

Panel—Day Two: **“THE FUTURE OF EDUCATION: Functional vs. Liberal Arts”**

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<http://www.cpec.ca.gov/commission/speaker.asp?Speaker=50>
<http://fdc.csudh.edu/documents/events/Bio-KenODonnell.pdf>

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Publisher note: This is a transcription from an audio file where some words were inaudible.

Ken O’Donnell: Good morning folks. I am Ken O’Donnell, the moderator of this panel. In the Chancellor's Office, I work on *student success and curriculum* and *transfer relationships with the community colleges*, which are all intertwined in various ways that we discover every day. I'm going to let our panel introduce themselves. I'm very honored to be joined up here by **Dr. Jorge Gonzalez**, the Dean of the College and the Vice President of Academic Affairs at Occidental College, and **Dr. Beth Say**, who's the Dean of the College of Humanities here at Cal State Northridge, and **Dr. Denise Campbell**, who is the Dean of Students at the DeVry University. **Christopher Woolett**, President of the Associated Students here at Cal State Northridge will be joining us shortly. He is on his way back from a meeting at the Chancellors’ Office. And I'd like you each to open with a couple of minutes about the work you do and your own take on that mix between liberal arts learning and the more practical applied learning. And let's start with Jorge.

Jorge Gonzales: That's fine. Welcome. Good morning everyone. Thanks for inviting me. I am thrilled to be here. And I'm thrilled to be here because the questions that you are asking us for this panel are just fascinating questions that we are always, at Occidental, thinking about. And what is the value of the liberal arts? What is the future education? What should our students know to get ready for the world that they're going to face? And when I think about what do our students need to know--I'm an economist, so I think, you know, OK, what is the environment that economy--that our students are going to go into? When they graduate, what are the--what is the world that they're going to face? And what I think about is what are the forces shaping the world that they're going to face when they go to the workplace?

To me, there are four major forces that our students are seeing. First of all, I know all of us will see is **technological change**. We all know that technology is changing at incredible speed. Technology has been changing ever since man and woman knew how to use fire and then use that to use the wheel. But the rate of technological change that

we're experiencing now is like nothing civilization has ever seen before. You know it. For--when I finally get to know how to use my telephone, I knew operating system concept, I know this when I don't even know how to use my telephone. And this is just one example out of so many that you can have.

So what does this mean for our students? What it means is that the probability that a student is going to graduate and is going to go to a particular industry and is going to stay in that industry for the rest of their career is close to zero. That could have happened with our grandparents or our parents, maybe with some of us. But for our students, it's not going to be there. So we cannot train them for the future industries because we don't know what they're going to be. I can give you examples like these exist everywhere.

One of our graduates from East LA, first in his family to go to college, and he came to Occidental, he graduated. Couple of years after leaving Occidental; he started a company to develop apps for telephones. We could have never trained him to do those apps because those phones did not exist when he was in college. We did not even have a computer science major at Occidental. We don't have one. He got the liberal arts. And as a result of that liberal arts, he developed the intuition to look into where the world is moving: so technological change is one of those forces. Second force that is shaping the world that our students live in is **globalization**. Once again, the level of competition that we see before is like nothing we've ever seen before. I'm an economist, an international economist. When I was in graduate school, we used to talk about competition from abroad, we used to talk about the workers that were being--facing this competition in the US. At that time, I'm talking about the late '80s, we're talking about blue-collar workers in the steel industry, in the auto industry. Those were the ones that face competition from abroad. Think about the world today. If you're a radiologist working in LA, you're competing with a radiologist working in Mumbai that can do exactly the same thing that you do right here, exactly at the same time. If you're an accountant working in Chicago, you're competing with an accountant that works in Buenos Aires that can do exactly what you're doing. The level of competition that we face from the world, once again, what it guarantees is that the probability that a student is going to stay in the same industry for the rest of their career is close to zero.

What else is shaping the world that our students face? **Diversity**. The US is much more diverse than it was 20 years ago. And I don't have to say that--well, you live in LA. I mean, we know that's a reality. But regardless of what part of the United States you're from, and it really means regardless where you're from, that community is much more diverse than it was 20 years ago. And it will be much more diverse 20 years from now. You know it. Your grandparents and even your parents could have gone weeks or months without talking to somebody with a different culture, different ethnic background, different religion. That was the reality of this country. Think about today. What is the probability that our students are going to be working with people from exactly the same cultural background that they came from? Close to zero. And this is not only in the US. Whatever country in the world you're looking at, whether it's Mexico, whether it's Spain, whether it's Morocco, whether it's South Africa, the diversity that is happening within those countries is also being enhanced because people are moving around the world much more than ever before.

The final force that I like to talk about that is shaping the world that our students live in is **urbanization**. The world had just become a place that is more urban than rural. By that what I mean, over 50 percent of the population, for the first time in history, now live in major cities as compared to rural area. This urbanization brings with it all kinds of very complex problems that we didn't use to face before, problems that we cannot solve through the prism of a single discipline that requires people engage in solving those problems, perspectives from all over, not only from economics, not only from sociology, but also from the sciences, et cetera. Problems from pollution to education to whatever you want to talk about. These incredible things are happening because we have become an urban society. And obviously, that urbanization also creates amazing opportunities. The clustering of bright minds in urban centers provides the opportunities for them to get together and to come up with discoveries that we cannot even think about today.

