



Liberal Arts & the Professions

Grantee Convening
April 2018

MADELEINE F. GREEN



Executive Summary

The participants in the April 2018 convening of the Teagle Foundation were largely faculty members from business and the liberal arts engaged in nine different projects aimed at integrating the two domains under the auspices of the [Liberal Arts and the Professions](#) initiative. The Foundation's call for proposals summarizes the grant initiative with the following question: "How can institutions fully integrate and embed the liberal arts into undergraduate preparation for the professions?"

DIFFERENT APPROACHES

Although the projects share the same goals of embedding the liberal arts in business education, they have taken different approaches, such as developing **modules** that could be taught by interdisciplinary teams of faculty from liberal arts and professional programs; **linking courses** from liberal arts and business and **revising existing courses**; or leveraging minors, co-majors, or certificates.

FACULTY ENGAGEMENT, SUSTAINABILITY, AND COLLABORATION

The cornerstones of campus-wide academic innovation are faculty leadership and widespread engagement; dialogue and learning across academic silos; and ensuring that the work can spread beyond the initial supporters and outlast the experimental phase. Some campuses **engaged faculty** by relying on their abundant intellectual curiosity to learn from working beyond the confines of their disciplines. At the other end of the spectrum, faculty members were "voluntold" for the assignment, but now the project leaders are contemplating how to engage the faculty through incentives and igniting their interest. Innovation is most likely to succeed when it aligns with the interests and needs of faculty members.

An innovation is likely to stall or collapse when the enthusiasts suffer from flagging energy, isolation, or lack of support. Thus, scaling up is usually central to sustaining it. Other contributors to **sustainability** are the extent to which the innovation resonates with the institution's mission, support from top leadership, alignment with faculty needs and interests, collaboration, and culture change.

A hallmark of Teagle's grants is **collaboration**, which occurs on many levels—within the participating institution, across campuses in multi-institutional projects, and across projects through the Convenings. Campus learning communities provide both new ideas and support for faculty members on the forefront of an innovation. One of the benefits of collaborating with other institutions is the opportunity to see what works in a different context and culture. Another benefit of collaboration, less recognized but deeply important to some faculty members, is the academic friendships that emerge from boundary-spanning work. Collaboration is also tied to sustainability. The more that different initiatives work together across campus, the more they can strengthen each other and maximize their sustainability.

CHANGING THE CONVERSATION

To present a perspective “from the other side of the moat”—the employers’ view—keynote speaker George Anders addressed the usefulness of the liberal arts in the world of work. The big selling points of the liberal arts for employers are curiosity, creativity, and empathy. Employers want people who can navigate uncharted waters, who are skilled at “reading the room,” and who can solve complex problems. One’s first job out of college may be unrelated on the surface to longer range career aspirations or later work, but they can develop invaluable skills that can be used in different contexts as one’s career progresses. The new gig economy requires that higher education prepare its students differently for the world of work—that they place less emphasis on the résumé, and more on providing opportunities for networking and enabling students to understand their own skill set and tell their stories.

The convening provided a valuable opportunity for participants to learn from the experiences of others engaged in similar work. There was shared excitement about the rewards for students and faculty that accrue from breaking down academic silos. As one participant noted, “We don’t have to choose between identifying our work as liberal arts *and* business, and liberal arts *in* business. We need to do both—how we can embed liberal arts in business and partner to make the most of both.”

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Liberal Arts and the Professions: Integrating Different Worlds

While many faculty and students see professional education and liberal education as two very different and separate worlds, the good news is that some do not. The Foundation’s call for proposals for [Liberal Arts and the Professions](#) summarizes the grant initiative with the following question: “How can institutions fully integrate and embed the liberal arts into undergraduate preparation for the professions?” The participants in the April 2018 convening of the Teagle Foundation were largely faculty members from business and the liberal arts who not only envisioned the possibility of bringing their disciplines together, but who were actively engaged in projects aimed at integrating the two domains. Although the larger Teagle initiative goes beyond business, including other areas of professional education such as popular major for undergraduate students.¹

