Summer 2011

The Intersection between Liberal Education and Health Profession Education at Armstrong

Andi Elizabeth Mincer

THE INTERSECTION BETWEEN LIBERAL EDUCATION AND HEALTH

PROFESSIONS EDUCATION AT ARMSTRONG

by

ANDI ELIZABETH MINCER

(Under the Direction of Meca Williams-Johnson)

ABSTRACT

This mixed methods inquiry explored how liberal and health professions faculty at one University perceived each College and the relationship between faculties in each of their Colleges. Three faculty members from each of these Colleges were interviewed individually and they then participated in a focus group, discussing prompt statements created from the transcripts of the interviews. The transcripts of the interviews and the focus group were then used to construct a web-based survey that was offered to faculty in both Colleges. Seventy percent of faculty completed the survey.

Qualitative and quantitative data clustered into five main themes: 1) faculty largely agree on the purposes and goals of higher education; 2) faculty agree that liberal and professional education are both important; 3) liberal arts faculty don't understand health professions education; 4) there are issues of respect for both liberal and health professions faculty; and, 5) some faculty, especially health professions faculty, were aware of tension between faculty in the two Colleges. Analysis suggested that inadequate communication seems to exist at the intersections between these themes. The importance of the core is not communicated clearly to students or many faculty (especially those in the health professions) and so it is difficult for students and faculty to value the core curriculum The nature of health professions education is unclear to liberal education

faculty and, though they agree that it is important, they don't really know enough about these disciplines, content or faculty preparation to be truly respectful. Liberal education faculty perceives that neither the institution nor the health professions faculty really understand the importance of what they provide, either. Tension is generated at the intersection between Colleges, but perceptions of this tension vary within and between Colleges.

Respondents agreed that faculty need to reflect and converse more about issues in higher education, and perhaps multidisciplinary communication and collaboration is the key to improving how health professions students integrate liberal education into their personal as well as their professional lives.

INDEX WORDS: Liberal education, Health professions education, Higher education, Higher education faculty perceptions

THE INTERSECTION BETWEEN LIBERAL EDUCATION AND HEALTH

PROFESSIONS EDUCATION AT ARMSTRONG

by

ANDI ELIZABETH MINCER

A.S., Pensacola Junior College, 1979

B.S., University of Florida, 1981

M.H.S., Georgia State University, 1990

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in

Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

2011

THE INTERSECTION BETWEEN LIBERAL EDUCATION AND HEALTH

PROFESSIONS EDUCATION AT ARMSTRONG

by

ANDI ELIZABETH MINCER

Major Professor:	Meca Williams-Johnson
Committee:	John Weaver
	Elwin Tilson
	Ming Fang He

Electronic Version Approved:
July 2011

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

'I have brought [David Copperfield] here, to put to a school where he may be

thoroughly well taught, and well treated. Now tell me where that school is, and what it is,

and all about it.'

> *'Before I can advise you properly,' said Mr. Wickfield – 'the old question, you*
>
> *know. What's your motive in this?'*
>
> *'Deuce take the man!' exclaimed my aunt. 'Always fishing for motives, when*
>
> *they're on the surface! Why, to make the child happy and useful.' [Italics added]*
>
> *(Dickens, 1849, chap. 15)*

Many authors have written on the problems in higher education today, especially

in the area of general or liberal education. There is much concern that this area is

declining in student interest and understanding, significance and administrative support.

At the same time that general and liberal education is on the decline, professional

education programs are on the rise. They are increasing in number and size and in the

types of programs offered. In fact, some believe that the rise in professional education is

part of the cause for the decline in liberal and general education. This apparent trade-off

seems to have caused significant tension between faculty members in these two areas.

Part of the tension may result from a lack of communication and understanding between

faculty members about both liberal and general education and professional education. If

the university is to go forward in a united way and serve the students as fully as possible,

then faculty members need to understand both of these areas and be able to communicate

with each other. This communication might decrease some of the tension that seems to be present, and make for a more collegial teaching environment.

In the quote at the beginning of this chapter, Dickens (1849) recounts a fictional exchange between David Copperfield's aunt and guardian and Mr. Wickfield, who is arranging for David to attend school again after a long absence. Mr. Wickfield asks her about her motives for having David educated and she replies that it is to make him "happy and useful." Although in Dickens' time the modern approach to liberal education and professional education had yet to be developed, I like to think that David's aunt was expressing a desire for David to have the benefits of both of these approaches to education; a liberal education to make him happy in his life as a man, combined with preparation for a specific profession. This specific preparation would give him skills that provide a way for him to contribute in a useful way to society and to make a living but more than that these professional skills give him another way to apply some of the components of the liberal education. And so, perhaps, the quote from David's aunt is suggesting that the combination of liberal and professional education, rather than one or the other, is the most humanistic form of education.

This mixed method inquiry explored a single instance of the intersection between the liberal arts and professional education. This project was intended to increase understanding at the faculty level of the differences in attitudes and beliefs about higher education and to clarify how faculty perceive their working relationships.

Inquiry is, according to the Mission Statement of the Georgia Southern program, an integral part of curriculum studies.

Any curriculum contains within it multiple depths of meanings when we engage

its diverse possibilities and interpretations. In this sense curriculum should not be

seen as the unimpeachable authority for knowledge but rather as selected sets of

knowledge, which should lead one to further exploration and questioning.

(Georgia Southern University Ed.D. curriculum studies mission statement, n.d.,

para. 6 & 7)

In other words, it is expected that inquiry lead to understanding and improvement in the

lives of students and educators, "educational and social significance, not mere statistical

significance" (Connelly et al., 2007, p. 408). Schubert (1986a) also seems to agree with

the need for significance, for action, "...no dimension of curriculum could proceed apart

from inquiry that precedes, accompanies, and reflects upon action." (p. 43) I understand

epistemological curiosity to mean taking a question beyond just idle wondering; taking

the next step of systematically reflecting and investigating it in order to attempt a deeper

understanding. I have thought a great deal about my topic and how I can construct a

methodology that will help me, and others, understand better the intersection between

liberal arts and professional education.

Rationale for the Study

The concentration of liberal arts course work in my doctoral program grew my

awareness of the types of education I have experienced. When I read about liberal

education, I was and still am trying to 'fit' my history and current situation into this new

awareness. I do not consider the previous education I received to have been a liberal

education and I do not teach in a liberal arts discipline or at an institution that is

particularly focused on the liberal arts, yet I have come to believe strongly in the

importance of this approach to education. In fact, I teach in a department that is part of professional education, which is seen as one of today's main threats to liberal education.

Professional education includes fields such as education, computer science, business, and health professions. Education in these areas focuses on a narrower set of knowledge and skills than does liberal education and students enrolled in these programs are more focused on pursuing a specific career path than are students in more traditional liberal arts disciplines, such as history, language, and philosophy. Demand for professional programs has increased steadily on college campuses, and this increased demand has brought increased revenue, through tuition, state allocations and grants, since many of these professional programs are in disciplines in which there are significant workforce needs (AACN - Media - Nursing Shortage Resource, 2010; Derkson & Whelan, 2010, 1; Rosenstock, et al., 2008). Increased demand for these types of programs (Arvantes, 2010; Rosenstock et al., 2008) has also resulted in increased competition among colleges to attract professional students and this has driven building and improvements on the facilities in which these programs reside, sometimes at the expense of liberal arts buildings and facilities. Because professional students are focused on a specific job after graduation they tend to see courses that do not overtly support their professional training as unconnected to their goals and therefore less valuable. Less demand for liberal arts courses results in fewer faculty lines. It also tends to negatively impact facilities dedicated to these types of programs since there are few potential high school students comparing various universities on the basis of what are usually basic classroom spaces dedicated to liberal arts courses. It is easy to see why liberal arts faculty

might feel that the increasing presence of professional programs directly threatens their status and satisfaction within higher education (Donoghue, 2008).

Professional faculty members are committed to their disciplines and the importance of quality baccalaureate education for those who wish to engage in these areas of practice (Sullivan & Rosin, 2008). These faculty members have a deep understanding through their own professional practice as well as through their role as faculty members of the depth and breadth of education that is required for effective practice in these areas. It is understandable then, that they would be puzzled when it is suggested that they do not belong on college campuses with the other 'real' education disciplines (liberal arts) and that professional education is really only glorified technical education. Further, professional faculty may be puzzled at the suggestion from liberal arts faculty that there is something inherently wrong with preparing students to pursue important and worthwhile careers immediately after graduation (Sullivan & Rosin, 2008).

The basis for conflict between the liberal arts and professional education is obvious, but does this conflict stifle working relationships and student development? What is the current nature of the relationship within higher education between the liberal arts and the professions? What is the extent of understanding across these disciplines and might a lack of understanding contribute to tension? These are the questions I ask myself over and over again. They arise when I read about the nature and importance of the liberal arts. They arise again as I am actively teaching my professional students. They arise again in meetings with administrators about specific campus projects and initiatives, and in conversations with colleagues within the professions and from other disciplines across campus. This study seeks to explore these questions and how my role as a

professional/ instructor/ and a doctoral curriculum student intersect in mediating the philosophical questions about the goals of higher education.