So, if we want our students to get ready for this world, where they're going to face technological change, they're going to face globalization, they're going to face diversity, and they're going to face an urban world. What are the skills that they need to have? What kind of education is the one that we need to provide them to get ready? And at some--at this point, I'm going to be repeating a lot of what we said before, President Harrison did a great job of talk-

ing about this, Deborah Humphrey did a great job, and basically I want to be repeating what they say because I strongly believe in it. So what kind of education do you need? Should we train the students to use technology that exists today? Should we train them to solve the problems that exist today? I don't think that's going to help them very much.

Our students need to go beyond what it is today, what do they need to have. They need to have very strong analytical skills. They need to have very strong problem solving skills because this is what is going to allow them to move from one industry to the next. They need to be able to analyze problems from very many different perspectives. If you're an economist, you should not take 50 classes in economics to get ready to get to the workplace. You need to take history. You need to take mathematics. You need to take sociology. You need to take sciences. Do we need to be able to communicate effectively, orally, and obviously in writing? You need to be able to continue to learn through your lifetime.

As somebody was saying a minute ago, it is not enough that they're going to learn here. I tell our students, "*If you think you come into college to learn everything you need to know about society, you're too naive.*" The best we can do, and really the best thing we can do for you, is to teach you how to continue to learn through your lifetime. Also, how you're going to get information. You need to learn where that information exists. You need to learn how to analyze information critically, not only take the information that you receive and just assume that it's the truth. How do you critically study whether this is valuable or it's not, or what part of that argument is valid and which part is not valid?

Our students need to be able to communicate with people with different backgrounds. Our students--I'm talking about that one, need to be able to communicate in different languages. I always tell students, if you're going--people around the world speak English. If you're going to be buying products, you can go and buy them in English. If you're going to go try to sell products, you better learn the native language. Because you bet that the people from Mexico, from China, from Chile, are going to be speaking the native language of the country where they're trying to sell. So the ability to communicate with people involves the ability to speak in their own languages.

So when I talk about these skills that I think are important for our students, what am I talking about? I'm talking precisely about the values of a liberal arts education. This is exactly what our students need to do. What I think about is, could the US continue to lead the world if our high school graduates move away from the liberal arts education that the US has been providing for over a hundred years to an education in which we're going to train them to do whatever Google needs them to do today. And we can--we can ask Google. OK Google, what do you need our students to do? And of course, I can prepare five, 10, 15 classes to prepare them to do that. That's going to allow Google to make profits today and it's going to allow them to sell the products today. Is that going to allow those students to be the entrepreneurs of the future?

To be the ones that going to lead then offer profits for the future, to be the one's that are going to be solving the big issues that the world is going to be facing over the next 40 years. I don't think so. Obviously I'm bias, but I don't think so. Now, however, there's space for all of us and there has to be space for all of us in higher education. We can't ignore reality either and I tell this to my colleagues and I'm in a liberal arts environment that is a really weird environment in this higher education. I mean, it's a very small part of higher education and that very small private liberal arts college. But sometimes we ignore the reality. We need to be able to translate the education we give our students into skills that they can go, and when they go and apply for jobs, they can tell their employers, I can do this.

Very few people can get a job by going to an employer and say, "You know what? I'll learn all these things that are going to allow me to change the world." Probably Google is not going to hire them. Probably IBM is not going to hire them. Many, many different--very few companies are going to hire them with that. So what do we need to do? We need to be much more proactive at translating the value of the liberal arts into their skills that they need for the workplace. Obviously, we talked about high impact practice earlier today and I completely agree that those high impact practices are incredibly important in that translation. Giving the students the language to be able to talk about why is the classes that I took in our history are going to help me analyze significant problems in society today. And schools that do this well, obviously, they're going to continue to attract students. I'm talking about ignorant

reality.

We cannot ignore what our parents and our students are saying. When you interview parents or students and you ask them, why do you want to go to college? The highest percentage of them by a wide margin say, “I want to go to college because I want to get a job and I want to make more money.” We [inaudible] higher education take the high role and say, OK that is irrelevant, that doesn't matter, you know what you're talking about, what matters is the beauty of this object that you're going to study in class. What we need to do is tell the beauty of this object you're going to study in class, the skill set that you're going to develop as you study that particular piece of art are going to help you to get the job that you want, to be able to be productive, to be able to get promoted. And so--and just to end, one of my colleagues always tells me, whenever you give a speech please at one point say, “And to end.” That gives your audience something back that they have lost.

[Laughter]

And I also he tells me, it doesn't matter. It doesn't have to be at the end, anywhere in your talk, but just give it at some point. But no, the last argument that I want to make. So at this point, I've been very pragmatic in some ways, but also we have an obligation to educate our students in much more--in much more profound ways.