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The lack of integration of liberal arts and professional education, like many other curricular challenges, is not a new one. In 1890 Charles William Elliot, president of Harvard, noted the need for business students to develop the intellectual skills that characterize a liberal education, and more than half a century later the Carnegie and Ford Foundations commissioned studies of business education that also called for grounding it in the disciplines of liberal education.² More recently, the Association of American Colleges and Universities in its 2003 publication *Greater Expectations* called for:

“a new national commitment to provide an excellent liberal education to all students, not just those attending elite institutions and not just those studying traditional arts and sciences disciplines. Professional studies—such as business, education, health technologies—should also be approached as liberal education. In this spirit, the report urges an end to the artificial distinction between liberal and practical education.”³

¹ National Center for Educational Statistics, *Condition of Education*
https://nces.ed.gov/programs/coe/indicator_cta.asp.

² Chew, E. Byron and C. McInnis-Bowers (Winter 2004). “Blending Liberal Art and Business Education,” *Liberal Education*, Vol.90, no 1. <https://files.eric.ed.gov/fulltext/EJ728535.pdf>. Retrieved April 16, 2018.

³ Association of American Colleges and Universities. (2003). *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. Washington D.C. xii.
<https://www.aacu.org/sites/default/files/files/publications/GreaterExpectations.pdf>. Retrieved April 16, 2018.

A Variety of Approaches: Embedding, Bridging and Blending

Loni Bordoloi Pazich introduced the discussions by categorizing the grants in the Liberal Arts and the Professions initiative in three major clusters: Liberal Arts Modules; Redesigned/Cross-Listed/Linked Courses; and Minors, Co-Majors, and Certificates. As noted below, some grants were listed in more than one cluster:

LIBERAL ARTS MODULES

- [Franklin & Marshall College, Bucknell University, and University of Pennsylvania](#), Redrawing the Map for Liberal Learning in the Undergraduate Business Curriculum: A Heterogeneous Exploration Addressing All States of the Student Experience (also in the Redesigned/Cross-Listed/Linked Courses cluster)
- [St. John Fisher College and Nazareth College](#), Embedding the Liberal Arts in Undergraduate Business Programs

REDESIGNED/CROSS-LISTED/LINKED COURSES

- [Miami Dade College](#), Contextualizing Liberal Education for Applied Reasoning
- [Bacone, Coker and Keuka Colleges and College of Saint Elizabeth of Yes We Must Coalition](#), A Collaborative Initiative to Infuse Liberal Arts Content and Learning into Business
- [Interfaith Youth Core](#), Bridging the Liberal Arts and Professional Preparation through Interfaith Studies (also in the Minors, Co-Majors, and Certificates Cluster)
- [George Washington University, University of Miami and Washington & Lee University](#), An Internationalized Liberal Arts Curriculum for Undergraduate Business Education (also in the Minors, Co-Majors, and Certificates cluster)
- [Rosemont College and Neumann, Immaculata and Chestnut Hill Universities of Southern Pennsylvania Higher Education Consortium \(SEPCHE\)](#), Integrating Liberal Arts in the Professions

MINORS, CO-MAJORS AND CERTIFICATES

- [Purdue University](#), Cornerstone Integrated Liberal Arts

Additionally, the [Aspen Institute's Business & Society program](#) will **disseminate** in a publication to be released in June 2018 an inventory of tools and curricular innovations for linking business and the liberal arts based on the experience of the 73 schools that have participated in its Undergraduate Education Consortium.