Personal Context

During one of my first courses in this doctoral program, Philosophy of Education, Marla Morris made a reference to Aristotle and then later, Plato. I knew I should have known at least some basic information about them, but I honestly could not recall ever having been taught about these or any other philosopher. I did not know anything beyond being familiar with their names from hearing them in occasional everyday contexts. In class that evening, I admitted my ignorance to Dr. Morris and I apologetically asked her to give a quick explanation of who they were and their significance. She did, and the class went on to other topics.

Four years of coursework later I am even more embarrassed that I had never learned anything about these philosophers. My increased embarrassment is because I have done a lot of reading recently about liberal education and how fundamentally important it is to so many people writing about higher education. And the importance of liberal education is not a new topic; it has been written about for most of the twentieth century and it continues today. Much of this writing discusses how liberal education has changed over that time period. Liberal education's traditional importance, according to most of these authors, has declined steadily and significantly in American universities.

Until starting this EdD program, I had been on the 'science track' starting in high school. I went to a very small school and had to choose between taking a science course and taking a foreign language. While I did not at that time know what I wanted to study

in college, I knew that I had a leaning toward a science-related discipline so felt

compelled to choose science.

I began Junior College without any specific major in mind but by the time I

started my second year, I knew that my plan was to apply to physical therapy (PT) school

at another university, so my second year included several science sequences. There

wasn't room for a foreign language or any other optional classes. I remember that my

core (I don't think I even knew what a core curriculum was at the time) included a

comparative religion class and a class in arts and humanities. These were interesting to

me, but I never asked why I was required to include these kinds of courses in my program

of study. When I transferred to the university, my last two years were entirely contained

within the Physical Therapy program. After several years of clinical physical therapy

practice, I completed a Master of Science degree in a specialty area within physical

therapy. Other than the few education courses that I was required to take for my minor,

these graduate courses related very specifically to advanced physical therapy clinical

knowledge.

As stated previously, I have only recently been reading about liberal education

and the issues surrounding it in higher education. This basic understanding of the

definition and the controversies is coming late: 30 years after completing my Bachelor's

degree, 20 years after my Master's degree, five years into my doctoral program and after

15 years of university teaching.

Liberal education is that which teaches students the skills that are important to

functioning effectively as a citizen in a democratic society. (Dewey, 1916; Van Doren,

1943) Outcomes usually involve critical thinking and ethical problem solving. One liberal

educator describes it as "the best -- but least understood and least appreciated --

mechanism for achieving the fullest development of human potential" (Gregory, 2003, p.

B16). In the Middle Ages, the components of a liberal education included "grammar,

rhetoric, and logic (called the trivium); and arithmetic, geometry, music, and astronomy

(called the quadrivium)" (Nordenhaug, 2000). More contemporary components include:

the ability to use one's language well, a grasp of mathematics and science, a sense of

history, appreciation of another culture, a personal appreciation of art, a sense of

intellectual boundaries, and the courage to pursue the big questions of life (Nordenhaug,

2000). Liberal education is sometimes referred to synonymously with the term general

education, although some authors distinguish between these two concepts (Bell, 1968;

Harvard University, 1966; Ortega y Gasset, 1944).

Professional education is that which prepares students for a specific professional

occupation, such as education, business, medicine or law. Professional education differs

from technical education, which usually consists of short programs (two years or less) to

certify students to take jobs in manual trades, such as plumbing, welding, and

cosmetology. Technical education includes almost no coursework outside of the specific

required technical courses. Professional programs require at least a bachelor's degree;

several require a master's or doctoral degree. Specialized institutions, such as medical

colleges or engineering schools, sometimes confer these types of professional degrees but

professional programs also exist as sub-units within regional or liberal arts universities.

Professional programs are housed within institutions that range from private for-profit, to

private non-profit, to publicly funded.

World War II brought about significant change in Higher Education. Prior to that time, liberal education was a strong and well-accepted outcome of the college experience. It was the reason for a college education. The GI Bill brought a new population and larger numbers of students to college. This led to a rise in more targeted programs to equip veterans and other students for a profession that would replace their military occupations. The increased pursuit of professional programs marked the onset of the decline in liberal education programs. The size of departments of philosophy, history, languages and other traditional liberal arts disciplines began to decrease, while professional departments and colleges increased in size.

These changes led to tension on campuses that contain both professional and liberal arts units. Liberal arts faculty members began to feel the need to justify their departments and positions. They stressed the nature of the "real education" that they provided students, as opposed to the specialized education provided by professional programs. Professional programs responded by justifying their programs by citing employment numbers and salaries of their graduates. Economic pressures from society and the increasingly capitalistic nature of higher education institutions led administrators to emphasize their role in preparing graduates for "employability" and for "meeting the needs of employers", and this increased the profile of their professional disciplines. This higher profile of the disciplines diminished the profile of the traditional liberal arts disciplines (Altbach, 2005). Here is one such response to the rise and resulting tension with professional programs:

> Faculty members from professional and pre-professional programs, who love to
>
> insist that students' progress should be measured exclusively by grades and skills,

and who seem to believe that making lots of money is an imperative somehow woven into the fabric of the universe itself. Such people almost always talk in narrow, instrumental terms about what a student is to do, rather than talk in broad terms about who that student is to be. (Gregory, 2003, p. B16)

The University System of Georgia classifies Armstrong Atlantic State University (AASU) as a four-year university. Part of the mission is "Educating students in the liberal arts tradition through quality programs in the arts and sciences, teacher education, health professions, and computing and technology" (University System of Georgia, 2009). In other words, it includes both liberal arts and professional programs.

I have taught in the physical therapy program at AASU for 15 years. In the past few years, I have noticed an increasing tension between liberal arts faculty members and the faculty members of AASU's Colleges of Education and Health Professions. Perhaps because I teach in the College of Health Professions, the tension between liberal arts and health professions is particularly apparent. The tension seems to be reflected in reports of liberal arts faculty members aligning health professions programs with 'vo-tech programs.' While stories of statements like this circulate among health professions faculty, they do so quietly. In response to stories of statements like these, health professions faculty members roll their eyes, and comment on how "at least our graduates can get jobs and not flip burgers."

These statements seem to have increased over the past few years. This may have been prompted when our former president reformulated the Mission of the University and put the professional colleges front and center, relegating (or so it seemed to the Liberal

Arts faculty members) the College of Arts and Sciences to a supporting role to the

Colleges of Education and Health Professions.

"The tensions between the liberal arts and the professions are deeply rooted"

(Domholdt, 1987, p. 2). Professional education programs have been 'tacked on' to

existing institutional structures and the addition of programs that appear to existing

faculty as being of such a different fundamental nature and mission creates potential for

discord. Perhaps this discord is justifiable because in many institutions faculty members

are involved only superficially and belatedly in the decision to add professional

programs. For faculty who are invested in the traditional mission of higher education as

serving both the needs of students and society, concerns are not trivial. "The focus of the

tensions are [*sic*] in the needs of society, the developmental needs of students themselves,

and the general level of intellectualism appropriate to institutions of higher learning"

(Domholdt, 1987, p. 34).

I am personally caught in the middle of these tensions. As stated previously, I feel

I am now a strong advocate for Liberal Arts education. My courses and readings as part

of the EdD program have expanded my understanding of the concept and importance of

the Liberal Arts, but they have also made me aware that professional education is

recognized to be a major threat to its continued viability. In a sense, my additional

education has given me another dimension. Prior to my doctoral coursework, my

professional life had two major dimensions: I was a practicing health professional and I

was also a faculty member in higher education. My doctoral coursework has made me an

advocate of liberal education, which is an additional and in some ways conflicting third

dimension. Purdie-Vaughns and Eibach (2008) discuss how these multiple dimensions,

this intersectionality, can render one invisible, at least when being addressed in the context of any single dimension. For example, my clinical physical therapy colleagues don't see me as a prototypical clinician because I am a professor, and my higher education colleagues don't see me as a typical professor because of my other role as a clinician. This invisibility could create advantages or disadvantages, depending on the situation. The ultimate goal of my project is to become part of the solution to the problem of waning importance of the liberal arts but my professional role is perceived to be part of the threat. While my intersectionality appears at first to be problematic for me because it creates an internal tension between these two perspectives, I believe that it actually is an asset because, by using intersectionality as a theoretical framework during my data collection, analysis and ultimately application of my results, my study has a specific focus that is absent in research discourse on either professional or liberal education.

Problem Statement

In the introduction to *A New Agenda for Higher Education,* Gary Fenstermacher (2008) described the context for his goal of bridging the liberal arts and the professions as follows:

> The supposed connection between the liberal arts and the professions has been
>
> vexing academics for many decades. …On many campuses there is a virtual wall
>
> separating the [liberal arts and the professional] schools. …it is a huge challenge
>
> to locate key ideas that provide a sense of cohesion and basis for mutual benefit
>
> between the two. (p. ix)

The nature of this 'virtual wall' is also the context for my investigation, and like Fenstermacher, I am seeking a greater sense of cohesion and mutual benefit between these two approaches to higher education.

What Does This Research Contribute to Curriculum Studies?

To a large extent, the tension between liberal and professional education is based in the question, 'what knowledge is of most worth?' (Dressel, 1979). Each faculty member is dedicated to the missions of their particular discipline and to the larger professional or liberal education goals, but rarely are these missions discussed within or among disciplinary faculty. This question is also at the heart of curriculum studies (Pinar, Reynolds, Slattery, & Taubman, 1995; Schubert, 2009b). Curriculum inquiry serves "not to crystallize thought but to enrich, confuse, and complicate [students' and faculty's] sense of possibility." (Schubert, 2007, p. 401) and that is part of what this research will do: begin a dialogue that will complicate the sense of possibility for those who teach at Armstrong.