We have an obligation to enrich their lives. And when I say enrich their lives, I'm not talking about making them make more money. They're given us four years, or five years, or six years whatever setting you happen to be. They've given us a lot of their time. We need to make them become better citizens of this world. All these issues that I just described before can also lead to polarization in societies, and unless we educate our students into the value of citizenship, into the value of caring for others, societies are not going to be able to solve their own problems. If a student takes a class in geology as part of their core requirements, they're not going to be a geologist. They're going to be an economist. And a result of that class, they become interested in the environment. We have changed a life and by that, we start to change society. What about students that take an art class? They might not be--they might become an engineer but take an art history class. We have enriched their life forever because perhaps as a result of taking that arts class, when they have a job in Madrid and they have a free afternoon in Madrid, they're going to go to del Prado and they're going to spend a whole afternoon looking at Velazquez or at Goya. And they're going to derive joy from that activity that they would never have in their life if it wasn't for the gift that we gave them when they were at college. Or perhaps one of them is going to take history and as a result of that, is going to appreciate the--let's say the evolution of Egypt. And when they have time in London, they're going to go to British Museum. And when they are there, they're going to be looking at all these incredible pieces that came from Egypt and they're going to get satisfaction at the same time. They're going to be critical thinkers. They're going to be saying, “Well, do the British have their rights to have all these pieces in London?” And that critical thinking is exactly what we wanted to have because when in the afternoon, that student is going to go to a meeting to decide on a new [inaudible] instrument that they're going to be working with, with the British. They're going to be asking the same question, is this the right thing to do? That's what a liberal arts education should be about and that's what is going to prepare our students to be successful in the future. So let me quit right there, besides [inaudible].

Ken O'Donnell: Thank you very much. That was great. Denise Campbell is at DeVry University and Dean of Students.

Denise Campbell: Thank you. Thank you for having me here today. I'm going to talk--first of all agree with, it is our responsibility and a huge one and one that I'm glad we can continue to talk about. I'm going to talk a little bit about where we come from 'cause I know it's a little bit different.

At DeVry, we call ourselves the “Career University” and so it was interesting that this was the question post to me for this panel because we--actually don't look at our curriculum in terms of being liberal arts focused or functional because we try to embed one and the other for the career. So it's a little different approach but to give a few examples, some of the things that we've done on the functional side.

We have taken that curriculum and we don't want to strip it of its worth and we don't want to strip it of meaning for the student to intense to go through that functional program and get those skill sets. But we've taken a great--many

of those classes and we're of course measuring this overtime so we will have hopefully healthy outcomes in the future. And we are inserting critical thinking for example, curriculum into each course. So we're not adding liberal arts courses to the functional curriculum but we're taking pieces from liberal arts curriculum and inserting them into classes. And that's something that we've seen help increase our persistence overtime and I would like to see two to five years out how that sits with us as the Career University.

So that's kind of the stance that we are taking currently and it would be nice to have this conversation in a few years so I can have some data to share with that, but I do think it's an important topic because if a student learns a specific skill set who is to say in two months, five years, et cetera, that's not going to be useful for that student. So I do think we're not serving them fully if we don't address this and try to bring in some of those other skill sets that I think will help them go and really thrive in whatever community that they serve in or they choose to go in. So I do think that both pieces of education are extremely important but I think, it's how we take, what gold nuggets we take from each and it will be an incremental piece I'm sure overtime that we figure out how to sort of merge the two together without them losing their strength and their purpose.

[applause]

Ken O'Donnell: Great. Thank you very much.

Denise Campbell: You're welcome.

Ken O'Donnell: Beth?

Beth Say: You know, I'm trained in religious studies and I kind of want to go amen.

[Laughter]

But I think when we got this title of the panel "Functional Education Versus the Liberal Arts", I think that's a kind of outdated way of thinking of these. It's a 20th century way of approaching education that we have either the functional education, we have a liberal arts education because I think what we've been talking about for the last two days and what my other panelists have said so eloquently is that we are no longer training people to go into specific jobs, you know, we know the data. Students are going to change their careers five times in their life time. They aren't training for a job and their education is not tied to a specific career, you know.

In the 20th century, a whole lot of new degree programs grew up that were tied to specific kinds of careers but that's not the way the world is going to function and it's not how our students are going to live. And if all we want to do is train students to go into a particular career and give them a specific task skill set, you know, they can go to a technical college or they can go to some kind of training school. We're talking about educating them. And that means educating the whole person and educating them in a way that will carry them into the future. I was reading an article in the Huffington Post last week and it was an essay by Michael Lindsay who is the President of Gordon College and he notes that, "*Our 21st century has already demonstrated that it will be an era of integration, not specialization. Those most likely to make an impact in this new generation will have a broad, holistic knowledge base and a drive to connect disparate interests through innovative problem solving.*" And that's what we are supposed to be educating students to do, and I think that's what the liberal arts brings to education and why in a university, we don't have training schools.

We talk about educating our students. And the liberal arts skill sets that they bring to our students are things like the ability--I like to tell people, what do you do in the humanities? We teach people to read, write, and think. Sort of basic skill sets that you need that will translate into any career possibility they might find themselves in the future. They give them the critical thinking skills, the communication skills, both oral and written communication skills, appreciation for diverse cultures, language skills. The appreciation for the arts, for literature, for the things that enrich our lives and make our lives more meaningful to us, and that's what we bring to education and that's why I think it is a difference between training people and educating people.

[applause]

Ken O’Donnell: Well put. Thank you very much. So Christopher is here as promised. So we will turn next to him.

Christopher Woolett: Sorry for being late, I was required to be in a meeting in Long Beach.

