods with the goals of the new criteria, thus increasing student engagement in experiences that would promote the learning outcomes specified in the criteria. The findings from this study strongly suggest that improvements in student learning have indeed resulted from changes in engineering program curricula, teaching methods, faculty practices, and student experiences inside and outside the classroom. Although many dimensions of engineering programs shape learning, the findings of this study indicate that students' classroom experiences are the most powerful and consistent influences. Engineering programs and faculty can be confident that their efforts to improve engineering courses and programs will benefit students and the profession.

Law School Admission Council. "Lawyers & Their Skills." Retrieved June 19, 2018, from https://www.lsac.org/jd/thinking-about-law-school/lawyers-skills.
> Description: Provides a list with discussion of seven skills lawyers need.

Liaison Committee on Medical Education (2008). Functions and Structure of a Medical School: Standards for Accreditation of Medical Education Programs Leading to the MD Degree. Washington, DC, Association of American Medical Colleges and American Medical Association.
> Accreditation is a voluntary, peer-review process designed to attest to the educational quality of new and established educational programs. The Liaison Committee on Medical Education (LCME) accredits complete and independent medical education programs leading to the MD degree in which medical students are geographically located in the United States or Canada for their education and which are operated by universities or medical schools chartered in the United States or Canada. Accreditation of Canadian medical education programs is undertaken in cooperation with the Committee on Accreditation of Canadian Medical Schools (CACMS). By judging the compliance of medical education programs with nationally accepted standards of educational quality, the LCME serves the interests of the general public and of the medical students enrolled in those programs.

Ludmerer, K. M. (2003). "The Internal Challenges to Medical Education." Transactions of the American Clinical and Climatological Association 114: 241-253.
> This presentation shall discuss the major "internal" challenges to medical education-that is, challenges to achieving effective medical teaching that have arisen from the evolution of the science and practice of medicine. These issues are defined as "internal" in that they reflect the internal evolution of the profession and of academic medical centers, independent of the perturbations in medical education we are presently experiencing as a result of the hostile external environment of health care. Examples of these internal challenges include the growing "bench-bedside gap," the traditional tensions at medical schools between teaching and research, and the need to adjust medical education to meet the challenges imposed by chronic diseases. The need for "internal" leadership from within the profession to help solve some of the "external" problems of medical education shall also be discussed.

Maciejewski, A. A., et al. (2017). "A Holistic Approach to Transforming Undergraduate Electrical Engineering Education." IEEE Access 5: 8148-8161.
> Our diverse team of educators at Colorado State University are redefining what it means to teach and learn in the Department of Electrical and Computer Engineering. Supported by a

five-year "RED" grant from the National Science Foundation, we are, in effect, throwing away courses to overcome the challenges of the current engineering educational system. Approaching the degree from a holistic perspective, we no longer view our program as a set of disparate courses taught by autonomous (and isolated) faculty, but as an integrated system that fosters collaboration among faculty and students. This paper describes our new organizational and pedagogical model, which emphasizes knowledge integration and interweaves thematic content threads throughout the curriculum. We also share our process for implementing the new approach, along with the successes and challenges that we have experienced along the way. Through this project, we strive to become a catalyst for change in engineering education.

Magrane, D., et al. (2018). "Competencies and Practices in Academic Engineering Leadership Development: Lessons from a National Survey." <u>Social Sciences</u> **7(10): 171.**

Traditionally, higher education has relied on recruiting executive leaders based largely on scholarly credibility, expecting leadership competency to develop with "on the job" experience. This approach is risky to organizational success. Building upon research about how institutional leaders identify, select, develop, and support those in succession, this study aims (1) to explore how senior academic leaders in engineering perceive their leadership roles, specifically the importance they attribute to various leadership skills and their self-confidence in exercising those skills, and (2) to discern the prevalence of mentoring and sponsorship practices those leaders use as part of their leadership portfolio. Results of a national survey, distributed in collaboration with the American Society for Engineering Education (ASEE) to leaders in academic engineering in North America, confirm the importance of select leadership skills, including practices related to the mentoring and sponsorship of emerging leaders. However, the reported prevalence of those practices was relatively low in this sample. The authors recommend holding leaders accountable for developing future leaders and present an instrument for self- and organizational assessment of such practices for use in implementing more intentional approaches to leadership development in higher education.

Malphurs, A. "Cultural Exegesis – Know Your Community, Not Just Your Text." <u>Our Blog</u> **http://malphursgroup.com/cultural-exegesis-know-your-community-not-just-your-text/ Accessed June 19, 2018 2018.**

Excerpt: I can't overemphasize the need for knowing your community. Cultural exegesis is a must. If you are a pastor, you regularly wrestle with trying to better understand your people and communicate God's truth to them. At least, I hope you do.

Ask these questions:
– What is the other person hearing? What do they think when I speak/write?
– What are their historical lenses?
– What do they want to hear?

Martin, R. (2017). "10 Must-Have Skills for All Engineers." <u>Machine Design Community</u> **http://www.machinedesign.com/community/10-must-have-skills-all-engineers Accessed June 19, 2018.**

Excerpt: Master these technical and soft skills to ensure continued professional success. [provides list with discussion]

Messmer, P. R. (1988). Factors that affect academic tenure in schools of nursing. <u>School of Higher Education</u>. Pittsburg, University of Pittsburg. Doctor of Philosophy.

> The purpose of this research study was to examine salient factors involved in tenure decisions in schools of nursing. One hundred and thirty-four, or 96.4%, out of a possible 139 deans of nursing schools offering both baccalaureate and masters degrees, accredited by National League for Nursing, responded to provide a profile of tenure practices. Only 132 schools were included in the data analysis since two programs did not offer tenure.
>
> The study revealed that in the institutions surveyed, a smaller proportion of nursing faculty was tenured than was true of the whole university faculty. From among 26 different academic activities, deans selected the academic activities related to teaching performance as more important than research and service activities in tenure decisions. When the deans were asked to rank order the three global areas of teaching, research, and service, most deans ranked teaching as most important, research second most important, and service least important in tenure decisions. However, deans from schools with doctoral programs ranked research more important than teaching, but still ranked service least important in tenure decisions.
>
> Deans of nursing also examined the performance of faculty who were reviewed for tenure in the past three years. In the chi square analysis, faculty who were viewed by deans as providing a high standard of teaching, research, and service were, in fact, more likely to have been awarded tenure. The indices of research indicated that faculty documenting funded research, funded projects, publications in refereed journals and books, were more likely to attain tenure than those who could not provide such documentation.
>
> In the discriminant analysis, quality of teaching, quality of research and quality of service, in rank order of predictive power were found to be predictors for attainment of tenure. The deans' perception of faculty performance focused primarily on quality of teaching, research, and service, with teaching being the most important.