Research Questions

This project was designed to answer the following specific questions:

1. What are Armstrong Atlantic liberal arts and health professions faculty members' beliefs regarding the overall goals of higher education?

2. How do liberal arts faculty describe their perceptions of the purpose of health professions education?

3. How do health professions faculty describe their perceptions of the purpose of liberal arts education?

4. How do faculty members describe the relationship between the two approaches to education at Armstrong? If there is tension, what is the source?

5. In what ways do faculty members envision both approaches (faculty in liberal arts and health professions) working together to create meaningful experiences for all students?

Limitations

Because I have taught at Armstrong for fifteen years, those respondents who have also been teaching there for a while are likely to be familiar with me and my position within the health professions. They are highly unlikely, however, to be familiar with the liberal arts content of my doctoral coursework. This means that my liberal arts respondents may automatically categorize me as being sympathetic to the professional education side of Armstrong, and either ignorant of or against the liberal arts side. This may lead them to take the study less seriously and their responses might not be as full as if they saw the interviewer as being what they perceive as neutral. Also, liberal arts respondents might be hesitant to express very negative or critical feelings about health professions for fear of offending me.

My role in the health professions may also lead those in my own college to respond differently than they would if I were not a health professional. Health professions respondents might, for example, not give full, detailed answers because they assume I know what they are talking about. Or they might feel particularly free to express criticisms of liberal arts faculty because they may assume I agree with them because of my college affiliation.

Phase One of the investigation involves a small sample of faculty members. This

small sample size may be seen as a limitation, in that a small sample might limit my

ability to draw meaningful conclusions if this were the only data collected, but by adding

an opportunity for all faculty in the two colleges to respond to statements generated by

this small sample, I will be able to assess whether this small sample indeed accurately

reflected the opinions and perception of other members of their colleges.

This project is being conducted at only one institution, and this, too, may be seen

as a limitation. However, the questions driving the design of the study arose out of my

lived experiences at this institution and genuine interest in how faculty at Armstrong

would respond to the research questions and how their responses might inform what I

have seen in my daily interactions and observations. Collecting data at other institutions

would not necessarily have reflected on the Armstrong situation because the introduction

of health professions and other professional programs has occurred differently and at

different points in the histories of each institution, and this affects how faculty members

perceive and support these programs (Domholt, 1987).

Terminology Defined

Higher education: education beyond the secondary level; references to higher education

in this paper are meant to refer to college or university education, and not technical

education.

College: this term will denote the academic division housed within a college or university

that is made up of related academic departments

Liberal arts: A group of disciplines that in recent times typically includes history,

language arts, philosophy, visual and performing arts, mathematics; many contemporary

authors include natural science within the liberal arts. ("LEAP | What is liberal education?," 2010)

Liberal education: that part of higher education that includes instruction in the liberal arts ("LEAP | What is liberal education?," 2010)

General education: some authors draw significant distinctions between liberal education and general education but these distinctions aren't particularly relevant to this dissertation; the term liberal education will be the preferred term though because some authors use the term general education, it may be used occasionally and should be interpreted as roughly synonymous with liberal education

Professional education: the aspect of higher education that prepares one for a specific professional career

Health professions education: the sub-division of professional education that prepares one for a professional career in a specific health professions discipline; may take place at the undergraduate or graduate level. Careers include, but are not limited to: physical therapy, audiology, medical lab technology, respiratory therapy, nursing, recreational therapy, occupational therapy, optometry, ophthalmology, medicine, and dentistry.

Profession: Cruess (2004) explored the need for a working definition and developed the following from a combination of dictionary definition and published literature on the topic:

> An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a

commitment to competence, integrity and morality, altruism, and the promotion

of the public good within their domain. These commitments form the basis of a

social contract between a profession and society, which in return grants the

profession a monopoly over the use of its knowledge base, the right to

considerable autonomy in practice and the privilege of self-regulation. Professions

and their members are accountable to those served and to society.

The Armstrong Context

Armstrong was founded 75 years ago as a privately funded junior college, and

joined the University System of Georgia in 1964. Armstrong achieved university status

(largely through a simple name change mandated by then Chancellor Portch) in 1996, and

is classified as "Bal/SGC: Balanced arts & sciences/professions, some graduate

coexistence" by the Carnegie Foundation for the Advancement of Teaching, which means

"Bachelor's degree majors were relatively balanced between arts and sciences and

professional fields (41–59 percent in each), and graduate degrees were observed in some

of the fields corresponding to undergraduate majors (but less than half)" (Carnegie

classifications | Undergraduate instructional program classification, 2009). The

publicized description of Armstrong includes the following statement:

> With a challenging array of some 100 academic programs, including
>
> undergraduate and graduate degree programs in arts and sciences, teacher
>
> education, the health professions, and computing, Armstrong Atlantic provides its
>
> students with a firm foundation in both the liberal arts and specialized areas of
>
> study.

The first of the health professions disciplines was an associate's degree in dental hygiene. Nursing programs at a variety of degree levels up to the bachelor's were added in the '70's. Physical therapy was added in 1995 to become the newest health professions department, although several programs within Radiologic Sciences have been added in the past decade.

The current American economic slowdown is reducing state tax revenues and necessitating large budget cuts across University System of Georgia institutions, including Armstrong. These pressures have led to one health professions program being eliminated (Dental Hygiene) and two other health professions programs (Respiratory Therapy and Communication Sciences and Disorders) being nearly eliminated. The Dental Hygiene program moved to the Savannah Technical Institute at the end of the 2010-2011 academic year, which leaves six health professions programs (Nursing, Medical Technology, Health Sciences, Radiologic Science, Respiratory Therapy and Communication Sciences and Disorders) offering Bachelor's degrees, and two departments (Health Sciences, Nursing, and Communication Sciences and Disorders) offering master's degrees. In 2010, the Physical Therapy degree was accredited at the doctoral level instead of the Master's level. This institutional accreditation level change qualified Armstrong to offer other professional doctoral degrees.

Summary of Introduction

By understanding the AASU situation, I believe that light will be shed on the intersection that occurs at similar institutions, and that this is a way of "linking curriculum thought to action." (van Manen, 1976, p. i). Improved understanding of faculty members will, I believe, be transmitted to students who will be more fully aware

of how these aspects of education relate to each other and who will therefore be able to make more informed educational decisions for themselves. Those outside AASU who read the results of my exploration will be stimulated to reflect on their own situations, and this might bring about positive changes on other campuses, as well.

"We work to improve life on the ground: right here, right now, in the particulars of daily life, with our colleagues and our students" (Ayers, 2005, p. 161). He seemed to be writing in support of inquiry such as mine, which will involve studying AASU through conversations and interactions with involved faculty, when he wrote that social justice inquiry should be asking "How can I enter a dialogue in which I will learn from a specific community itself about problems and obstacles they face?" (2006, p. 88) I am doing exactly that: trying to enter a dialogue with the AASU community to explore what obstacles exist between liberal education and professional education.

CHAPTER 2

LITERATURE REVIEW

Framework/introduction

This chapter will address several main topics of relevance to this study: curriculum theory, intersectionality, the broad mission of higher education, a historical perspective of liberal and professional education, liberal and general education, challenges to higher education, the rise of professional education, and health professions education. The field of Curriculum Studies is my major theoretical framework and is the basis for my broad orientation to the research topic. Intersectionality informs my methodology. Liberal education and professional education reside within the broader context of higher education, and aspects of that context are important to understand because my project is particularly focused on the intersection between these two approaches to higher education. Liberal education has a rich historical tradition and important broad goals that are critical to anyone trying to understand the relationship between liberal and professional education. Less has been published on the topic of professional education but it, too, must be understood to give context to research results.

Curriculum Theory

The educational system today is nearly submerged in criticism and controversy, especially K-12 education. Large-scale reform seems to occur in regular cycles, but each attempt inadvertently creates as many problems as it attempts to solve. Many of the reforms impose what appears to be short term and superficial thinking on an incredibly interconnected web of curriculum, instruction, assessment, family support, teacher

preparation, facility management, and government regulation. Much of the criticism relates to standardization of content and performance, inappropriate emphasis on repeated assessment, and a focus on the economic outcomes of education.

> This economic focus, blended with the technology of large-scale assessment, can restrict our sense of what school ought to be about: the full sweep of growth and development, for both individuals and for a pluralistic democracy. ...There's not much discussion [about teaching and learning] that includes curiosity, reflectiveness, ...joy, courage, creativity, civility, understanding. (Rose, 2009, pp. 26-27)

Teachers are so busy meeting standards that they don't have time to help students "… embrace the joy and power of thinking itself" (hooks, 2009, p. 8). Dewey (1960) also wrote of the joy of thinking. He referred to it as being "…religious in quality" (p. 26).