Well, my name is Christopher Woolett. I am a current graduate student here at California State University Northridge. I’m studying educational leadership and policy studies. I got my degree this past year in liberal studies from California State University Northridge. And I feel very privileged to be a part of this panel and I hope to provide a sense of what the students feel, not just myself or the students at Cal State Northridge, but the students I’ve encountered throughout the state.

I guess I want to start off with a quote that I heard that I really liked and it was, “*Thinking outside the box is one of the most important things we can do.*” **Before we could think outside the box, we needed to know what’s inside the box, right.** So, I think that’s really what everyone has said, *functional education and the role of the liberal arts really do need to be together*, I think.

Employers want to see technical skills and I think that we need to educate students and I want to be educated to get those technical skills to give me at least a starting point, what would I think might be a starting point for my career. But on the other hand, you know, I was in a room yesterday with a bunch of professionals and they said, “*How many of you got your degree in something that is not what you’re doing today,*” and every single person raised their hands. So I think it is true that the liberal arts is a huge--it’s extremely necessary in educating students and I think there’s two different students, students who want to come to college and they will learn whatever you put in front of them, whatever they find interesting and then there’s another part of students who want to be in college, get out and get a job. And they want that technical training when they come in. And when they in come, they may want one thing, but when you start becoming a part of the environment I think that sometimes opinions change and the reasons you stay is for another. So, once again I’m very--I feel very privileged to be a part of this panel and hopefully, I can provide some valuable input from a student’s perspective. Thank you.

[Applause]

Ken O’Donnell: Thank you. Thank you to all of you.

[Applause]

I really appreciate all of your opening remarks. I wanted to let you know, we’ve got about 35 minutes left with this panel. And part of my marching orders are to provide you fodder for things that you’re going to be working on with working groups after lunch. So, with that in mind, you might be thinking about things you’d like to ask any of the folks up here. I should also share with you a warning that I extended to our panelists and that’s that as a moderator, I tend to be a little impatient and over caffeinated. [laughter] So, you won’t hear them speak at that kind of length again. I’ll tend to cut them off and turn to someone else. And if you stand up and start declaiming, I’ll probably do the same to you and you’re welcome to do it me.

I have some questions immediately that I’d like to ask as--by way of follow-up on some of the ideas that you folks have been raising. But before I hog hug up everything, are there questions in the audience that I should accommodate first? Yes ma’am.

Female Audience Person: Why is there no science in this arts and science panel? I think that’s a really good question especially with the national focus on STEM. I think the thinking going into the panel was we wanted to keep it small and something had to go but there might have been a rationale beyond that. You’re sitting next to the conference organizers, so I’ll see whether I guess right or if there was a--if you--

Jorge Gonzalez: And I’m an economist, which you heard is the dismal science so--

Female Audience Person: You got a dismal science?!

[laughter]

Jorge Gonzalez: And I will say that in the College of Humanities, we have social scientists, we have hard scientists, they're all--we have somebody does cognitive science of religions, so there you go.

Ken O'Donnell: Well, very good to know. I'm very glad to hear that. [laughter].

Here's the question that I have for you and it has to do with the point about the 20th century being the age of specialization and the 21st being the age of integration. So I'm going to toss it to Beth first. It occurred to me as you were paraphrasing that writer. Our universities are set up for the age of specialization and when Denise talks about taking critical thinking skills and embedding them into the trades, the problem with that is where is the faculty development in that? How do you account for load? How do you divvy up the credit hours and the revenue? So Beth, solve our problems.

[laughter]

Beth Say: Yeah, right! I think it is a challenge that we face. We all know that the world is changing and the way we need to deliver curriculum and the way we need to meet our students' needs for the future needs to change with it. And we don't have models and systems that allow for that. I think about when I was still in the classroom, even to get two faculty who could do team teaching, the way we fund teaching loads makes it virtually impossible unless you teach a double section of the class and you put two classes together and that kind of then defeats the idea of doing a team taught course. It becomes a very expensive enterprise.

And so I think one of the things that has to happen and actually it's--this actually has to happen at the Chancellor's office on Downey is if we're going to change the way we deliver curriculum, we have to change the way we account for the work load and how we reward the efforts of the faculty. Sometimes doing this kind of integrated approach to teaching takes more time and more energy than just doing the traditional go up and deliver it.

I was thinking as we were listening to folks talk about high impact practices, you know, internships and stuff, we have a lot of service learning courses in our college. They're incredibly successful. The students get tremendous reward from them and for many of these students, it does turn into some kind of opportunity as they think about their future and what they want to do. But the work load for faculty to take that on is very different than delivering a lecture to 35 students. You have to find sites. You have to work with the people at the sites. You have to work with the students. You have to evaluate their work differently. So if we're going to really have an educational system that addresses this changing world of work, the way we educate I think has to respond to it and I don't have the answers for how--

Ken O'Donnell: Denise, how is the DeVry dealing with that?

Denise Campbell: Well, it does come from our home office so it is--it has begun at the top level and we are big on trainings. So there's a lot of product knowledge training, not only for faculty but we also employ the use of our student affairs professionals or academic advisers or even at times our financial aid consultants to go in and do more functional things maybe in the classroom.