Meyer, G., et al. (2014). "State Boards of Nursing and the Bridge to Quality." <u>Journal of Nursing Education</u> 53(7).

> The 2003 Institute of Medicine report, *Health Professions Education: A Bridge to Quality*, delineated a set of core competencies for health care professionals—providing patient-centered care, working in interdisciplinary teams, using evidence-based practice, applying quality improvement processes, and using informatics. The purpose of this study is to examine the extent to which these core competencies have been incorporated in the rules and regulations of state boards of nursing in the United States as required curricular content for professional nursing programs. A research team compiled state boards of nursing regulations related to prelicensure nursing curricula from all 50 states, and content analysis was performed. Eight states incorporated all five competencies in their regulations. Other states incorporated some of the five competencies; evidence-based practice and informatics were the competencies most frequently excluded from state regulations. The lack of emphasis on these competencies has implications for the ongoing development of the profession of nursing.

Mishra, P., et al. (2013). "A NEW Approach to Defining and Measuring Creativity: Rethinking Technology & Creativity in the 21st Century." <u>TechTrends</u> 57(5): 10-13.

Excerpt: Thus, in this paper we seek to provide a definition of creativity, and in turn offer an example of an ongoing research project in which this definition is being used to develop rubrics for evaluating the products of the creative process.

Mody, C. C. M. (2012). "Faster-than-light reading." Social Studies of Science **42(1): 159-164.**
Reviewed Work: How the Hippies Saved Physics: Science, Counterculture, and the Quantum Revival by David Kaiser

Morgan, R. and C. Kirby (2016). The UK STEM Education Landscape: A report for the Lloyd's Register Foundation from the Royal Academy of Engineering Education and Skills Committee. London, UK, Royal Academy of Engineering.
Excerpt: To better understand the STEM landscape, the Royal Academy of Engineering has undertaken this research, with generous support from the Lloyd's Register Foundation, to provide stakeholders with a detailed picture of the engineering and STEM education landscape; the issues that need to be addressed, the organisations involved and an analysis of gaps in provision. The work is intended to inform the wider community to make strategic decisions on where to focus its support for more effective impact on addressing the impending engineering skills shortage.

Mullan, F., et al. (2010). "The Social Mission of Medical Education: Ranking the Schools." Annals of Internal Medicine **152(12): 804-811.**
This article has been corrected. For original version, click Original Version (PDF) in column 2.

Background: The basic purpose of medical schools is to educate physicians to care for the national population. Fulfilling this goal requires an adequate number of primary care physicians, adequate distribution of physicians to underserved areas, and a sufficient number of minority physicians in the workforce.

Objective: To develop a metric called the social mission score to evaluate medical school output in these 3 dimensions.

Design: Secondary analysis of data from the American Medical Association (AMA) Physician Masterfile and of data on race and ethnicity in medical schools from the Association of American Medical Colleges and the American Association of Colleges of Osteopathic Medicine.

Setting: U.S. medical schools.

Participants: 60 043 physicians in active practice who graduated from medical school between 1999 and 2001.

Measurements: The percentage of graduates who practice primary care, work in health professional shortage areas, and are underrepresented minorities, combined into a composite social mission score.

Results: The contribution of medical schools to the social mission of medical education varied substantially. Three historically black colleges had the highest social mission rankings.

Public and community-based medical schools had higher social mission scores than private and non-community-based schools. National Institutes of Health funding was inversely associated with social mission scores. Medical schools in the northeastern United States and in more urban areas were less likely to produce primary care physicians and physicians who practice in underserved areas.

Limitations: The AMA Physician Masterfile has limitations, including specialty self-designation by physicians, inconsistencies in reporting work addresses, and delays in information updates. The public good provided by medical schools may include contributions not reflected in the social mission score. The study was not designed to evaluate quality of care provided by medical school graduates.

Conclusion: Medical schools vary substantially in their contribution to the social mission of medical education. School rankings based on the social mission score differ from those that use research funding and subjective assessments of school reputation. These findings suggest that initiatives at the medical school level could increase the proportion of physicians who practice primary care, work in underserved areas, and are underrepresented minorities.

Mullen III, W. F. (2012). "The Officer PME Continuum: Ensuring that continuous officer education goes beyond the published guidance." <u>Marine Corps Gazette</u> 96(6): 46-50.
Excerpt: In the current operating environment, between the press of time spent training and preparing for the next deployment and the limited time available for attending to personal matters, the pursuit of self-study seems to have faded significantly. The long-term impact of this development is hard to measure, but it could eventually result in a decline in the intellectual ethos that has enabled the success we have enjoyed over the past several decades. This trend must be turned around to not only preserve the quality of officer leadership in the Corps, but also to live up to the ideals of our claim to being a profession.

Mullen III, W. F. (2018). TECOM Commander's Guidance. Quantico, VA.
Excerpt: This paper represents my guidance and priorities with regard to what I would like to see TECOM accomplish, or at least start, during my tenure. Nothing in it represents a criticism of anything happening, or not happening in this command. As I stated during the change of command, I have been impressed with what I have seen so far and am only seeking to continue with the progress that is evident in every aspect of TECOM operations. It is designed to set the tone I would like to foster throughout TECOM and to offer my vision for what I believe to be the best way forward from this date.

National Academy of Engineering (2004). The Engineer of 2020: Visions of Engineering in the New Century. Washington, DC, National Academies Press.
Description: To enhance the nation's economic productivity and improve the quality of life worldwide, engineering education in the United States must anticipate and adapt to the dramatic changes of engineering practice. The Engineer of 2020 urges the engineering profession to recognize what engineers can build for the future through a wide range of leadership roles in industry, government, and academia--not just through technical jobs. Engineering schools should attract the best and brightest students and be open to new teaching and training approaches. With the appropriate education and training, the engineer of the future will be called upon to become a leader not only in business but also in nonprofit and government sectors.