Reform rarely seems to address or even consider the real lasting, deep goals and effects of education on individuals or on society at large. It is easy to see the short-term outcomes of education, such as jobs and income, but even jobs and income have larger overall effects, such as overcoming "social class inequalities" (Rose, 2009, p. 12). All of education, in fact, has larger social outcomes, whether we recognize them or not, and so it its important to make an effort to anticipate those. Mike Rose (2009) wrote about the fundamental reasons for educational systems to exist and how they affect society: "The kinds of opportunity we make available are profoundly affected by what we think education is for, by our beliefs about intelligence, and by the way we conceive of public responsibility." (p. 7)

Two themes...are central to an egalitarian philosophy of education: a robust and

nuanced model of intelligence and achievement that affirms the varied richness of

human ability, and a foundational commitment to equal opportunity to develop

that ability. These themes, taken together, fuse the cognitive and the civic, … and

connect events in the classroom to a vision of both a knowledgeable and a good

society. (p. 30)

Educational improvement and the commitment to equal opportunity are central

concerns for curriculum theorists, but their work is directed largely at the system level,

including the societal and political context, rather than at specific teaching methods or

procedures or content. Though some theorists focus more closely on the practical side of

the system and others operate from a more abstract perspective, curriculum theorists

focus on more broadly defined outcomes than do those in other educational fields.

Outcomes of interest to a curriculum theorist include both short and long term effects on

all participants in the educational system as well as on society in a more general way.

Theorists advocate for the whole community involved in education to which John Dewey

(2001) refers: "What the best and wisest parent wants for his own child, that must the

community want for all of its children" (Dewey, 2001, p. 5).

The ultimate goal of curriculum scholars is "… to influence favorably the children

and youth of society who must be inducted into the complex and intertwined social

fabric" (Georgia Southern University Ed.D. curriculum studies mission statement, n.d.,

para. 3). Schubert (1986b) wrote that the curriculum field "generally denotes the range of

theorists, practitioners, and researchers who devote most of their professional time and

energy to proposing, developing, studying, defending, and/or criticizing the content and

experiences taught and learned in schools and other educative situations." (p. 25) Social justice is a major concern and is the focus of much of the writing and research in this field. Ayers (2007) also wrote that successful schools "devote time to teacher-student inquiry about the purpose and relevance of what is learned, …how this knowledge becomes meaningful for the student, and how this meaning is then used by the student for purposes of social justice." (2007, p. 316) The field is more interdisciplinary than most in education, drawing from and contributing to the work of fields such as, but not limited to, philosophy, science, history, feminism and cultural studies. Many curriculum scholars earned liberal arts degrees prior to engaging in the curriculum field.

The word curriculum evolved from curreré, "to run"(Heritage, 1987, p. 350). It has been suggested to refer to the 'running of the race,' as in the educational journey as opposed to the educational product. Pinar (2003) also used the word curreré as a specific aspect of educational experience, and this correspondingly shifted meaning of the word curriculum to being a central theme of the educational experience rather than a commodity received; again, the journey and not the product. Curreré and curriculum studies describe the effort to understand "how one's past, present, and anticipated futures shape one another" and "the theorizing and enacting of one's life and responsibilities in the world" (Schubert, 1986b, p. 41). Research in the field reflects this effort to understand education in an authentic, deep and rich way largely through "the act of theorizing and reflecting"(Schubert, 1986b, p. 41); in fact, Pinar (1995) wrote, "the field today is preoccupied with understanding" (p. 6).

The traditional question asked by curriculum theorists is "What knowledge is of most worth?"(1994, p. 73), but Henderson and Kesson (2009) reformulated the question

into "What forms of being/knowing/doing are of most worth with reference to the democratization of education and society", which they say is more of a "holistic call to action and ethical fidelity in the public interest" (p. 134). This reference to a call to action highlights the radical orientation of many in the field; a desire to 'shake things up' within education in order to draw attention to what they see as critically important problems in education that affect society in fundamental ways. Not all curriculum theorists would say that democratization is the ultimate goal of education, but all theorists agree that attention to fundamental concepts must be a critical part of the educational system.

The field emerged from what is known as 'the reconceptualization' in the 1970's with an even greater emphasis on social justice through education. The "recreated" field now included "one or more of the following: an organic view of nature, individuals as creators of knowledge, experiential bases of method, preconscious experience, new sources of literature, liberty and higher levels of consciousness, and means and ends that include diversity and pluralism, political and social Reconceptualization, and new language forms" (Schubert, 2009a, p. 137). While Greene was not speaking specifically of the reconceptualized field, her phrase regarding becoming "wide-awake"(Greene, 1997, p. 33) seems to describe what took place in curriculum theory during and since the reconceptualization. Schubert (2009a), echoing Greene's phrase, calls for theorists to "work with communities and schools, taking to heart the concerns of all involved, to cultivate integrity, beauty, social justice, and an ever-evolving sense of humanity" (p. 142).

Given this orientation toward social justice, theorists frequently address issues of power and responsibility as related to knowledge and education. They discuss the power

of those in educational fields, including curriculum theory, to ensure that the mission includes achieving the highest goals for all, but also that the power of knowledge itself changes the life of an individual and positively affects the larger political and social environment. "Democratic education is based on the assumption that democracy works, that it is the foundation of all genuine teaching and learning" (hooks, 2009, p. 18).

Though it occupies a smaller place in the discipline of curriculum theory than lower and secondary schooling, higher education is also a topic that concerns curriculum theorists. Though she does not identify herself as a curriculum theorist, bell hooks (1994) wrote about similar issues of power and responsibility in higher education: "I am reminded of the power we have as teachers as well as the awesome responsibility. Commitment to engaged pedagogy carries with it the willingness to be responsible, not to pretend that professors do not have the power to change the direction of our students' lives." (hooks, 1994, p. 206).

Paolo Friere (2000, 2007) wrote extensively about the power of education to affect people's lives through political means. He maintained that it was important to maintain an intimate connection between education, social justice and political advocacy, and this connection would increase the well being of an entire society. He also contended that this was inherently practical. He worked to improve the daily lives of students of all ages, including adults, in the short term, as well as the long term, and this emphasis on real and visible change in the classroom was what made his work practical. Another aspect of the practicality of his work is that most of his speaking engagements and writing were directed specifically to the classroom teacher, rather than other academics. Friere believed that the teacher had the power to make real and lasting impact on society

at the individual and classroom level. Friere wrote often about the goal of literacy and education leading to freedom, power, and political participation and these seem parallel to the goals of liberal arts education. Friere believed, "a humanized society requires cultural freedom, the ability of the individual to choose values and rules of conduct that violate conventional social norms, and, in political and civil society, requires the full participation of all of its inhabitants" (1998, p. 19).

Bill Ayers and colleagues (2007), like Friere, also advocate for social and political action through education. This action arises from and is directed back to individual students and teachers in order to effect positive change. I also believe that they, like Friere, were advocating for liberal education when they wrote of the relationship between knowledge and power and morality, "Knowledge has the power to undermine and, perhaps, to overthrow force. But to do so, knowledge must be freely sought, explicitly linked to moral purposes, and tied to conduct. It must stand for something." (2007, p. 321)

Ayers (2005) wrote a great deal about how teachers have the power and responsibility to impact lives of students in order to put them and society on a path toward effective participation in democracy, and thus freedom. Though his writings appear to be directed mostly at K-12 education, I believe he also advocated for an important role for liberal arts in higher education. "We jump into our work headfirst, we toil in the common fields while we hold open the possibility of something more, something transcendent--enlightenment, perhaps, and liberation" (2005, p. xiv). Later in the same book, he wrote, "Education, no matter where or when it takes place, enables teachers and students alike to become more powerfully and self-consciously alive; it

embraces as principle and overarching purpose the aspiration of people to become more fully human" (2005, p. 1).

Curriculum inquiry, according to Ayers, can and should support these efforts toward liberation. He advocated for investigating our own surroundings in an effort to improve conditions for ourselves and those with whom we interact. The ultimate goal of full humanity is the subject of the following, "Teaching comes to life in context.... Teaching becomes ethical action, the practice of freedom, when it is guided by an unshakable commitment to working with particular human beings to reach the full measure of their humanity" (2005, p. xi).

John Dewey wrote extensively on the connection between education and the larger society. Although in Dewey's time, American society was engaged against forces such as fascism and communism that were seen as threats to the democratic way of life, his writings are still largely applicable to American society today. He also wrote about practical aspects of education and the curriculum and the importance of experience in education, and these topics relate not only to my dissertation research but particularly to my classroom, since much of what I teach involves hands-on skills and clinical application. Science education was also prominent in his writing and this has a direct connection to physical therapy, which is heavily based in science. M.F. He (2010) wrote, "A separation of matter from form, conception from perception, operations from humans, or inquiry from contexts leads to cultural waste, confusion, and distortion of human condition. Dewey's theory of inquiry is the foundation of forms of curriculum inquiry" (p. 213). Given his foundational role in curriculum inquiry, it is not surprising that he wrote so much, but it is surprising that when I read back over his work that so much of it

seems relevant to my research. And he wrote so eloquently that it is difficult to select

only a few passages to include here. I will select some of those writings that relate most

specifically to the idea of liberal arts and how important education is to a full, moral and

meaningful life for an individual but also how important it is for society that individuals

develop the ability to critically evaluate and participate in the democratic process.