Although the projects shared the same goals, they took different approaches to integrating business and the liberal arts. For example:

- Bucknell created a new course composed of 11 one-week **modules** taught by interdisciplinary teams of faculty from the Colleges of Arts and Science, Business, Engineering, and Management. Franklin & Marshall has developed about a dozen **linked courses**, such as Business and the Literary Narrative; Marketing and Gender Studies, Corporate Law and Political Theory, many of which use a **common course module**.
- Miami Dade is **linking courses** in general studies and business programs. In the first year, the linked courses were composition and entrepreneurship, where faculty identified three concepts to reinforce in both classes.
- Bacone, Keuka, Coker and the College of Saint Elizabeth are also **revising required business courses** with teams of business and liberal arts faculty working together and in some cases across institutions.
- Interfaith Youth Core is working with institutions to bridge liberal arts courses and pre-professional education. Six institutions have created **certificates**, four have created **minors**, and four have developed **course sequences**.
- George Washington requires business students to **minor** in a subject outside the school. It is **revising a number of courses**. The First-Year development program now includes modules which help frame students' decision-making process in choosing minors further afield from the typical ones associated with business studies. The "Age of Globalization," the signature course in the Business School, now included additional elements anchored in the liberal arts. Washington & Lee has **revised several study abroad programs** to include internships and coursework grounded in the liberal arts, some of which are team taught. University of Miami links a business major with a **co-major** in Global Business Studies, with a focus on the Latin American region, and bridging the two majors with study abroad, a capstone experience and up to four core business courses in Spanish.
- Four colleges in the SEPCHE Consortium are **revising their core business courses** using the lens of social impact through collaboration of liberal arts and business faculty.
- Purdue has created a **certificate program** called "Cornerstone Integrated Liberal Arts Program," a 15-hour undergraduate certificate program designed specifically for students in Engineering and Engineering Technology, Science, Management, and Nursing, to enable them to see their field from the perspectives of humanists and social scientists through a focused list of thematically aligned courses. Many of these courses fulfill Purdue's Core Curriculum requirements.

Making it Work: Faculty Engagement, Collaboration, and Sustainability

The cornerstones of campus-wide academic innovation are faculty leadership and widespread engagement; dialogue and learning across academic silos; and ensuring that the work can spread beyond the initial supporters and outlast the experimental phases. In a panel session of representatives of Miami Dade College, Franklin & Marshall College, and Purdue University, the grantees discussed how these key factors were being addressed on their campuses, addressing both the distinctiveness of their campus contexts and the lessons that others might learn from their experiences. These topics also surfaced consistently in the small group discussions.

ENGAGING FACULTY

In one small group discussion, a participant lamented the perennial need that faculty feel to “cover the material,” suggesting that future grants emphasize “changing the hearts and minds of faculty.” President Judith Shapiro responded that this was exactly the intent of the Foundation, whose grants are highly focused on faculty development. The comment prompted her to think that there is a higher mountain to climb in some grant programs, and perhaps this one is running into some change-resistant faculty. All the more reason, she observed, for campuses to consider how to engage not just “the happy few,” but to continually widen the circle of participation and connect their work to the governance structure and thus embed it in ongoing practice.

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Indeed, the experiences of engaging faculty varied considerably among the projects. To get the project up and running at Miami Dade College, faculty were “voluntold,” as Lynne Arguelles put it, approached by the department chair because of their openness to innovation. But as the work moves ahead to include other programs and other campuses, project leaders will need to pay attention to engaging the willing faculty—probably through incentives and by underscoring the intrinsic rewards of trying new approaches. A possible strategy could be a mini-grant competition to enable faculty to present their own ideas on how to accomplish the goals of the project and be rewarded for their participation.

A very different experience was reported by Jeffrey Nesteruk of Franklin & Marshall College. Engaging faculty is not a problem, he noted; they are interested in “getting to know each other as intellectuals.” Additionally, many recognize that the time is right for faculty to push the boundaries of traditional teaching: “Just as the liberal arts are struggling for survival, business schools are struggling for legitimacy; each needs what we have traditionally associated with the other. Business needs to be more reflective, thoughtful and just, and the liberal arts need to be more engaged, collaborative, and cross-disciplinary.” Because many faculty recognize that these

challenges provide a window of opportunity to “grab the moment” they have been eager to participate in the Teagle project.