So we're a national university so, you know, we have multiple campuses, but it begins at our home office location and they write out the curriculum and write out how it's going to happen. And then it disseminates from there to the teachers, teacher training and then to some of the administration side for our training as well. So it's not just on the professor. It's not solely the professors' sort of burden to bear. We do have this sort of triangle of support for that professor in those classes.

Ken O'Donnell: Thank you. And it's interesting too that it is top down as Beth was saying. But the piece

that I'm wondering about and it may not be something that DeVry really had to face. So I'm going to ask the question to Jorge. Presumably, if we had a specialized curriculum where critical thinking was always taught over here and innovation and empathy for others were the province of the humanities by their--[background laughter] by their own claim, right, and it could happen nowhere else. And now you're embedding that in other departments and disciplines, doesn't that mean the humanities are out of a job? How do you take these dispositions and skill sets out of their home departments without closing the home departments?

Jorge Gonzales: Yeah, that's a fascinating question. And talking about the future of humanities is something that [inaudible] we focus on all the time. I cannot count the number of times that people of humanities have come to me and tell me our departments are dying because students don't want to take our classes. I want to tell if there's a place in US higher education where students would take humanities is at a liberal arts college.

So we should bring more energy to the humanities to attract the students there, so the way that we've been doing is bring in a lot of digital efforts within the humanities. There's some fascinating thing that faculty in the humanities can do with new media and that new media is attracting students. And if a student comes to a history class, although sometimes I said they are social scientists, let's say art history class and in that art history class, they use--they learn to use GPS to see where they're going to locate different parts of the development of particular art in the Middle East. And that skill set that they've developing is completely transferrable to anything else they do. So if you can bring some of the technology to humanities, you're enriching the humanities and you're going to be attracting students to humanities. And also, you want to be given that religious studies major, that English major, that Spanish major, the vocabulary that when they go out to interview for jobs, they're going to say not only do I know about the Golden Age of a Spanish literature, I also know how to plug that in a technological way that I can translate very easily to see what Google is doing around the world. And it is difficult, it's not easy. And I'm talking about interdisciplinary work. We always say that we want to do it and we're all in favor of it, but when we have to implement it, it's incredibly tough. And if there's a place where it can be done is at a small school like me--like ours and where we don't have to go to the governor, we don't have to go to a legislature. We decide what we want to do [inaudible].

Ken O'Donnell: Thank you very much. I've got a question for Christopher but before I ask, are there questions from the audience? Yes sir.

Mark Stover: I'm Mark Stover. I'm the Dean of the University Library here at Cal State Northridge. I resonate with the idea of the liberal arts and the humanities being an important foundation to go out into the workforce and make a change in this world. And I'm sure there are lots of anecdotal evidence for that being important and many of us in this room can tell stories about our own lives and the lives of people that we know, where a good foundation in the humanities makes a difference in a later career and creates an environment of creativity and critical thinking and so forth and let me also say that there's lots of anecdotal evidence to the contrary too. But what I'm wondering is people like Bill Gates who dropped out of Harvard 'cause of the humanities wasn't doing it for him, or whatever classes he was taking, or Steve Jobs who spent a year or so in marijuana-induced pace at Reed College: and many others who have made a huge difference in society without having that strong foundation in the humanities and liberal arts. My question is, is there any hard data to support the notion that it's important for the liberal arts to be a part of the curriculum for our students to go out into the workforce and make a difference in society and if there isn't any hard data, are there attempts that any of you know of to collect this data to produce compelling argument for policy makers and the powers that be.

Ken O'Donnell: Good question. The panel can be thinking of smarter things to say while I talk. OK. Is there evidence that dispositions that are developed in the humanities actually help on the job and the answer is no because we don't. As you heard Deborah and President Harrison saying, we do not have good instruments to say what those dispositions are that are developed by the humanities and then to take those things, those skill sets, those intellectual tools that you didn't have before. And then say, look, we can tell for sure that you just applied it over here, it's not like taking a drug that changes the color of your blood for example and now we can tell where the drug went.

On the other hand, we are getting there by a couple of proxy tools that I think are pretty valuable. One is the em-

ployer's surveys that we saw from the AAC&U that tell us that to the extent that employers understand what you get with liberal arts and humanities education, they claim these are the things that they want. The second tool that is emerging from this very campus and I just got a copy of the second draft from Bettina Huber right here at Northridge, so you can be sure you'll see it soon on Power Points coming near you, is an effort to improve on some works that comes out of Georgetown University Center for Workforce and Education, where a guy there named Anthony Carnevale gets national headlines every, I would say a couple of times a year. These are the majors that pay, right? The problem with his methodology among many is that to draw a straight line between the major and the job is tenuous for an awful lot of majors. And secondly, he's only looking a few years out. What the Northridge work does is take into account the trajectories of different categories of students and look further out so we are getting there. How was that?

Jorge Gonzales: You're absolutely right. There's very little evidence and the reason there's very little evidence in part is because we at higher education have been incredibly arrogant and we say we know what's good for you, the humanities are good for you, and we don't have to prove it because it just absolutely no one and that's the fact. And so that arrogance is coming to bite us and that society is coming back and say, "Well, can you measure in anyway." And so that's the first part of the answer.