Proponents of liberal education point to how the word liberal refers to the freeing,

the liberation, of the intellect through a broad and critical approach to education. Dewey

also wrote of education as a path to freedom. In *Freedom and Culture* (1989), he wrote,

"Those who are free govern themselves by the dictates of reason; those who follow the

promptings of appetite and sense are so ruled by them as to be unfree" (p. 26). He also

wrote about a comprehensive approach to education and advocated the inclusion of

science with other traditional liberal arts disciplines "…language and literature isn't

purely humanistic, and science isn't purely physical" and that this was "a false notion

which tends to cripple the educational use of both studies" (Dewey, 1916, p. 229). The

fight against the inclusion of science within liberal education in Dewey's time is similar

to the resistance of some to the inclusion of health professions in institutions of higher

education today.

John Dewey, Paolo Friere, and Bill Ayers do not necessarily discuss higher

education directly, but many of the themes of their work have direct implications for

higher education. They speak of education as being a tool for improving one's individual

situation in life and for better understanding the world in which one lives and improving

the ability to interact in that world more effectively. They also wrote about empowerment

through education. Giving an individual the background and the tools required to

understand and participate in the political system has the potential to improve that individual's life but effective participation in society and the political process also ensures more representative results of societal and political action that results. This tends to equalize power across various groups, which facilitates more equal and fair distribution of resources.

The impact of curriculum theory is not strictly limited to events and effects that are seen inside the classroom. Pinar (2003) wrote, "Stated simply, curreré seeks to understand the contribution academic studies makes to one's understanding of his or her life (and vice versa), and how both are imbricated in society, politics, and culture" (p. 36). This suggests that curriculum and identity development are intimately related. The connection of curriculum theory's role in education to individual identity development and larger society is directly related to my research interest in increasing understanding of how professional education and the liberal arts intersect in higher education. I believe that higher education is an important part of 'the race' that many students run, and theorizing and reflecting on what happens there and on "what forms of being /knowing/doing are of most worth" is of critical importance for today's students.

Intersectionality

The concept of intersectionality was introduced by legal scholar Kimberlé Crenshaw in 1989 with her critique of antidiscrimination policy which was enacted based on single axis concepts of identity. It conceptualizes "how social categories jointly shape experiences and outcomes" (Cole, 2009, p. 171) and how social categories interlace in ways that are not simply additive or subtractive but which affect perceptions of advantage or disadvantage in much more complex ways. The concept has mostly been championed

by "feminists of color" (Dill, et al., 2006, p. 629). Disadvantage created by race, class and

gender identity dominated early discussions of intersectionality, but more recent work

advocated the inclusion of other constructs. Dill (2006) wrote, for example, "now other

identity groups and bodies of scholarship have utilized intersectional analysis to shed

light on their particular experiences" (p. 629). Intersectionality "can also inform how

privileged groups are understood" (Cole, 2006, p. 171).

The concept of intersectional invisibility suggests that belonging to multiple

identity groups renders one invisible because of not being the prototypical representative

of a single group. For example, people may not see a disabled African American woman

as anything but disabled. Purdie-Vaughns and Eibach (2008) cited examples of how

intersectional invisibility could be either an advantage or a disadvantage, depending on

the situation. The disabled African American woman may not be subjected to incidents of

gender bias because she is not seen as belonging to the prototypical group of females

against which these acts are typically perpetrated. On the other hand, she may be less

likely to have the opportunity to join a social group of non-disabled African American

women because African American women see her as a disabled person and not as an

African American woman.

Much of the writing on intersectionality has originated with those in the academy

and there has been some discussion of the opportunity to use this lens to improve colleges

and universities (Dill, McLaughlin, & Nieves, 2006; Murphy, 2009). Language related to

improvement largely relates to minimizing barriers between disciplines and departments.

These barriers belong in the 'intersection' that I am exploring between health professions

and liberal education, and may be part of what I suspect contributes to the friction

between disciplines. Dill, et al (2006) wrote "intersectional scholarship is engaged in transforming both theory and practice in higher education across the disciplinary divide" (p. 629) and, "this body of scholarship connects ideas across disciplines and interlaces constructs that have customarily been treated as separate and distinct" (p. 634).

My position at Armstrong can be seen as straddling this "disciplinary divide." I am an advocate of both the health professions education and liberal education and my unique position gives me a view of the two approaches that is perhaps unique and distinct from the view that someone who operates only in one discipline or the other. Perhaps my unique view and the results of this dissertation inquiry can create a clearer vision of how the two can minimize the divide and optimize a more cohesive approach that incorporates the important and positive attributes of both liberal education and professional education.

Broad Mission of Higher Education

College and university education occupies a critical place in the educational system. The task of higher education has been defined in ways from simple, "...to produce and disseminate (through teaching and publication) academic knowledge" (Fish, 2008, p. 99), to complex, "to enhance civilized life" (*100 Classic Books About Higher Education*, 2001, p. 6). Others define the mission as a way to teach life skills, sometimes through instruction in specific disciplines, "...to introduce students to disciplinary materials and equip them with the necessary analytic skills", or to teach students "...intellectual habits of mind" (Graff, 2003, p. 268).

Much has been written, though, about the larger importance of what takes place in college and the impact on students and society. "Critical thinking, creativity and values are essential to the future of humanity....Higher education, in many significant ways,

holds the key to human efforts to lay the foundations for the future. Humanity depends on a well-educated population -- a thinking citizenry, endued with values and the ability to apply reason in what appear to be chaotic times" ("Historical look at the liberal arts education - Guilford College," n.d., para. 3). The ability to apply reason is important for effective participation in the political arena and this ability is often honed in the college environment (Newfield, 2003, p. 15; Taylor, 2010, p. 6). "Educational systems have been the primary place in our nation where free speech, dissent, and pluralistic opinions are valued in theory and practice" (hooks, 2009, p. 16).

Ortega y Gassat (1944) described the function of the university as preparing professionals and conducting research, but as part of training the student is required to "take some course of a general character"; he calls this requirement "the last, miserable residue of something more imposing and more meaningful. In its present form, it serves no end at all; one must take it back to some other age of its evolution in order to find whole and active what exists today only as a residual stump" (Ortega y Gasset, 1944, pp. 54-55). Perhaps the change that he refers to is part of a process of change that optimizes the chance of survival, as the following quote might suggest: The university is a "living organism and is inevitably subject to the principles of evolution" (Harvard University, 1933, p. 12).

And the evolution may occur more quickly if the university increases its exposure to the "workaday world" as might be suggested by the addition of professional degree programs.

The more isolated [universities] are from the currents of the workaday world, he easier it is to maintain a traditional, even though somewhat artificial, purity of

standards. But the temper of our time will hardly allow them to maintain any complete seclusion, and it may well be doubted whether in the long last such isolation is really in the interests either of the university itself or of the social order which maintains it. (Harvard University, 1933, p. 23)

Schubert (2009c) was writing about what he believed to be the inadvertent outcome of primary and secondary schooling, "why are all of the children who come to me question marks and exclamation points, and when finished with schooling after thirteen years, they are all just plain periods" (Schubert, 2009c, p. 26)? Higher education might, then, be seen as an opportunity to change the 'periods' back to 'question marks.' The college years should be "a time of awakening to a larger world, to the histories of art and science and peoples, to unknown capacities in themselves, to new forms of ambition and of hope" (Newfield, 2003, p. 15).

As important as the overall role of college is, the intent of college is rarely actually discussed by college level faculty (Domholdt, 1987). "Academics are not often called upon to articulate a philosophy of higher education, so whatever differences they may have about the ultimate purpose of what they do when they teach undergraduates are rarely on the table" (Menand, 2010, p. 25). Often, perhaps, faculty are immersed in the day-to-day activities of their departments, their classrooms, and their research that they do not stop to think or articulate how these activities might support an overall mission of higher education. The mission I am speaking of here is the grand, overarching reason for higher education and not the mission statements that universities create for themselves. These mission statements usually are created on a corporate model and are designed to support what a university is already doing at the institutional level. Too often the mission

statements of institutions of higher education end up with mission statements that use

phrases that are so similar to those at many other institutions that they begin to sound like

marketing slogans rather than genuine goals. Faculty who do have a clearly articulated

vision of the grand, overarching mission of higher education rarely discuss this vision

with colleagues. Within one's department, it may be assumed that everyone's vision is

largely determined by their discipline and needs no discussion. Outside of one's

discipline or department, the topic just never seems to emerge in a way that allows or

encourages open discussion and debate.

Higher Education and Professional Education: A Historical Perspective

American higher education did not move forward in a smooth, unified way, but

rather moved as a result of constant pushing and pulling by advocates of particular

approaches. Liberal education and professional education are but two examples of forces

that significantly shape today's higher education. The following section is not meant to

be a complete history of higher education, but rather selected notes, particularly those

most relevant to the intersection of liberal and professional education. Key events are

highlighted in Appendix A. The European medieval university centered on theology,

philosophy, and the arts and was primarily designed to serve the church (Taylor, 2010).

The focus of the medieval university was training of students in the clergy, and later

medicine and law (Bragg, n.d.; Taylor, 2010). At that time, it was designed to transmit

the ideas and convictions that "the man of that time possessed" and which provided a

"guide of his existence" rather than an "ornament for the mind" or "training of character"

which became goals for education much later (Ortega y Gasset, 1944, p. 56). In fact,

Lucas (2006, p. 68) describes the medieval university as "first and foremost a

professional school for a select few discrete professions"(p. 68) and that despite today's concern with an overemphasis on vocational training, that today's universities actually resemble the medieval university.