Although contexts vary, there are many examples of successful practices that can be replicated or adapted. Melinda Zook described how Purdue recruited award-winning teachers for the first round of the “Transformative Texts”—a new course in their Cornerstone program. The strategy was to bring on those faculty who were ready and eager to teach the course, to show “what the liberal arts could do”. This also worked to bring students into upper level courses in the liberal arts, since students often follow good teachers. Connecting with faculty members’ needs and aspirations, and ensuring that they have some control over the initiative at hand are important ways to engage faculty, said Jeffrey Nesteruk. Melinda Zook took the same approach, going to every unit on campus and asking what problems they encounter with their students and what they wanted from the liberal arts. Good listening and saying yes as much as possible meet faculty where they are.

SCALING UP AND SUSTAINABILITY

An innovation is likely to stall or collapse when the enthusiasts suffer from flagging energy, isolation, or lack of support. Thus, scaling up is usually central to sustaining innovation. The challenge may be a function of institutional size, as is the case at Miami-Dade with its eight campuses or Purdue with its large student body. Purdue scaled its “Transformative Texts” courses from six sessions this year to 28 (and 900 students) next year, but even with this rapid expansion, the course will still reach only a fraction of eligible students. To expand the number of faculty who can teach the course, Purdue has created a post-doctoral program that will enable new PhDs will teach the course, a visiting liberal arts faculty program, and is reaching out to retirees in the local community.

There are many contributors to sustainability. One participant noted that it depends on the resonance of the initiative or innovation with the institution’s mission, especially for a highly mission-driven campus. If it really fits the mission, it will become a way of living. Others underscored the role of leadership. Boards need to see how a new direction adds value, often in a pragmatic way. Presidents and provosts, said another, need to come to meetings such as this to truly understand the importance of the work involved in academic innovation and to commit to supporting it. And finally, student support is also a potential force for sustainability. When faculty see that the changes are having a positive effect on students and the students create demand for new ways of teaching, this will certainly have a positive effect.

On many campuses, building out an innovation is a gradual process, and goes hand in hand with culture change. At Franklin & Marshall, reported Jeffrey Nesteruk, the strategy of “external recognition and internal investment” is a major contributor to sustaining change. Franklin & Marshall gained external recognition for its work in

bringing together business and the liberal arts in an earlier study by the Carnegie Foundation, and then through participation in the Aspen Institute's Undergraduate Business Education Consortium. Building on these initiatives, the College identified faculty needs and interests and invested in curricular change. Lasting change doesn't happen fast and collaboration is essential, Nesteruk underscored, citing the aphorism "if you want to go quickly, go alone; if you want to go far, go together."

COLLABORATION IN ACTION: PEER CONSULTING AT THE CONVENING

This convening devoted more sessions to peer learning in small groups than to the more typical conference format of presentations followed by short periods of questions and discussion. Two blocks of time were devoted to a "peer consulting session," where institutional teams presented one or more issues with which it was grappling in implementing its project. Colleagues from other campuses probed, questioned, and offered advice. To reinforce the need for participants to engage in active listening and to help them avoid jumping prematurely to solutions, the 45 minute exercise was structured in specific time blocks devoted to presentation, data gathering, brainstorming, action steps, and reflection on the entire discussion.

The Case of University of Miami: Ann Olazabal, Vice Dean of Undergraduate Business Education at University of Miami began by briefly describing its new co-major in Global Business Studies for select students in the College of Business. The co-major involves six courses that emphasize Latin American, with four core business courses in Spanish, a one-credit seminar to integrate the two majors, a capstone project, and required study abroad (both short-term faculty-led program and a semester-long program). Recently launched, the program is still small, with three students enrolled in the first year, four in the second group, and 10 in the current group. A maximum of 40 students total is envisioned.

The challenges faced by Miami include 1) how to scale up this labor-intensive program; 2) fundraising to support study abroad; and 3) identifying metrics of success. The issues resonated with the group members, who dove into the discussion. The reader will not be surprised to learn that the discussion was a lot less tidy than the summary that follows or the suggested format outlined above. Good faculty discussions are rarely linear.