The book finds that the next several decades will offer more opportunities for engineers, with exciting possibilities expected from nanotechnology, information technology, and bioengineering. Other engineering applications, such as transgenic food, technologies that affect personal privacy, and nuclear technologies, raise complex social and ethical challenges. Future engineers must be prepared to help the public consider and resolve these dilemmas along with challenges that will arise from new global competition, requiring thoughtful and concerted action if engineering in the United States is to retain its vibrancy and strength.

National Academy of Engineering (2005). Educating the Engineer of 2020: Adapting Engineering Education to the New Century. Washington, DC, National Academies Press.

Description: Educating the Engineer of 2020 is grounded by the observations, questions, and conclusions presented in the best-selling book *The Engineer of 2020: Visions of Engineering in the New Century.* This new book offers recommendations on how to enrich and broaden engineering education so graduates are better prepared to work in a constantly changing global economy. It notes the importance of improving recruitment and retention of students and making the learning experience more meaningful to them. It also discusses the value of considering changes in engineering education in the broader context of enhancing the status of the engineering profession and improving the public understanding of engineering. Although certain basics of engineering will not change in the future, the explosion of knowledge, the global economy, and the way engineers work will reflect an ongoing evolution. If the United States is to maintain its economic leadership and be able to sustain its share of high-technology jobs, it must prepare for this wave of change.

National Academy of Engineering (2013). Educating Engineers: Preparing 21st Century Leaders in the Context of New Modes of Learning: Summary of a Forum. Washington, DC, National Academies Press.

Description: The National Academy of Engineering's 2012 forum, "Educating Engineers: Preparing 21st Century Leaders in the Context of New Modes of Learning," opened with presentations by six speakers who looked at the future of engineering and engineering education from their perspectives as educators, administrators, entrepreneurs, and innovators. Each speaker focused on just one facet of a tremendously complex picture. Yet together they outlined a new vision for engineering education based on flexible, interactive, lifelong learning and the merge of activities long held to be distinct. This summary of a forum recaps the six speaker's presentations.

National Association of Social Workers (2015). Standards and Indicators for Cultural Competence in Social Work Practice. Washington, DC, National Association of Social Workers.

Excerpt: This revision of the Standards and Indicators for Cultural Competence in the Social Work Practice (the Standards) reflects the growth in the understanding of cultural competence since the development of both the NASW Standards for Cultural Competence in Social Work Practice published in 2001 and the Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice (NASW, 2007).

...

This revision, developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of "culture" as being inclusive beyond race and

ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality. Similarly, they reinforce the intended audience for these standards to be the broad spectrum of social work practice at the micro, mezzo, and macro levels. The revised standards retain the concept of "competence" as an indicator of attitudes, knowledge, and skills that enable effective cross-cultural practice. As with any competency, there is the expectation of continual growth and learning. The revised standards introduce concepts of "cultural humility," as a guiding stance vis-à-vis cultural differences, and "intersectionality," as a way of understanding the complexity of the experiences of those at the margins of our society. In addition, the revision introduces "language and communication" to address a range of communication issues including limited English proficiency, low literacy, and disabilities. Finally, the revisions revisit the way the social work profession engages in leadership to advance cultural competence within the profession, human services, and society at large and to challenge structural and institutional oppression.

National Association of Social Workers (2017). Code of Ethics of the National Association of Social Workers. Washington, DC, National Association of Social Workers.

> Overview: The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

North Carolina State University (2015). Map of Current Competencies.

> Description: This is a curriculum map linking the AVMA core competencies to North Carolina State University curriculum.

Nurse of the Future Competency Committee (2016). Massachusetts Nurse of the Future: Nursing Core Competencies© REGISTERED NURSE. Boston, MA, Massachusetts Department of Higher Education.

> Excerpt: This third edition of the Nurse of the Future Core Nursing Competencies is a result of review and updating process since the original publication. The purpose of the review was to ensure that the competencies reflect the many changes that have occurred in the health care environment and nursing practice over the past five years. The competencies still represent the minimum expectations for all nurses as they complete their pre-licensure education. As nursing education and practice continue to evolve in response to the needs of patients and the health care environment, these competencies will require ongoing review and evaluation to ensure that they continue to define the expectations for entry into nursing practice.

Office of the Provost, Washington State University (2006). Instructor and Clinical Faculty Question and Answer Document. Pullman, WA.

> Description: Washington State University's Office of the Provost provided this question and answer document to provide clarity on how the university views, employs, and evaluates instructor and clinical faculty - those faculty not eligible for tenure. It also discusses the

policies around their involvement in governance and university life.

Oregon Health and Science University (2018). "Medical Doctor Student Learning Outcome." Retrieved June 20, 2018, from https://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/assessment-evaluation/student-learning-outcomes/medical-doctor.cfm.

> Description: Provides student learning outcome statements in six competency areas

Powell, A. (2017). The false choice of basic vs. applied research. <u>The Harvard Gazette</u>. Cambridge, MA, Harvard University.

> Former SEAS dean says the traditional divide stifles discovery, and he offers an alternative model

Prince, M. J., et al. (2007). "Does Faculty Research Improve Undergraduate Teaching? An Analysis of Existing and Potential Synergies." <u>Journal of Engineering Education</u> 96(4): 283-294.

> Academicians have been arguing for decades about whether or not faculty research supports undergraduate instruction. Those who say it does—a group that includes most administrators and faculty members—cite many ways in which research can enrich teaching, while those on the other side cite numerous studies that have consistently failed to show a measurable linkage between the two activities. This article proposes that the two sides are debating different propositions: whether research can support teaching in principle and whether it has been shown to do so in practice. The article reviews the literature on the current state of the research-teaching nexus and then examines three specific strategies for integrating teaching and scholarship: bringing research into the classroom, involving undergraduates in research projects, and broadening the definition of scholarship beyond frontier disciplinary research. Finally, ways are suggested to better realize the potential synergies between faculty research and undergraduate education.

Reeves, M. and M. Deimler (2011). "Adaptability: The New Competitive Advantage." <u>Harvard Business Review</u> (July-August 2011).