The university curriculum was initially composed of the trivium, which referred to the disciplines of grammar, logic and rhetoric, combined with the quadrivium, which referred to arithmetic, geometry, astronomy, and music (Bragg, n.d.; Nordenhaug, 2000; Readings, 1997; Van Doren, 1943). The trivium is sometimes simplified into just 'literature', and the quadrivium is sometimes simplified into 'mathematics,' but together they are known as 'the seven liberal arts.' In the Renaissance, the dualistic nature of knowledge was sharpened. The mind was distinguished from matter. This distinction evolved into a division between philosophy, mental values, and other humanistic studies from science and nature. The former had higher status because it was more intimately connected to the 'gifts' accorded to mankind exclusively. This division between humanistic studies and science led to a significant and long lasting disconnection (Van Doren, 1943, p. 56).

The Puritans brought with them from Europe a strong belief in education and founded Harvard University in 1636 to train clergy and to conserve the religious purity of their group. This was accomplished through a classical curriculum that had been modeled on the medieval universities of Europe. Preserving virtue and religious purity and improving the character were the main purposes for higher education initially; only later did improving the mind through the acquisition of knowledge become part of a university education. Gradually, the strictly sectarian admission policies of Harvard and other universities founded by religious organizations relaxed somewhat to allow for expanded

enrollment. There was still an emphasis on virtue, and education was still reserved for the privileged.

In the late 1700's, European philosopher Immanuel Kant conceived the modern university and planned for it to serve the new nation-states instead of the church (Taylor, 2010). Kant structured the university into two divisions: the higher faculties and the lower faculties (1992). Theology, law and medicine constituted the higher faculties, and what Kant called the "philosophical faculty" comprised the lower faculty. The philosophical faculty included the other academic disciplines; those that we would now classify as liberal arts disciplines. The lower faculty were not bound by utilitarian principles but were autonomous and bound only by reason. The higher faculties were, by design, judged and criticized by the lower faculties. This division and description of responsibilities was "the most important aspect of Kant's organizational structure" (Taylor, 2010, p. 53). The Kantian idea of higher education was that the content-driven fields such as theology, law and medicine would all be served by the disciplines of philosophy and humanities. These latter disciplines would help to inquire, interpret and hence give meaning to the content of the former. Philosophy helps the professions with self-criticism and therefore improvement (Readings, 1997); Kant felt this was "absolutely essential" (p. 27) and in fact should never end (p. 55), even though the higher faculty may find this critique by the lower faculty "irksome" (p. 45). This relationship "shows the way to a more perfect performance by each" (Van Doren, 1943, p. 139), which sets up a situation in which there is "perpetual conflict" between established traditions within the professions with rational inquiry. This leads to a "universally grounded rationality" (Readings, 1997, p. 57). Kant's idea of the university was first implemented in Berlin in

1810 but not imported to the United States until the opening of Johns Hopkins in 1876 (Taylor, 2010). Later, the scientific method of thought was included in the constituents of a basic education. This method "emphasizes that full truth is not known and that we must be forever led by facts to revise our approximations of it" (Harvard University, 1966, p. 47). This more pragmatic attitude brought a "tone of tough-mindedness and curiosity and a readiness for change" (Harvard University, 1966, p. 47).

After the American Revolution, common people's interests came to the forefront with the democratic ideals espoused by Thomas Jefferson. Jefferson believed in man's natural aristocracy and founded the idea of free education for young people of exceptional merit. He believed in a meritocratic approach; that an educated public was critical to the success of the republic. Medicine and law were among the eight programs of study at the University of Virginia, which Jefferson founded in 1819. European education was still heavily influencing Harvard, but both Harvard and Virginia remained focused on a student-oriented, fairly utilitarian curriculum.

At around this time, law and medicine were taught in professional offices, where students basically apprenticed to those already in practice. No formal higher education was required and there was no regulation or standardization of training. Later, proprietary schools opened but questions of quality remained. These questions would not be addressed until the late 1800's.

The influential 1828 Yale Report emphasized a traditional, classical approach to undergraduate education that did not include specialized or professional education but rather provided a broad base in skills that might prepare a student for pursuit of professional education at the graduate level or in separate professional schools (Lucas,

2006, p. 132). The relationship between professional education and undergraduate education did not evolve in a steady or predictable way. In last third of the 1800's, the informal definition of a university included the presence of graduate, professional education. It was generally more utilitarian, more specialized, and more interested in research and scholarship. Educational leaders who traveled to Germany brought back ideas, especially the emphasis on original research and professional and advanced graduate training (Van Doren, 1943). The conflict between a general and a special approach to undergraduate and graduate education evolved and changed constantly during the 1800's (Lucas, 2006).

Particularly after the civil war, the emphasis of education began to shift from goals related to conserving the ideals put forth by the classical curriculum, to meeting the needs of a changing country; that is, education designed to give citizens the tools to shape the future rather than just looking to the past for enduring truths. This goal of shaping the future also created pressure toward a more utilitarian, more diversified and more vocational curriculum that could serve larger numbers of students. Part of the pressure for the development of more specialized education at the undergraduate level came from the fact that in the United States in the 1800's, there were many fewer people who were wealthy enough that they had the luxury of spending extended time on education, as had many of the wealthy class in Europe. American education, therefore, had to prepare people for earning a living. With the Land Grant College Act of 1862, state-funded institutions of higher education, which promoted more practical education, like farming and mechanics, began. Rural and urban state colleges were developing, also (Lucas, 2006).

By the late 1800's, the move to a more practical emphasis in higher education also meant the inclusion of more science. Industrial and business leaders supported this call for science and therefore practicality in education. Also, at around this same time, private teachers' institutes and then public normal schools developed for teacher education. This was partly because compulsory education created an increased demand for teachers, and therefore, increased opportunities for teacher-training. Teacher education and other professional training eventually moved into institutions of higher education. Ortega y Gassat (1944) wrote that the university consists of two things: (A) the teaching of the learned professions, (B) scientific research and the preparation of future investigators" (Ortega y Gasset, 1944, p. 53). He goes on to give examples of the learned professions: "doctors, pharmacists [,] lawyers, judges, economists, public servants, teachers of the sciences and the humanities in secondary schools, and so on" (Ortega y Gasset, 1944, p. 53). The move into universities is justified, according to Shulman (1997), because they are "*learned* professions" and academic knowledge is essential because the professions are rooted in "a theoretical, empirical, and/or normative knowledge base" (Shulman, 1997, p. 156).

But the utilitarian shift represented in part by the inclusion of professional training in the university was not universally accepted. Some resisted this turn away from the traditional goals of education and felt that the classical approach was still the best. A split developed between those who later became known as 'culturists' and those who advocated a utilitarian approach. The culturists evolved from classical and cultural movements and wanted to transform what they felt was a boorish society thru idealism and aesthetic appreciation and the study of humanity (as opposed to nature). The

culturists developed a very intellectual approach to the liberal arts, and this led to more and more specialization in the intellectual investigations within these disciplines. They advocated a return to a fixed curriculum because a "cultivated mind was incompatible with free elective choice and vocationalism" (Miller, 1988, p. 21).

The clash that occurred in the latter part of the 19th century between the classical culturist approach to education which put a premium on liberal education and a utilitarian approach which emphasized training for specific vocations was illustrated by the strikingly different educational missions described by two African Americans who were contributing to the shaping of post-war America: Booker T. Washington and W.E.B. Dubois. W.E.B. Dubois was a strong advocate for a liberal education, at least for a select few, which he believed would 'elevate' the place held by Blacks in the later part of the nineteenth century. Dubois (1903) wrote in Souls of Black Folk "the final product of our training must be neither a psychologist nor a brick mason, but a man" (DuBois, 1903, p. 41). Booker T. Washington, however, believed that training in specific knowledge and skills was the path to social integration and respect for the majority of Black Americans. Booker T. Washington felt liberal education had no practical value (Historical look at the liberal arts education - Guilford College, n.d., para. 3).

As previously stated, in the late 1800's, the question of quality of legal and medical training prompted the move into colleges and universities where training and education could be more closely scrutinized and standardized for increased quality (Carnegie Foundation for the Advancement of Teaching, 1977). But simply moving freestanding professional training into higher education didn't necessarily improve the quality of preparation. Professional faculty realized that their students needed a broader

educational base on which to build. In the late 1800's, Charles Eliot, president of Harvard

University for 40 years, mandated that a baccalaureate degree was required for students

wishing to enter law or medicine. This was only one of several significant changes that

Eliot instigated and which virtually all other institutions followed, that dramatically

changed the future of higher education. Eliot transformed Harvard into what would

become the modern university:

> … abolition of required coursework, the introduction of an elective system of
>
> coursework for undergraduates, graduate schools with doctoral programs in arts
>
> and sciences, and the emergence of pure and applied research as principal
>
> component of university's mission. (Menand, 2010, p. 44)

Eliot believed education should be focused on individual as well as social goals because

he believed this would better advance progress for society at large. Electives were

"conceived as a device to ensure the natural sciences, so mistakenly feared and fought by

the 'humanities,' their proper place among the liberal studies where they belonged" (Van

Doren, 1943, p. 109). Individualized courses of study were added to the curriculum and

the lecture and the laboratory began to replace the recitation; also, more classes of

students began to aspire toward higher education. Languages, sciences, and social

sciences were added to the traditional liberal arts disciplines. Eliot said at the time,

"There is no danger in any part of the university that too much attention will be paid to

the sciences ordinarily supposed to have useful application; the problem is to get enough

attention made to them" (Lucas, 2006, p. 151).