On the first topic, Ann clarified that they seek to scale up the program by extending the opportunity of the co-major to more business students—and eventually to all—by eliminating some of the more labor-intensive features such as the one-credit seminar. Colleagues suggested extending the model beyond Latin American studies to other area studies programs and seeking opportunities

to connect with other disciplines. Since all students enter the co-major with a high level of Spanish proficiency, it will be important in scaling up to continue to recruit students with strong language skills. Intensifying relationships with International Baccalaureate programs as well as identifying Spanish speakers (heritage speakers and others), can expand the pipeline of candidates. Financing study abroad is always a challenge, participants agreed, and even more so at Miami, where the first-year students participate in a faculty-led overseas experience paid for by the university. Looking to corporations for financial support as well as internships was suggested. Measuring success, said Ann, is our greatest challenge. Our conversations about success have been more intuitive than evidence-based, she said. Possible measures that surfaced in the discussion were surveying students about their views of their own learning and tracking student growth over time; profiling success stories to various constituencies, such as in the alumni magazine, and tracking the number and quality of applicants.

THE POWER OF COLLABORATION

Because the Teagle Foundation firmly agrees on the virtues of “going together,” a hallmark of its grants is collaboration. That collaboration occurs on many levels—within the participating institution, across campuses in multi-institutional projects, and across projects through the convenings. Institutions form learning communities around their project work. These often include workshops for faculty and staff on the topic at hand, as well as regular meetings of the individuals directly involved in the work of the project. Many projects are a collaborative effort of several different institutions working toward the same general goal but doing so in a way that makes the most sense for their particular campus. In these projects, communities of practice are formed across the institutions, and summer workshops are frequently used to engage a wider group and reflect on ongoing work. And, finally, the grantees are brought together to learn from each other in the convenings (see text box for more).

One of the benefits of collaborating with other institutions is the opportunity to see what works in a different context and culture. As institutions think of replicating or adapting what another institution has done, it is important to draw on the values of one’s own institutional culture, said one participant. Even though there are always multiple values at play, it is important to identify the values that support what you are doing.

Another benefit, less recognized but deeply important to some faculty members, is the academic friendships that emerge from boundary-spanning work, says Jeffrey Nesteruk of Franklin & Marshall College in his opinion piece in *Inside Higher Education*, [The Subtle Surprises of Academic Friendships](#). “It is in the personal imprint of my colleagues’ work, where I experience the recognition and surprise of

kindred spirits, that I discover the greatest potential for collaboration. Unless we mine the points where job blends into vocation, we may miss the best that cross-disciplinary work can be. But even more important, we may miss the best in ourselves.”

Collaboration is also tied to sustainability. The Miami Dade College participants noted opportunities to connect the Teagle work to initiatives at the college that focus on writing across the curriculum, “Changemaking” social justice initiatives, and problem-based learning. As SEPCHE participants reported, identifying cross-institutional opportunities for sharing events as well as learning can promote efficiencies and solidify institutional approaches.

Conversation: Your Major is Not Your Destiny

The big selling points of the liberal arts for employers are curiosity, creativity, and empathy.

To present a perspective “from the other side of the moat”— the employers’ view— keynote speaker George Anders addressed the usefulness of the liberal arts in the world of work. Anders is an editor at large at LinkedIn, has worked as a staff writer or editor at the *Wall Street Journal*, *Forbes*, and *Bloomberg View*, and is the author of five books, including *You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education* (2017). He began with an overview of the economic context, noting that there are 156 million jobs in the United States, more than half in fields where some level of higher education is needed. There are more people in sales than manufacturing, the latter field employing 16 million. So the question, he said, is how we can take people with more than a high school education and get them into better jobs.

The world of work has changed dramatically, with growth in project-based work rather than in “W2” or conventional employment. Anders affirmed that he is trying to change the conversation from one about the rising costs of college and the return on investment to one with a longer view that goes beyond the first job or starting salary.

The big selling points of the liberal arts for employers are curiosity, creativity, and empathy. Employers want people who can navigate uncharted waters, who are skilled at “reading the room,” and who can solve complex problems. One’s first job out of college may be unrelated on the surface to longer range career aspirations or later work, but they can develop invaluable skills that can be used in different contexts as one’s career progresses.