> Excerpt: The answers these companies are coming up with point in a consistent direction. Sustainable competitive advantage no longer arises exclusively from position, scale, and first-order capabilities in producing or delivering an offering. All those are essentially static. So where does it come from? Increasingly, managers are finding that it stems from the "second-order" organizational capabilities that foster rapid adaptation. Instead of being really good at doing some particular thing, companies must be really good at learning how to do new things.
>
> Those that thrive are quick to read and act on signals of change. They have worked out how to experiment rapidly, frequently, and economically—not only with products and services but also with business models, processes, and strategies. They have built up skills in managing complex multi-stakeholder systems in an increasingly interconnected world. Perhaps most important, they have learned to unlock their greatest resources—the people who work for them. In the following pages we'll look at how companies at the leading edge are using these four organizational capabilities to attain adaptive advantage. We'll also discuss the implications of this fundamental strategic shift for large, established corporations, many of which have built their operations around scale and efficiency—sources of advantage that

rely on an essentially stable environment.

Reichman, H. (2016). "Academic Freedom and the Common Good: A Review Essay."
AAUP Journal of Academic Freedom 7.

Excerpt: What do we mean when we use the term academic freedom? The concept would appear to be widely accepted, but its interpretation is often disputed. The AAUP's 1915 Declaration of Principles on Academic Freedom and Academic Tenure first defined three basic elements of academic freedom: freedom in the classroom, in research, and in extramural utterance. These remain central to most understandings of the concept. But the application of these standards has varied over time and often been contested. Equally contested have been the various justifications offered in support of academic freedom, including for its employment in jurisprudence. These often have dramatically different practical implications.

The variety—and richness—of such justifications is on display in several recent books that discuss academic freedom as both a theoretical and legal concept. These works suggest a polar opposition between two fundamental approaches to justifying academic freedom. In one approach, academic freedom is conceived, for example by David Bromwich in "Academic Freedom and Its Opponents," his contribution to Who's Afraid of Academic Freedom?, a sprawling and stimulating collection of essays edited by Akeel Bilgrami and Jonathan Cole, as "a category of political freedom. It belongs to the larger class of rights enjoyed by citizens of a free society." The other approach, according to its most extreme advocate, Stanley Fish, views academic freedom as "peculiar to the academic profession and limited to the performance of its core duties." In this view, academic freedom is founded on professional autonomy and enjoys no direct link to the broader freedoms to which the citizenry as a whole may lay claim.

Bromwich and Fish expound purist versions of their respective positions, but in between lie approaches that blur the boundary between them. Most significant are those who seek to link the professional and the political—sometimes awkwardly but, I will argue, in the end persuasively—by joining professional privilege to higher education's contribution to "the common good."

Reichman, H. (2019). The Future of Academic Freedom. Baltimore, MD, Johns Hopkins
University Press.

Academic freedom—crucial to the health of American higher education—is threatened on many fronts. In The Future of Academic Freedom, a leading scholar equips us to defend academic freedom by illuminating its meaning, the challenges it faces, and its relation to freedom of expression.

In the wake of the 2016 election, challenges to academic freedom have intensified, higher education has become a target of attacks by conservatives, and issues of free speech on campus have grown increasingly controversial. In this book, Henry Reichman cuts through much of the rhetoric to issue a clarion call on behalf of academic freedom as it has been defined and defended by the American Association of University Professors (AAUP) for over a hundred years. Along the way, he makes it clear that this is the issue of our day.

Over the course of ten audacious essays, Reichman explores the theory, history, and

contemporary practice of academic freedom. He pays attention to such varied concerns as the meddling of politicians and corporate trustees in curriculum and university governance, the role of online education, the impact of social media, the rights of student protesters and outside speakers, the relationship between collective bargaining and academic freedom, and the influence on research and teaching of ideologically motivated donors. Significantly, he debunks myths about the strength of the alleged opposition to free expression posed by student activism and shows that the expressive rights of students must be defended as part of academic freedom.

Based on broad reading in such diverse fields as educational theory, law, history, and political science, as well as on the AAUP's own investigative reporting, The Future of Academic Freedom combines theoretical sweep with the practical experience of its author, a leader and activist in the AAUP who is an expert on campus free speech. The issues Reichman considers—which are the subjects of daily conversation on college and university campuses nationwide as well as in the media—will fascinate general readers, students, and scholars alike.

Rentel, A. (2010). "Master of Divinity (M.Div.)." Retrieved June 19, 2018, from https://www.svots.edu/master-divinity-mdiv.
Excerpt: The Master of Divinity (HEGIS 2301) may be described in the most general terms as a graduate professional degree whose purpose is preparation for the ministries of the Church. At St. Vladimir's the degree program is designed chiefly for qualified Orthodox students who wish to prepare themselves for ordination to priestly ministry in the Orthodox Church, though it also provides appropriate preparation for other forms of church service and for graduate study in theology and related disciplines, such as hospital chaplaincy with certification in Clinical Pastoral Education (CPE).

Rinehart, R. E. (2016). "Neoliberalism, Audit Culture, and Teachers: Empowering Goal Setting within Audit Culture." Teachers and Curriculum 16(1): 29-35.
In this paper, I discuss the concepts of neoliberalism and audit culture, and how they affect teaching culture. Moreover, I propose a form of goal setting that, if used properly, will hopefully work to combat some of the more onerous aspects of neoliberalism and audit clture in education.

Roberts, S. J. and C. Glod (2013). "Faculty Roles: Dilemmas for the Future of Nursing Education." Nursing Forum 48(2): 99-105.
METHODS. Literature review and analysis.

FINDINGS. Recent reports emphasized the need for the development of nursing classroom education that is more rigorous and coordinated with clinical experiences. Faculty roles in research universities in nursing have increased the number of clinical and part-time faculties, and have increased the requirements for funded research for tenure-track faculty over the last decade. These changes have led to various groups of faculty with different roles and responsibilities, some of whom teach a great deal and others who teach very little.

CONCLUSIONS. This article reviews the development of these faculty roles and reviews the dilemmas that they present for the future of nursing education.

Rock, J. (2016). FIU medical school is saving lives in Miami. <u>Miami Herald</u>. Miami, FL.
>Ten years ago, the Florida Legislature authorized creation of a medical school at FIU. In exchange, we promised to change the future of medical education and healthcare in our community. A decade later, we have kept our promise. We are training the next generation of physicians who understand the social determinants of health; who understand that your ZIP code is a better predictor of your health than your genetic code.
>...
>They are part of the young legacy of FIU's Herbert Wertheim College of Medicine and its unique and innovative curriculum. Its Green Family Foundation Neighborhood Health Education and Learning Program (NeighborhoodHELP™) sends interprofessional teams of FIU medical, nursing, social work and physician assistant students — supervised by faculty — to provide care and facilitate services to households in underserved neighborhoods in Miami-Dade County.