The second part of the answer is it is very difficult to get that evidence. Because why are you trying to measure? I mean, is the salary that the students are making 20 years out the outcome that we're measuring. Is that what we're--if that's what we're doing, then let's close down all kinds of stuff and let's just open engineering schools. They're going to make more money. And--but when I'm educating a student, I want to have a student that's going to open a non-for-profit in South LA that is going to change hundreds of people's lives. I'm educating somebody that is going to go into the classroom and he's going to change somebody's life forever and the history of that family forever will be different because of that student from Occi that went to the classroom and changed the student's life. It's--The fact that a person is making 50,000 dollars after a 20 years of being in the job, a negative for the education of Occidental, I don't think so. So that is the difficulty of measuring--how are we going to measure the power that education give the students to change the world.

Ken O'Donnell: Beth.

Beth Say: And I want to add to that. Many of you probably know about this but in the last year or so, bipartisan group of legislators and there have been those things in the past and we may have bipartisan group of legislators again at some point. [laughter]

Ken O'Donnell: Someday. [laughter]

Beth Say: But recently, they requested a report on the future of the liberal arts and sciences and the report is this is the executive summary of it. It's called, "The Heart of the Matter". And this was a--it was delivered by the National Commission on the Humanities and Social Sciences which was a large cohort of public and private sector leaders, educators, presidents of major corporations and universities. So it was a very diverse group of people. And the study asks a question of who was going to leave the country into the future and they answer they have arrived at and this is a quote, is "*citizens who are educated in the broadest possible sense so they can participate in their own governance and engage in the world.*" And they identified three major goals of education for the future, for the 21st century. One is to educate Americans in the knowledge, skills and understanding they will need to thrive in the 21st century. Second to foster a society that is innovative, competitive and strong. And third, to equip the nation for leadership in an interconnected world and what they argue this very diverse group of leaders was the liberal arts and sciences is what contributes this to the educational process. And you can--it's a very detailed report, you can read it in depth if you so choose but, you know.

Ken O'Donnell: Great. Thank you very much. I'm going to ask Christopher the question that I was wondering a moment ago. And that is, do you buy this? I mean, to students who come in just looking for a job, is it very convincing when a bunch of scholars stand up and defend what they do for a living?

Christopher Woolett: Like I said before, I can't speak for every single student because every single student is an individual and has their--I think for the most part, students are coming in wanting an education that will just get them a job, especially today, that's what I truly feel. And--but once they become immersed in the culture and I feel like once they start taking classes, their interest evolve, they start growing, I mean, we are at a young point in our lives still. And when I came into college, I wanted to do one thing. I wanted to do film and I decided that film was not my thing and then I was stuck and so I went to liberal studies and I loved every minute of it. It allowed me to think beyond the viewpoints of my own, even if I didn't agree with them in the end and I think that is something that's valuable and you may not learn if you were just taking biology classes or something like that, right, to become a holistic person is to understand other people's viewpoints and accept those as their beliefs and to be able to talk to those people in a reasonable way and I think liberal arts does that. I buy it. I have a liberal arts degree but, you know, I think students coming in some do have a problem with, you know, general education classes when they want to get into their technical field, but I think when students start getting through it, they find interest in other areas which branch off into different career paths. One of my friends is--he want to do biology, marine biology, and then he took a journalism class and decided he wants to be a journalist for marine biology and he wouldn't have done that, I mean, if he was just studying marine biology and I think that that's a testament to the things that liberal arts really can bring to students and it does take a little selling I feel like and there's nothing wrong with that, but I do think that, you know, there are the unmeasurable things in this world that still count that are statistical and I think it's important for a person especially at our age who is growing so much, I mean I've grown--I feel like I've grown so much in the six years I've been here, so--

Ken O'Donnell: Thank you. That's exactly what I was wondering. And it sounds like the answer to do you buy it may be not for everyone on their way in the door but they might also tend to buy it as they go along.

Christopher Woolett: Yeah.

Ken O'Donnell: And that leads to me a question for Denise, so that--you kind of hinted at this that it's a marketing thing, right? That we don't always present GE as believe it or not, this is what you came to us for. How does DeVry handle that? 'Cause I know--in other words, you oversee student success coaches, academic advising, you're kind of on their front lines of trying to persuade people that some of these softer skills actually matter in the workplace. What are the messages you use?

Denis Campbell: You will take this class. Yeah.

[Laughter]

Ken O'Donnell: Great, that works.

Denis Campbell: We have dedicated success coaches who work with finance consultants and they have a number of students that they serve so that's the model that we fall under. And so both finance and academics get to know the academic side pretty well because finance needs to talk to them about what they're eligible to take with financial aid, et cetera. So, when the student is sitting down for his or her degree planning process, we talk about those open buckets in the curriculum and we talk about the courses that we would like to see that students insert into the curriculum that maybe are our liberal arts heavy.

And one of the ways we know how to do that is previously in the students admissions process, they go through a process called our PI, it's a personal inventory survey. And so we get to know a lot about that student psychologically, where they've been in the past, what their family life is like, what their goals are, what they would like to do career wise, if they have no idea what they would like to do career wise. So we do an entire sort of PI assessment with them. And then that information is shared and uploaded with the success coach. So that when the success coach is talking with that student and we see those open bucket items in the degree planning process, we can say, "Oh, so it's look like you're interested in X, perhaps this class might be good for you." So we're really trying to make it relevant to that student. Not just throw in a liberal arts piece but make it relevant for the outcome of that student and that student's success. So that's kind of how we approach it at DeVry.