Another of Eliot's reforms that set the structure for graduate professional

education was to make a bachelor's degree a requirement for admission to any

professional school. This was an important part of the transformation that took place in higher education after the civil war. Prior to this, professional schools were an alternative to college with no real admission requirements and lax graduation requirements. Even after professional training was incorporated into the university, graduation requirements were relatively minimal. For example, students received a degree from Harvard Medical School if they could pass five out of nine parts of an oral exit exam. The Harvard Law program only required two years of coursework but many students left to begin practice before finishing. Starting in 1900, a Bachelor's exam was required for admission. "Eliot's reform helped put universities in the exclusive business of credentialing professionals" (Menand, 2010, p. 47).

Eliot's reforms created significant change in the structure of higher education. He maintained strict separation between professional and vocational education. Utility, according to Eliot, had no place in college, only in vocational training. "And this is the system we have inherited: liberalization first, then professionalization. The two types of education are kept separate" (Menand, 2010, p. 49). Unfortunately, however, at about this time, "specialization in the professions began to encroach upon the cultural subjects of the undergraduate curriculum" (Dressel, 1968, p. 2).

The first part of the 1900's saw some backlash against some of Eliot's reforms, such as electives. Electives allowed a student to choose courses that were only related to their interests and these choices may or may not address the components of the traditional curriculum that had been thought to be essential to character development and diverse knowledge. "Specialization of interest and professionalism, many warned, had advanced to the point where general education of a more liberal character was suffering neglect and

might soon disappear entirely" (Lucas, 2006, p. 219). The name given to what we would today call professional education was referred to then as "special education," and it was defined as that part of education which "looks to the student's competence in some occupation" (Harvard University, 1966, p. 51).

The humanist approach that developed in the early 1900's as a part of this backlash was concerned primarily with the problems of being human. This meant a generalized social concern for 'gentle' behavior, reason, and a sense of proportion. The humanist approach also included Aristotelian ideals and logic. Training was achieved through discipline, and the form of the training was separate from the content. Content was just the means to the end. The mission was developing social values and a desire for social action in individuals, which would develop a new American culture. This movement evolved into what is now known as general education approach, in which the educational goal is to prepare society for the future. This was closely related to the progressive movement, in which John Dewey was a key figure. He combined education with pragmatism and a strong link to and concerns with democracy. The link between democracy and education was key to all other components of the progressive movement. This further evolved into the instrumentalist viewpoint, in which educating citizens to think freely and change their environment and future was the mission. Education was not intended to prepare for a profession but was part of continual growth through experience and interpretation of experience, and was, therefore intended to be a lifelong process. Instrumentalists believed that education should start with an analysis of the current situation and then a plan to improve it. Teaching was best accomplished through meaningful experiences, they believed. Since education was based in experience, it had to

be highly individualized, but it still remained a direct relationship to the community through social goals. Subject matter (including the past) was the resource for understanding the present and creating the future. In the1930's, general education meant, "developing the relationship of he individual to the community in contemporary democratic society" (Miller, 1988, p. 106).

The culturist movement failed but it sparked the general education reform movement after World War I. General education was at least partially a response to the rise in academic discipline specialization that was imported from European universities, and was designed to "get at something bigger than any single discipline" (Menand, 2010, p. 31). After the war, more people were graduating from high school and more expected college education and these students were not necessarily prepared the same way that students prior to that time had been. After the war, there was a generalized effort to make a better world; education was one way to accomplish this goal. Later, during the depression, people turned to college instead of unemployment and Junior Colleges were started to absorb increasing numbers of students,

At the University of Chicago in the 1930's, Hutchins described three issues at the heart of problems in higher education: the love of money which led to vocationalism; excessive responsiveness to social opinion and economic conditions; and an over-emphasis on science instead of classics and liberal arts which he believed made education the servant of superficial, contemporary issues in society. He developed the "Great Books" program, which used classics and emphasized reading, writing, thinking, speaking and mathematics to develop reason. This evolved into the liberal education approach; in which one of the goals is to preserve tradition.

The financial aid provided to veterans after WWII brought large numbers of non-traditional students to college who saw education as the key to a good job. Democracy was seen at this time as a political ideal to be preserved against the communist threat. The Truman Commission was formed to analyze general education. It published a list of 11 objectives for higher education. The tenth objective was: "To choose a socially useful and personally satisfying vocation that will permit one to use to the full [one's] particular interests and abilities" (Miller, 1988, p. 124). The Truman Commission advanced the social reconstructionist mission of education, and was eventually seen by some as "a countervailing force to specialized or vocational education" (Miller, 1988, p. 141). General education became a replacement for liberal education rather than a reform of it (Miller, 1988, p. 184).

With the space race and the communist threats to the democratic United States in the 1950's, general education became "a luxury the nation could no longer afford" (Lucas, 2006, p. 273). Mathematics and science were emphasized at the expense of other disciplines. Concerns emerged that general education was becoming irrelevant to college students. Willis Weatherford, Chair of the Commission on Liberal Learning of the American Association of American Colleges in 1971 said, "Narrow vocational education has captured the larger portion of political interest" (Lucas, 2006, p. 288). At this point, the status hierarchy of academic departments was reversed from that at the origin of the American university: the humanities and philosophy and theology were now at the bottom and science was at the top.

Hacker and Dreifus (2010) put some additional perspective on the rise in professional education that was beginning:

There wasn't a Golden Age when everyone chose fields like history and literature,

or for that matter, astronomy and physics. On the contrary, for many years,

preparing schoolteachers topped the list. Still, until the mid-1960's, there was

essentially an even balance between vocational training and the liberal arts. Even

if some students would go on to law or medicine, they weren't pre-occupied by

those professions from their freshman year. (Hacker & Dreifus, 2010, p. 99)

In the 1970's, the liberal ideal of individual character development through

education was replaced by an emphasis on societal and economic educational benefits

through vocational training. This tended to dehumanize education by placing the goals of

society ahead of concerns for maximizing individual human potential (Sidwell & O'Hear,

2009, p. 201). Concerns began to emerge during this period that general education was

becoming irrelevant to college students. The Carnegie Council on Policy Studies in

Higher Education called general education a "disaster area, which has been on the

defensive and losing ground for more than 100 years" (Lucas, 2006, p. 288). Willis

Weatherford, Chair of the Commission on Liberal Learning of the American Association

of American Colleges in 1971 said, "Narrow vocational education has captured the larger

portion of political interest" (Lucas, 2006, p. 288). The rush of students seeking to earn

qualifications for employment may be an understandable result of widely published

reports of large numbers of graduates and scarce jobs, but the following quote illustrates

how the larger system and not just individual students or institutions contributes to this

shift toward the vocational outcome. In the 70's, universities had:

given themselves over to turning students to specialized professional careers as

quickly as possible…. [Universities] were the principal manufacturers and

retailers of knowledge as a commodity. Their buyers included students seeking

credentials to guarantee themselves prosperous futures, industries in search of the

skills and products of research, and governmental agencies needing an array of

specialized services. (Lucas, 2006, p. 289)

This has been called a vocationalist model, which means all education must be focused

on "opportunism, careerism, and professionalism – in a word, commerce" and in which

students are hemmed in with "a bevy of technical requirements, which leave no room for

liberal or general education and which assume that education for living is in fact

education for making a living" (Lucas, 2006, pp. 300-301).

In the 1970's, demand for health professionals increased dramatically as the baby

boom generation entered adulthood. This increased demand occurred at the same time

that overall employment levels were relatively low and so many students were drawn to

the promise of employment that training in the health professions provided. Demand for

health professionals continues to increase today. In 2008, registered nurses made up

15.3% of all health care personnel, and this proportion is expected to rise to 23.4% by

2018. The employment outlook for nurses is excellent, as the average age of nurses in the

current workforce is 46 years ("2008 National Sample Survey of Registered Nurses,"

n.d.), older than many allied health professions. The median hourly wage for registered

nurses in 2008 was $30.03 ("Healthcare," 2010). It is easy to see why health professions

careers are attractive to students who are concerned about employment and wages after

graduation.

As stated previously, the inclusion of health professions programs in colleges and

universities increased concerns over a more utilitarian shift in higher education. Much of

professional education occurs in graduate schools, although some professional disciplines such as journalism, business administration and social work started and remain in the undergraduate college. Health professions programs became important marketing tools for institutions wishing to increase their size and revenues. Health professions graduates could be used as very visible symbols of alumni making important contributions to the well being of society as well as of alumni getting jobs as a result of their college education. Higher education critics cited these programs as contributing significantly to the shift in student goals for education to training for a job, rather than the historical aim of training for citizenship and self-awareness.

The development and especially the nearly constant push and pull between liberal and professional education has been traced here, but a more detailed understanding of what exactly is meant by the term 'liberal education' is needed. Also, a further exploration of what professional education means and how it is or is not different is important to facilitate understanding of the interview, focus group and survey data and to enable viewing the data in context. This contextual understanding will then provide for more effective interpretation of said data.