Saint John's School of Theology and Seminary (2018). "Learning Outcomes." Retrieved June 19, 2018, from https://www.csbsju.edu/sot/learning-outcomes.
>Provides lists of learning outcomes for the seminary's various Masters degrees.

Sanborn, J. B. (1921). "Training for Public Profession of the Law." <u>American Bar Association Journal</u> 7(1): 615-617.
>One of the striking merits of Mr. Reed's treatment of the matter is that he regards the problem of legal education not as an isolated one which depends entirely upon an answer to the question of what is the best method of training a lawyer, but as a part of the general subject of the position of the lawyer in the community and the obligations which he owes not only to his clients but to society.
>
>Because of this attitude, Mr. Reed has prepared not only a detailed history of law schools and the control of admissions to the Bar in this country down to 1890, but a brief history of the bar itself during that period. This work is, therefore, of the greatest interest to any lawyer because of the picture which it presents of the development of American Law and the American lawyer, as well as for the information which it gives as to the history of legal education and admissions to the Bar.

Santacroce, D. A., et al. (2012). "The Status of Clinical Faculty in the Legal Academy: Report of the Task Force on the Status of Clinicians and the Legal Academy." <u>Journal of the Legal Profession</u> 36(2): 353-414.
>In the midst of ongoing debates within the legal academy and the American Bar Association on the need for "practice-ready" law school graduates through enhanced attention to law clinics and externships and on the status of faculty teaching in those courses, this report identifies and evaluates the most appropriate modes for clinical faculty appointments. Drawing on data collected through a survey of clinical program directors and faculty, the report analyzes the five 'most identifiable clinical faculty models: unitary tenure track; clinical tenure track; long-term contract; short-term contract; and clinical fellowships. It determines that, despite great strides in the growth of clinical legal education in the last 30 years, equality between clinical and non-clinical faculty remains elusive. Clinical faculty still lag behind non-clinical faculty in security of position and governance rights at most law schools.
>
>The report then identifies four core principles that should guide decisions about clinical

faculty appointments: 1) clinical education is a foundational and essential component of legal education; 2) the legal academy and profession benefit from full inclusion of clinical faculty on all matters affecting the mission, function, and direction of law schools; 3) there is no justification for creating hierarchies between clinical and non-clinical faculty; and 4) the standards for hiring, retention, and promotion of clinical faculty must recognize and value the responsibilities and methodologies of clinical teaching.

The report concludes that these core principles are best realized when full-time clinical faculty are appointed to a unitary tenure track. This conclusion does not ignore the imperfections of a tenure system. However, to the extent that tenure remains the strongest measure of the legal academy's investment in its faculty and is the surest guarantee of academic freedom, inclusion in faculty governance and job security, the report recommends that law schools predominantly place their clinical faculty on dedicated tenure lines. In addition, it recommends that schools implement standards for hiring, promotion, and retention that reflect the teaching responsibilities and methodologies, as well as practice and service obligations, unique to their clinical faculty. To facilitate the development of such standards, the report suggests good practices for the appointment of clinical faculty on a unitary tenure track.

Scales, P., et al. (2011). <u>Continuing Professional Development in the Lifelong Learning Sector</u>. Berkshire, England, McGraw Hill Open University Press.
> Excerpt: The key message of this book is that teachers are best placed to make decisions regarding their own continuing professional development (CPD). Teachers know, or should know, their subjects and their learners' needs within their local context. The Institute for Learning (IfL) CPD model and guidelines provide a real opportunity for teachers to start reclaiming the initiative and to take responsibility for their own learning and development and for organizations and managers to move away from 'sheep-dip' approaches to CPD to personalized learning. If we seriously intend to personalize learning for our students then, surely, the same principle must apply to teachers.

Scharen, C. A. B. and E. R. Campbell-Reed (2016). "Learning Pastoral Imagination: A Five-Year Report On How New Ministers Learn in Practice." <u>Auburn Studies</u> 21.
> Excerpt: The Learning Pastoral Imagination (LPI) project was conceived as the flip side of *Educating Clergy*. Rather than focus on teaching, we focus on learning, and instead of focusing on faculty, the project focuses on students. Furthermore, rather than focusing on the few years of formal studies, which are part of standard seminary degree programs, the project focuses on the learning trajectory of students, including seminary but beginning in childhood and extending into years of ministry leadership beyond seminary.
> ...
> The LPI project, then, pays attention to how clergy learn by doing—that is, how they learn in practice over time. The focus on learning in practice raises a key concern we share with Foster et al. in *Educating Clergy*: investigating how the complex and distinctive intelligence—a pastoral imagination—exhibited by excellent pastors is taught and learned. Our conviction is that this capacity for wise pastoral leadership is often sparked early in life, and only comes to fruition through years of learning in the daily practice of ministry.[3] Therefore, to focus on the specific experience of formal theological education in academic programs is both necessary and limited. Understanding more fully how clergy learn to exercise such a pastoral imagination requires attending to the long arc of learning ministry.[4] Attending carefully to

that arc in a wide diversity of lives in ministry will significantly strengthen the work of persons who care deeply about excellence in ministry and who seek to shape future leaders for ministry.

This report comes at the five-year mark of our study.

Schon, D. A. (1987). <u>Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions</u>. San Francisco, CA, Jossey-Bass.

Amazon Description: Building on the concepts of professional competence that he introduced in his classic *The Reflective Practitioner*, Schon offers an approach for educating professionals in all areas that will prepare them to handle the complex and unpredictable problems of actual practice with confidence, skill, and care.

Scientific Foundations for Future Physicians Committee (2009). Scientific Foundations for Future Physicians. Washington, DC, Association of American Medical Colleges (AAMC) and the Howard Hughes Medical Institute (HHMI).

Excerpt: The principles, competencies, and objectives laid out in this report are presented as a blueprint, which can be used by educators to design premedical and medical school educational programs. A competency-based approach should give both learners and educators more flexibility in the premedical curriculum to allow undergraduate institutions to develop more interdisciplinary and integrative courses that maintain scientific rigor, while providing a broad and strong liberal arts education. Entering medical students should be more evenly prepared for the study of medicine, allowing medical schools to spend less time teaching or reviewing the basic competencies and more time learning the growing scientific knowledge base needed to practice modern medicine.