Ken O’Donnell: Very interesting. So in other words, highly personalized; key to that student's background. Beth, did you have a comment about that?

Beth Say: I was just going to say and I think this was brought up by the earlier speaker. The degree path or the GE pathway model where we're testing here, where we're creating pathways through GE, we have one in sustainability and one in human rights and so that students can find their way through the GE practice or the GE curriculum with an eye to where their heart is, with an eye perhaps to what they think their future career might be. And so that there's some relevance between the general education that we know--all know is good for them to take and what they believe at the moment might be where they want to go in the future.

Ken O’Donnell: Nice. Yeah. Christopher.

Christopher Woollett: I think something to add too is to look at the diversity on different campuses. For example, in my family the only person who's ever gotten an education beyond high school was my father and that's internal and so we did--that's--he's the only person. He went to University of Phoenix when I was young and then he went to Colorado State University when I was in middle school and high school, first MBA. And I think it's important to note that parents or families who have never had a lot of education in the family are looking at higher education as this will just get--help you get a better life. And a better life to many people is that money or the job and so I'm going back to the point I made earlier I think and it was that we don't know--students coming in don't know what to expect a lot of times and I think that's important to know when looking at the different diversities of campuses and of regions and it's important to learn about different cultures and viewpoints because when you start working at areas like this, you have to deal with a lot more than you may have been exposed to as a child growing up. So, I think that's a huge part of process.

Ken O’Donnell: Great. Thank you. The system office bloodless administrator in me quails at the prospect of such a personalized education for 400,000 Californians. I'd have to agree with everyone of you sitting up here that that's where we're pointing but, my god, that's a change from the way we've been doing it.

Other questions in the room? Yes, Deborah.

Debra Humphreys: I had an additional answer to the question about the hard data. In addition to the great answers that were up there. There is hard data out there of a sort. Tony Carnevale, who, you're right, I get frustrated every time he brings out that report out, but he's a very smart economist and he has--he's sitting on some other data that I wish that he would publish but he hasn't. But he did give us some of his slides which are embedded in that economic case that I talked about. And it doesn't measure--there're the fields of humanities and then there's the outcomes that we believe those fields develop and can make the right point that we don't always--we're not measuring that very well.

But he has been working with this big database in the Bureau of Labor Statistics called the ONET database which actually does take all the jobs in the economy and carves them up in terms of the skills that are needed in them, things like written communication or oral communication, critical thinking and blah blah blah. And what he did was he looked at the jobs for which if you--if the job requires you to have the highest levels of those skills, it will also pay the most in. And it's--the ones that do that are all the outcomes that we're talking about. It's written communication curriculum and blah blah blah. Now, that doesn't prove that the humanities is the only way to get there, right? But it does prove that to get to the jobs that really pay a lot, if that's what really matters to you, these kinds of things really are important. The other thing that I will say is we are going to do a salary report that we hope is going to do some of probably what Tina is trying to do as well, to just not be just so short-termed thinking. A lot of--the previous ones are just, well, how are they doing a year out? Well, we're going to try to look all the way out. And I'm swimming in the data right now and all I can say is that it is true the engineers make tons of money and they keep taking--they make it all the way to the end. We never--The humanist never catch up with them. But we do close the gap between those who major in humanities and social sciences and those who major in professional, pre-professional fields. That that gap does close over time. And the graduate school has part but not all to do with them. So, there is going to be some more hard data later.

Ken O’Donnell: Great. Thank you very much. That was really helpful. Other questions or—yes sir.

Kevin Ward: Kevin Ward business and economics here at CSUN. I don't have hard data. I appreciate that response however, but I come from a background myself, two degrees in humanities, one in business. We've come to an interesting time in which business schools have been castigated or in some ways having imbued their graduates with some propensities that have led to the economic crisis. And I remember as a graduate student at Ohio State, one of my professors' telling me money doesn't allow you to buy happiness but allows you to pick your preferred brand of misery.

[Laughter]

Interestingly, he made it out of his five-year term for insider trading a year ago.

[Laughter]

Unless we feel too complacent. I've spent a fair number of years in my career attempting to really bring some of the values in the sense that is acquired from my liberal arts humanities background into imbuing my--the programs I've been associated with, with an emphasis on business ethics, corporate social responsibility, social justice, environmental sustainability and the like. And of course, I found all sorts of stories that run counter to that in the business professions and none of us are immune from that.

But on the flip side, I'm sorry about that lengthy lead in, I--we've been talking about **humanities liberal arts infusing the professional schools and programs** and so on with the things that they bring to the table. And I believe in that hardily but I'm wondering if that is only a piece of the puzzle and if it's really a one directional arrow. My wife is a flutist. She was attending a performance and a lecture by James Galway who--here's the advertisement, I'm a marketer, will be coming to the VPAC. Anyway, a while back in a different state and people ask him questions and at the end, he said, "Now I'm going to answer the one question nobody asked. And that is what should every musician take outside of music?" And he said, "Business."