Nor are liberal arts graduates condemned to a lifetime of penury. According to a study conducted by the Brookings Institution that analyzes U.S. Census Bureau data to track the lifetime earnings of college majors, high achieving graduates in liberal arts disciplines such as philosophy and political science overtake their professionally trained counterparts in fields such as business management and computer science in lifetime earnings.⁴ Only 18 percent of English majors end up teaching. s

So what does this mean for how higher education prepares and counsels its students? Faculty members and career counselors rarely address how to navigate the gig economy, where a different dynamic is at work. As one participant noted, the job seeking process for most faculty members is highly structured and predictable, so they would have little advice to offer students from their own experience. Students

⁴ See Anders, G. (2017). *You Can Do Anything*, New York: Little, Brown, pp. 154-155.

need to be able to articulate their skills, market themselves, tell their stories, and negotiate with employers. The résumé, asserted Anders, is the last thing students should focus on. In one human resource study of four million job candidates' contact points, one in 152 résumé submissions led to a job, compared to one out of 16 for personal referrals. Thus, it is of paramount importance to help students explore the world of work, network with alumni and employers, and be aware of the skills they are accumulating.


In a discussion session that followed Anders' presentation, participants affirmed the need to help students build their narrative, not just their résumés. But they were troubled by the potential for inequality in the networking process, and underscored the responsibility that institutions have to ensure that all students, and not just the privileged ones, benefit equally from the opportunities to network and be exposed to the world of work.

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Looking Over the Parapet

It is unlikely that anyone left the meeting with all their questions answered or problems solved. But the convening provided a valuable opportunity for participants to step back from their daily work, look over the walls of their disciplines beyond the boundaries of their campus and their projects, and get a broad overview of similar initiatives. The wrap-up session highlighted the participants' energy and commitment to forging ahead. They were clearly heartened by their shared commitment to breaking down the silos that bedevil the academy and too often leave students with the burden of figuring out how it all fits together. As one participant put it, "[W]e don't have to choose between identifying our work as liberal arts *and* business, and liberal arts *in* business. We need to do both—how we can embed liberal arts in business and partner to make the most of both."

The background of the entire page is a dark blue-grey color with a repeating pattern of various letters and symbols in a light grey, serif font. The symbols include the Greek letter Omega (Ω), the number 7, the letter m, a plus sign (+), the Greek letter Pi (π), the letter D, the letter F, the Greek letter Delta (Δ), the letter J, the letter A, the letter V, the letter W, the letter N, the letter M, the letter R, the letter S, the letter T, the letter U, the letter X, the letter Y, the letter Z, the letter A, the letter B, the letter C, the letter D, the letter E, the letter F, the letter G, the letter H, the letter I, the letter J, the letter K, the letter L, the letter M, the letter N, the letter O, the letter P, the letter Q, the letter R, the letter S, the letter T, the letter U, the letter V, the letter W, the letter X, the letter Y, the letter Z, the Greek letter Alpha (α), the Greek letter Beta (β), the Greek letter Gamma (γ), the Greek letter Delta (δ), the Greek letter Epsilon (ε), the Greek letter Zeta (ζ), the Greek letter Eta (η), the Greek letter Theta (θ), the Greek letter Iota (ι), the Greek letter Kappa (κ), the Greek letter Lambda (λ), the Greek letter Mu (μ), the Greek letter Nu (ν), the Greek letter Xi (ξ), the Greek letter Omicron (ο), the Greek letter Pi (π), the Greek letter Rho (ρ), the Greek letter Sigma (σ), the Greek letter Tau (τ), the Greek letter Upsilon (υ), the Greek letter Phi (φ), the Greek letter Chi (χ), the Greek letter Psi (ψ), the Greek letter Omega (ω), the letter Æ, the letter Œ, the letter &, the letter %.

The Teagle Foundation works to support and strengthen liberal arts education, which we see as fundamental to meaningful work, effective citizenship, and a fulfilling life.