The report represents the beginning of a broad dialogue within the undergraduate and medical education communities to reinvigorate the scientific preparation of physicians. Although the committee recognizes that there are challenges in implementing a competency-based system, this report is intended to represent a first step in a continuing conversation about the appropriate skills, knowledge, values, and attitudes that future physicians should possess.

Scott, D. K. (2000). Ten Challenges Facing the University of Massachusetts Amherst – A Report for President Bulger and the Board of Trustees.

Excerpt: This report will be my last to you [President Bulger] and to the Board of Trustees. As such, it is a little different from the usual report. While there are many stellar accomplishments on the campus in recent months, I am taking the occasion to summarize some of the challenges the campus will face in the years ahead.

...

Like its peers across the globe, UMass Amherst recognizes that societal demands upon the institution will be ever increasing; traditional resources are diminishing and the accelerating rate of change in the external environment is exponential. All encompassing, fundamental changes are required for UMass Amherst to transform itself to reach the next level of excellence. The purpose of this document is to identify some significant challenges facing UMass Amherst as we continue on our journey of transformational change.

...

As the University strives for adequate resources, including resources from new revenue

streams, the challenge will be to maintain a balance between the University as a set of entrepreneurial activities, and as a place of reflection and contemplation. I believe strongly that universities will need to become more spiritual in the approach to learning and in the culture of the workplace, in order to overcome the current extraordinary fragmentation and differentiation and to create a greater sense of wholeness. This challenge will, I believe, be the most difficult of all.

Sheppard, S. D., et al. (2008). <u>Educating Engineers: Designing for the Future of the Field</u>. San Francisco, CA, Jossey-Bass.

The Carnegie Foundation for the Advancement of Teaching's multi-year study of undergraduate engineering education in the United States involved intensive fieldwork, including on-site observation of eleven electrical and mechanical engineering programs at a cross section of U.S. engineering schools. The examination of curricular and teaching strategies yielded questions about the alignment of engineering programs with the demands of today's professional engineering practice. While describing engineering education from within the classroom and the lab, the report on the study offers new possibilities for teaching and learning. The study was funded by The Carnegie Foundation for the Advancement of Teaching and The Atlantic Philanthropies.

Shore, C. and S. Wright (2015). "Audit Culture Revisited: Rankings, Ratings and the Reassembling of Society." <u>Current Anthropology</u> 56(3): 421-444.

The spread of the rationality and techniques of financial accounting into new systems for measuring, ranking and auditing performance represents one of the most important and defining features of contemporary governance. Audit procedures are redefining accountability, transparency, and good governance and reshaping the way organisations and individuals have to operate. They also undermine professional autonomy and have unanticipated and dysfunctional consequences. Taking up the concept of 'audit culture' as an analytical framework, we examine the origins, spread and rationality driving these new financialized techniques of governance, not least through the work of the 'Big 4' accountancy firms, and trace their impact across a number of different fields, from administration and the military to business corporations and universities. Following Strathern's observation that audit is 'where the financial and the moral meet' we ask, what new kinds of 'ethics of accountability' does audit produce? We build on the work of Mitchell (1999), Trouillot (2001) and Merry (2011) to identify five ways in which the techniques and logics of financial accountancy have notable 'audit effects'. These are 'domaining', 'classificatory', 'individualising and totalizing', 'governance' and 'perverse' effects. We conclude by reflecting on the problems of audit culture and suggest ways to reclaim the professional values and democratic spaces that are being eroded by these new systems of governing by numbers.

Smith, L. (2009). "New Medical Schools in the United States Forces of Change Past and Present " <u>Transactions of the American Clinical and Climatological Association</u> 120: 227-238.

The new millennium has ushered in a growth phase in the number of American medical schools. Historically the United States has built schools during bursts of activity with relative quiescence in between these periods. We had a twenty-two year period with no growth in medical school size or number. During that time there were significant changes in patient characteristics, student culture, financial reimbursement, quality, and manpower needs that

have put stress on medical schools, hospitals, clinical practice and healthcare systems. In addition, there have been remarkable new opportunities in the way we teach, including changes in teaching methodology, educational technology, and a better understanding of how students actually learn. All of these advances have taken place during a period of enormous pressure to change residency programs, reorganize medical and clinical science, and question the very need for traditional departmental structures. It is likely that the new medical schools will emerge looking different from the older schools and they are likely to catalyze a period of curricular change.

Snelling, S. (2017). "Skills hiring companies look for in industrial engineers." <u>Professional Mentoring Blog</u> https://ise.washington.edu/mentoring/blog/skills-desired Accessed June 19, 2018.

> Excerpt: You've completed your bachelor's or master's degree in ISE, and you have internship or co-op experience under your belt. You've proven yourself to be a dependable worker, but are you ready to secure your first job? When hiring industrial and systems engineers, many companies are looking for both skills taught in the classroom and general skills beyond that set. Focus on fostering the following skills to gain a competitive advantage in your job search. [provides list]

Sox, H. C. (2002). "Medical Professionalism in the New Millennium: A Physician Charter." <u>Annals of Internal Medicine</u> 136(3): 243-246.

> Excerpt (by Dr. Sox): To our readers: I write briefly to introduce the Medical Professionalism Project and its principal product, the Charter on Medical Professionalism. The charter appears in print for the first time in this issue of Annals and simultaneously in The Lancet. I hope that we will look back upon its publication as a watershed event in medicine. Everyone who is involved with health care should read the charter and ponder its meaning.
>
> The charter is the product of several years of work by leaders in the ABIM Foundation, the ACP–ASIM Foundation, and the European Federation of Internal Medicine. The charter consists of a brief introduction and rationale, three principles, and 10 commitments. The introduction contains the following premise: Changes in the health care delivery systems in countries throughout the industrialized world threaten the values of professionalism. The document conveys this message with chilling brevity. The authors apparently feel no need to defend this premise, perhaps because they believe that it is a universally held truth. The authors go further, stating that the conditions of medical practice are tempting physicians to abandon their commitment to the primacy of patient welfare. These are very strong words. Whether they are strictly true for the profession as a whole is almost beside the point. Each physician must decide if the circumstances of practice are threatening his or her adherence to the values that the medical profession has held dear for many millennia.