[Laughter]

Where music people graduate and can't make a living at it because they don't learn those skills. We've heard in this conference reference to the Gates Foundation. And some of the things that it's doing people like or dislike but attempting to make a difference in education and lifting people up whatever--wherever they are socio-economically around the world. And I'm wondering if maybe we need to step back from talking about liberal arts and humanities affecting positively what we, those of us in the business and professional schools do. And instead ask the broader question, can all of us share the particular skills and priorities and emphases and understandings that we have to better equip our students in all disciplines to meet the realities of the present world and the future world?

Ken O’Donnell: Really good question. Thank you. So, in other words, stop thinking of humanities and liberal arts as the donor party or the benefactor party in this idea of how do we mix or integrate curriculum. I'd like to toss that question to Jorge.

Jorge Gonzalez: I would be happy to take it. And what you're saying is exactly what the liberal arts is about. The liberal arts is giving our students a variety of discipline knowledge to be able to approach today's problems with--or tomorrow's problems. So, it's perfectly reasonable within the liberal arts to demand that our students have quantitative reasoning skills. They should be able to function in the world. They should know enough science to function in the world. They should know--if you are in a school in which business field obviously, you can bring some business skills into the knowledge. And if not and I'm bias, but I think everybody should take economics, and I think you agree with me. And so, absolutely, and we need to infuse the liberal arts with all the other pre-professional or professional programs that you might have around to give a better run of education to our students. Once again as I started, that is exactly the spirit of the liberal arts that you're going to learn about many disciplines, so when you face a problems that you're going to have in the future, which we don't know what they're going to

be, you're going to be able to approach them from many different perspectives. And just a footnote on your first point about the business majors going out and doing criminal acts, I don't think the business majors have the trademark on that one. There's many liberal arts majors have done that too.

[Laughter]

Ken O'Donnell: Good. We've got time for one more question. Yes ma'am, please.

Joyce Feucht-Haviar: Just making sort of an observation about changes in liberal education over a span of time. There's a bit of a gap between myself and my younger sister. And when I went to school, I was sort of required to take things like economics and history. And the course work really was the conceptual screens of those disciplines. So, it was almost like historiography and by the time my sister went to school, she was picking among a lot of topical issues and after we were both done and we're milling about in the world, it became clear that she didn't know what century it was.

[Laughter]

I mean, she literally didn't know that the 20th century was the 1900s and why that was the case. And she had this really smattering of knowledge. She knew a lot about Civil War but not a lot about history. Didn't really understand colonialism but knew a lot about something else. And when I get feedback from employers about some of those conceptual skills, what they lament is that there isn't that knowledge based underneath it that you can't really analyze issues in the Middle East unless you can look at it from a historical perspective and economic perspective, a cultural perspective. And you're not going to be able imagine or innovate unless you can do that. So, I was wondering about what your thoughts are on the kind of liberal education or general education we offer now.

Ken O'Donnell: You know, I wonder the same thing. And I'm going to ask Beth to answer this last question. And let me--at the risk of damaging what you just asked, I want to try to rephrase it just a little bit. We've had as an article of faith in the way we organize higher ed at the massive public level where you and I work, which is why I want to ask you this question. As an article of faith that if we had a miscellaneous list of courses divided into areas and students took enough of each, they could piece together the kind of conceptual, like if they knew enough about the Civil War and colonialism in Africa, between that somehow, they would pick up a sense of history. And I'm wondering how are you dealing with this in your college, what do you do to make an integrative sensible whole out of our disparate course offerings?

Beth Say: I think it's a challenge and, you know, we went on these campus. We went through GE reform a decade ago and managed not to kill each other doing it. And to take nine units out of the GE package which was a huge accomplishment. But as we were doing that, I remember the conversations we had about would it be better if we could redesign the whole thing. And again, it comes back to the structure and to the how we're funded and who gets the FTES. And the battles over that made it very difficult to do anything that would be much more--I don't want--maybe creative, but would really sort of challenge the way we structured these things and create a new model for it and I think in a small liberal arts college, it's much easier to make those kinds of changes than it is in a place like Northridge or any of the CSU campuses. I do think one of the things--and it may be that on this campus, our college of humanities is really unique because we not only have all the traditional humanities programs and departments, we have all except one of the university so-called diversity studies. They're all housed in the same college. And so we have a lot of interdisciplinary work going on in our college.

And so, you know, I made mention earlier that we have somebody in religious studies who teaches the cognitive science of religion. We have somebody in philosophy who does biology--the--what was it? Philosophy of biology. Is it--am I getting the name right, I don't know? Anyway, so we have folks who are doing this kind of interdisciplinary work and they teach the class for biology and we do business ethics and we do business communication and so we have these cross-fertilization where we try to say, "What happens when the folks in English teach right in to the business folks and they developed a course collaboratively called Business Communication in Cultural Context?" And so, it's a

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different kind of business communication course. So, we can do some of that stuff but, you know, to redesign the entire GE package, we would have to be willing to put everything on the table and that's a scary thing when you're-- the future of your department and the faculty you've hired and everything is dependent on it.

Ken O'Donnell: Very good point. Yeah, and I'm--like you, I'm a fan of incremental change in situations like that. There's just--There's little to be gained by firing a gun and starting an Oklahoma land rush for credit hours.

[Laughter]

It just doesn't--it's not pretty.

Please join me in thanking our panelists [background applause] for giving [inaudible].

[Applause]

END