Sporn, B. (2001). "Building Adaptive Universities: Emerging Organizational Forms Based on Experiences of European and US Universities." <u>Tertiary Education and Management</u> 7(2): 121-134.

> Universities are facing dynamic environments to which they have to respond by developing new organizational forms often to enhance adaptation. Thereby, governance, management and leadership structures are changing - aiming at increased flexibility, efficacy and effectiveness. This involves new procedures to manage the relationship with the

environment, new authority structures within universities, and new ways of resource allocation. Hence, this paper will present empirical results from a cross-national study of adaptive university structures vis-a-vis a changing socioeconomic environment. Based upon that, new organizational forms are introduced which better support and enhance the current trend towards more entrepreneurial universities.

Stinebeck, D. C. (2006). The Crisis in Higher Education Governance, Concordant Consulting.

Excerpt: In my thirty-seven years as a faculty member, department chair, dean, provost, and president, I have never been more worried about the future of American higher education. Colleges and universities are facing very difficult decisions ahead on access and financial aid, at a time when stressed state and federal budgets and a leveling of the number of high school graduates will almost certainly force all colleges, public or private, to increase their percentage of financial aid to revenue simply to respond to the growing number of needy students coming into the college marketplace.

There is another issue, however, that should concern colleges even more than access and aid: the accelerating crisis in college governance. Faculty, administrators, and trustees are increasingly confused about their respective roles on campus, as the recent developments at Harvard and American University suggest. If those roles are not clarified and protected by all parties, then the urgent issues that face colleges in the future will not be solved in a careful, thoughtful way. The confusion and tension I am referring to run deeper than the usual campus disputes over budgets, tenure, and new programs—or even the slowness with which decisions are often made--and go to the heart of what accountability should mean on campus and what American society itself understands by accountability.

Stuckey, R. and Others (2007). <u>Best Practices for Legal Education: A Vision and a Road Map</u>, Clinical Legal Education Association.

Excerpt: This book provides a vision of what legal education might become if legal educators step back and consider how they can most effectively prepare students for practice. It has several potential uses. It could serve as a road map for a partial or complete review of a law school's program of instruction. It could also help individual teachers improve course design, delivery of instruction, and assessment of student learning. Most of all, however, we hope the document will facilitate dialogue about legal education among law teachers and between law teachers and other members of the legal profession. A serious, thoughtful reconsideration of legal education in the United States is long overdue.

Sullivan, W. M., et al. (2007). <u>Educating Lawyers: Preparation for the Profession of Law</u>. San Francisco, CA, Jossey-Bass.

The Foundation's two-year study of legal education involved a reassessment of teaching and learning in American and Canadian law schools today. Intensive field work was conducted at a cross section of 16 law schools during the 1999-2000 academic year. The study re-examines "thinking like a lawyer"—the paramount educational construct currently in use. The report shows how law school teaching affords students powerful intellectual tools while also shaping education and professional practice in subsequent years in significant, yet often unrecognized, ways. The study was funded by The Atlantic Philanthropies.

Sullivan, W. M. and M. S. Rosin (2008). <u>A New Agenda for Higher Education: Shaping a life</u>

of the Mind for Practice. San Francisco, CA, Jossey-Bass.

> Press Description: In *A New Agenda for Higher Education*, the authors endorse higher education's utility for enhancing the practical as well as intellectual dimensions of life by developing a third, different conception of educational purpose. Based on The Carnegie Foundation for the Advancement of Teaching seminar that brought together educators from six professional fields with faculty from the liberal arts and sciences, *A New Agenda for Higher Education* proposes an educational aim of "practical reason," focusing on the interdependence of liberal education and professional training.

The Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation (2015). 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. Washington, DC, Council on Social Work Education.

> The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.
>
> EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Thibault, G. E. (2013). "Reforming Health Professions Education Will Require Culture Change And Closer Ties Between Classroom And Practice." Health Affairs 32(11): 1928-1932.

> The size, composition, distribution, and skills of the health care workforce will determine the success of health care reform in the United States. Whatever the size of the workforce that will be required in the future to meet society's needs, how health professionals are educated merits additional attention. Reform of health professions education is needed in the following six critical areas: interprofessional education, new models for clinical education, new content to complement the biological sciences, new educational models based on competency, new educational technologies, and faculty development for teaching and educational innovation. Institutional and public policies need to support these innovations and the closer integration of education reform and health care delivery reform.

Tierney, W. G., Ed. (2004). Competing Conceptions of Academic Governance: Negotiating the Perfect Storm. Baltimore, MD, The Johns Hopkins University Press.

> Publisher's Description: Today, institutional leaders face numerous struggles: intervention from boards of trustees, alumni, and state legislators; decline in financial support from the states; and competition in an increasingly global marketplace. While it is agreed that effective governance structures allow institutions to respond creatively to these challenges, how best to allocate control in order to maximize institutional efficiency, preserve academic freedom, and ensure institutional identity remains unclear. Increasingly, administrators look to non-

academic institutions for governance and management strategies.

In *Competing Conceptions of Academic Governance*, William G. Tierney brings together faculty members, administrators, and policy experts to discuss differing views of academic governance at institutional, state, and international levels. Topics include the effects of globalization and the prospect of international accreditation; balancing the entrepreneurial and philosophical goals of higher education; the interaction between state governments and public universities; and the conflicting interests and roles of boards of trustees, administrators, and faculty. Carefully weighing various models and strategies, *Competing Conceptions of Academic Governance* provides new ways of understanding and addressing the changes that are transforming higher education.

Tryggvason, G. and D. Apelian (2012). <u>Shaping Our World: Engineering Education for the 21st Century</u>. Hoboken, NJ, John Wiley & Sons, Inc.

Description: A look at engineering education today— with an eye to tomorrow. Engineering education is in flux. While it is increasingly important that engineers be innovative, entrepreneurial, collaborative, and able to work globally, there are virtually no programs that prepare students to meet these new challenges. *Shaping Our World: Engineering Education for the 21st Century* seeks to fill this void, exploring revolutionary approaches to the current engineering curriculum that will bring it fully up to date and prepare the next generation of would-be engineers for real and lasting professional success.

Comprised of fourteen chapters written by respected experts on engineering education, the book is divided into three parts that address the need for change in the way engineering is taught; specific innovations that have been tested, why they matter, and how they can be more broadly instituted; and the implications for further changes. Designed to aid engineering departments in their transition towards new modes of learning and leadership in engineering education, the book describes how to put into practice educational programs that are aligned with upcoming changes, such as those proposed in the NAE's Engineer of 2020 reports.

Addressing the need to change engineering education to meet the demands of the 21st century head on, *Shaping Our World* condenses current discussions, research, and trials regarding new methods into specific, actionable calls for change.

U.S. Army (2014). "Field Veterinary Service Jobs." Retrieved June 25, 2018, from https://www.goarmy.com/careers-and-jobs/amedd-categories/veterinary-corps-jobs/veterinarian.html.

Overview: Army veterinarian officers primarily focus on animal medicine, veterinary public health and research/development. Whether you're providing treatment to bomb-sniffing dogs or inoculating cattle on a humanitarian mission, you're making a positive impact on the lives of everyone who depends on animals.

Vanhoozer, K. J., et al., Eds. (2007). <u>Everyday Theology: How to Read Cultural Texts and Interpret Trends</u> Cultural Exegesis Series. Grand Rapids, MI, Baker Academic.

Amazon Description: *Everyday Theology* is the reflective and practical task of living each day as faithful disciples of Jesus Christ. In other words, theology is not just for Sundays, and it's not just for professional theologians. *Everyday Theology* teaches all Christians how to get the

theological lay of the land. It enables them to become more conscious of the culture they inhabit every day so that they can understand how it affects them and how they can affect it. If theology is the ministry of the Word to the world, everyday theologians need to know something about that world, and Everyday Theology shows them how to understand their culture make an impact on it. Engaging and full of fresh young voices, this book is the first in the new Cultural Exegesis series.

Washington State University College of Veterinary Medicine. "Innovative Education." Retrieved June 25, 2018, from http://www.vetmed.wsu.edu/innovative-education.

Description: The web page presents the WSU College of Veterinary Medicine's approach to veterinarian preparation. It provides links to various program components and initiatives, one of which is the Teaching Academy, which it states is "the first of its kind in veterinary medicine[. It] was created in July 2010 to continue to foster innovative curriculum at the college. The academy supports faculty dedicated to teaching and learning and brings educators together to help integrate common elements in the curriculum."

Whitcomb, M. E. (2009). New and Developing Medical Schools: Motivating Factors, Major Challenges, Planning Strategies.

Preface: The first expansion of medical schools in this country in more than 20 years represents an important moment for medical education nationally. The Josiah Macy, Jr. Foundation took advantage of this moment to sponsor a conference in October 2008 entitled, "Revisiting the Medical School Education Mission at a Time of Expansion." A conclusion of the conference, directed at the new schools as well as all existing schools, was: "This period of expansion in enrollment must not result in 'more of the same.' Failing to take full advantage of the opportunity afforded by this natural experiment to advance the mission of medical education for the benefit of the public would be tragic." A number of recommendations were made on ways to improve the educational programs of all medical schools to better align them with the needs of society.[1]

That conference was not designed to address the "how" and the "why" of each of the new schools or the expansion plans of existing schools. The case studies reported in this report explore the motivations, challenges, and responses of ten emerging new schools. Unlike the last major medical school expansion, which occurred in the 1960s and 1970s, there is neither a federal mandate nor funding for this expansion. As a consequence, it is not surprising that each of the stories is quite different with unique local drivers, diverse sources of funding, and a spectrum of aspirations and goals.

Dr. Whitcomb is uniquely qualified to conduct this study because of his broad experience as a medical educator and administrator. His interviews and travels have enabled him to identify emerging trends that reflect the impact that changes in the delivery system, in the profession, and in academic structure have had on the new schools. These trends may be important harbingers of more changes to come. The importance of healthcare systems as partners or sponsors of new medical schools is one of these emerging trends. Another is the further evolution of two-year branch campuses of existing schools into full four-year programs, perhaps anticipating their becoming new freestanding schools. There are also differences in the departmental structure of new schools that have not necessarily replicated all of the traditional medical school departments. Furthermore, lessons may be learned from the rapidly expanding osteopathic schools, which have been innovative and flexible in their

educational models.

This report represents a significant historical document for an important moment in the evolution of medical education in this country. But more than that, it should be a stimulus for broader discussions about the future of medical education. There is a great need for us to be working on educational innovations that produce a medical profession appropriate in numbers, skills, interests, and distribution to meet the needs of a changing society and a changing healthcare delivery system. This is an important contribution to that discussion.

Whitcomb, M. E. (2013). New and Developing Medical Schools: Motivating Factors, Major Challenges, Planning Strategies Part 2.

Foreword: This is the second report on New and Developing Medical Schools written by Michael Whitcomb and commissioned by the Macy Foundation. It updates the stories of the eight new schools that had been approved at the time of the 2009 report, and it describes the motivating factors, challenges, and early plans for the seven additional schools that have been approved since that report.

This expansion of medical schools comes at a critical time in health care in the U.S. The Affordable Care Act will make it possible for up to 30 million additional citizens to have health insurance. At the same time, there is a growing realization that healthcare system redesign is necessary to make the care for all more coordinated, more affordable, and of more uniform high quality. All of this calls for changes in the way we prepare the next generation of physicians. The new schools have the opportunity to be "laboratories" for innovations in admissions, curriculum, pedagogy, faculty development, and community engagement. They also will be called upon to address important institutional and regional aspirations that led to their creation.

Dr. Whitcomb has performed a very valuable service in telling the "creation stories" of these 15 new schools. His report highlights the differences in the motivating factors, challenges, and strategies at each of the new schools, but it also identifies important common themes. This will be of use to other institutions that are contemplating starting a new school. It also will be of great use in studying and understanding the outcomes of these schools in the future.

This year the first four new schools will be graduating their first classes, and it will be five years before all will have graduated at least one class. It is too soon to tell whether the new schools collectively will be influential as models of innovation, and it is too soon to tell whether each individually will have the anticipated institutional, community, and regional impact. The Macy Foundation has been supporting a consortium of the new schools to foster the spirit of innovation among them and to enable them to share their experiences and help one another. We are optimistic that these "natural experiments" will have many positive benefits for the communities in which they are situated, for medical education in general, and most importantly for the patients cared for by their graduates. But that is a story to write in the future. In the meantime, we are very grateful to Dr. Whitcomb for documenting this part of the story in his usual thorough and scholarly way.