Liberal and General Education

Liberal education emerged in the late nineteenth century as a liberal culture movement with an emphasis on traditional disciplines. It was based on preserving the past in order to give students "a sense of direction" and "a pattern of meaning" (Miller, 1988, p. ix). Learning was historically "the badge by which one showed that one was free" (Van Doren, 1943, p. 55), or alternatively, "that which befits or helps to make free

men" (Harvard University, 1966, p. 52). These references to freedom demonstrate the origin of the word liberal in the term liberal education.

> The main thing is that there are powers within the person which liberal education,
> and only liberal education, can free for use. The aim of liberal education is one's
> own excellence, the perfection of one's own intellectual character. Liberal
> education makes the person competent; not merely to know or do, but also, and
> indeed chiefly, to be…. The prime occupation of liberal education is with the
> skills of being. (Van Doren, 1943, p. 67)

The term 'freeing' is used as a release from man's base instincts and drives, so choices and decisions can be made that have long-term and larger benefits than just the satisfaction of personal urges and desires, "contingent wants" (Sidwell & O'Hear, 2009, p. 214). "Philosophy should...seek the insight, dim though it may be, to escape the wide wreckage of a race of beings sensitive to values beyond those of mere animal enjoyment" (Whitehead, 1967, p. 159).

Character formation and identity development are often cited as some of the reasons that liberal education is important. Heidegger wrote of philosophy, but since philosophy was the name by which all of the liberal arts disciplines were originally known, it makes sense that perhaps the goal of philosophy is similar to the goal of liberal arts: "Philosophy seeks beings in their unhiddenness as beings" (Heidegger, n.d., p. 9).

> Liberal education can no longer be defined as knowledge of a set of subjects
> called the liberal arts; indeed, liberal education is defined not by knowledge, but
> rather by behavior and by the quality of actions and thought. The objectives of

liberal education, then, should describe what constitutes a liberally-educated

person. (Dressel, 1968, p. 133)

"An activity whose value is internal to its performance will have unpredictable and

unintended effects in the world outside the classroom "(Fish, 2008, p. 57). For advocates

of the liberal arts, pursuit of this type of education is the main reason for attending

college: "It's a background mentality, a way of thinking, a kind of intellectual DNA that

informs work in every specialized area of inquiry." Liberal arts courses impart "a set of

intellectual skills and attitudes" apart from the subject matter itself" (Menand, 2010, p.

28). The liberal arts train students in ways of thinking and being in the world. These are

unquestionably important outcomes, but the specific subject matter typically included in

the liberal arts is also important for developing the full benefits of this type of education.

History, for example, is a key part of the liberal arts. Daniel Bell (1968) calls the liberal

arts "a significant pursuit of the confirmation of reality" (p. xix), that is affirmed when

there is a context for the present provided by a recognition and relation to the past. The

Harvard Committee also referred to the importance of content to provide a "sense of

heritage" which provides a "clarification of the past about what is important in the

present" (Harvard University, 1966, p. 43). Loewen (Loewen, 2009) is more specific

about the importance of a history education. He wrote of how history helps students by

training them to think more critically, enabling them to "muster countervailing power

against those who would persuade them of false ideologies" (p. 152), and decreasing their

tendency toward ethnocentricity. History is also important to society, according to

Loewen, because it empowers students to "use history as a weapon to argue for better

policies in the present" (p. 152). History provides a good example of how the liberal arts

empower students to better themselves and the society in which they live.

The liberal arts are their own reward "...the reward is here and now, not some

intangible benefit--wisdom, grace, gravitas--you will reap later" (Fish, 2008, p. 59).

Though liberal education is a broad church, there are core beliefs shared by all its

followers. ...shaping a student toward a human ideal...characterized by personal

freedom, guaranteed by self-mastery and the capacity for rational thought together

with an educated sensibility in matters of value and the aesthetic. (Sidwell &

O'Hear, 2009, p. 6)

Huxley (1964) described the end-product of a liberal education as a " man …whose

intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth

working order; ready, like a steam engine to be turned to any kind of work" (1964, para.

13).

A liberal arts education attempts to develop increased capacity for critical

thinking., and the use of critical thinking in many aspects of a student's life. It helps one

examine "the ways in which we make judgments about truth, value and beauty without

which civilized society is impossible. Such reflection has never been more important than

in this era of media frenzy and information overload" (Taylor, 2010, p. 49). The closely

related concept of reason is highlighted in the following statement about the liberal arts

approach: 'education for freedom' was designed to help each student "live well by the

light of their own reason, enjoying, preserving and replenishing the treasures of their

civilian: complete individuals, at home in their minds and bodies" (Sidwell & O'Hear,

2009, p. 5).

Contemporary definitions of liberal arts include " the humanities, the arts and the social sciences; and in some contexts, the natural sciences have been added in an effort to renew liberal education" (Historical look at the liberal arts education - Guilford College, n.d., para. 5). A liberal education results in (1) knowledge of basic cultural heritage, (2) competency in utilizing the modes of thought characteristic of the major areas of human knowledge, (3) competency in communicating, and (4) conscious commitment to a set of values, and is excellent preparation for almost any vocation (Dressel, 1968, p. 19), though the liberal arts are never described as vocational. In fact, in liberal arts literature, the word 'training' is used to describe everything from vocational to professional education, and the word 'education' is used only in a liberal arts context (Fish, 2008, p. 55; Sidwell & O'Hear, 2009, p. 6).

Fish (2008) speaks to how a liberal education 'primes the educational pump' because it stimulates the realization that there is more out there in the world than perhaps one has encountered in their everyday experience,

A good liberal arts course is good because it introduces you to questions you did not know how to ask and provides you with the skills necessary to answer them, at least provisionally. And what do you do with the answers you arrive at? What do you do with the habits of thought that have become yours...? Beats me! As far as I can tell those habits of thought and the liberal arts education that provides them don't enable you to do anything, and, even worse, they don't prevent you from doing anything. (Fish, 2008, p. 53)

General Education

There is much confusion over the terms liberal versus general education (Lucas, 2006; Miller, 1988) perhaps at least partially because there are many definitions and multiple descriptions for the term 'general education.' This is partly because general education is a concept, rather than a single term; in fact, it is a "somewhat vague and colorless" concept (Harvard University, 1966). Some even refer to it as a 'milieu' rather than a concept, since it has such fuzzy boundaries. The meaning becomes even less clear when the term general education is used interchangeably with liberal education by some authors, even though there are differences between the two. "General education means the whole development of an individual, apart from his occupational training. It includes the civilizing of his life purposes, the refining of his emotional reactions, and the maturing of his understanding about the nature of things" (Ortega y Gasset, 1944, p. 1).

Gary Miller wrote *The Meaning of General Education* in 1988. In it, he described the evolution of liberal and general education and the distinctions, as well as the confusion, between them. The references in the previous section to multiple movements contributing to the development of general education emphasize what Miller wrote: "Like a river running through the terrain of higher education, our concept of general education has been fed by several sources" (p. 5). Miller is one of the few authors who draw so careful a distinction between these two approaches. Much of the following section was drawn from his book.

General education was developed as an alternative to liberal education in the 1920's and 1930's, and was interdisciplinary with an emphasis on integration and

comprehensiveness. This is sometimes referred to as a general education paradigm, which can be defined as:

> a comprehensive, self-consciously developed and maintained program that develops in individual students the attitude of inquiry; the skills of problem solving; the individual and community values associated with a democratic society; and the knowledge needed to apply these attitudes, skills, and values so that the students may maintain the learning process over a lifetime and function as self-fulfilled individuals and as full participants in a society committed to change through democratic processes. As such, it is marked by its comprehensive scope, by its emphasis on specific and real problems and issues of immediate concern to students and society, by its concern with the needs of the future, and by the application of democratic principles in the methods and procedures of education as well as the goals of education. (Miller, 1988, p. 5)

General education is often described in contrast to professional or special education. The aim of education should be to improve a student's abilities "to think effectively, to communicate thought, to make relevant judgments, to discriminate among values," (Harvard University, 1966, p. 65), and these abilities "should be worked toward in all courses, both general and special" (Harvard University, 1966, p. 74). General education provides the groundwork for later professional study or specialization. "General education should provide not only an adequate groundwork for the choice of a specialty, but a milieu in which the specialty can develop its fullest potentialities" (Harvard University, 1966, p. 195).

"General education…does not mean some airy education in knowledge in general, nor does it mean education for all in the sense of universal education. It is used to indicate that part of a student's whole education which looks first to his life as a responsible human being and citizen" (Harvard University, 1966, p. 51). Miller (1988) quotes McGrath who said that general education is "the thread that ought to weave a pattern of meaning into the total learning experience" (p. 4) and "that which prepares students for the common life of their times and kind, regardless of their calling; including that fund of knowledge and belief and those habits of language and thought which characterize and stabilize a social group. It is the unifying element of a culture" (p. 4).

I personally conceptualize liberal education as being almost a subset of general education. General education is the broad, sometimes loosely defined combination of courses that most college students take mostly during the first part of their undergraduate education. In many schools this combination of courses comprises a distribution requirement or core curriculum. Liberal education is a particular approach to general education in which certain courses are emphasized and in which certain disciplines are included. Liberal education can be manifest as a major in certain disciplines. The degree to which undergraduate institutions adhere to a true liberal arts curriculum seems to vary, depending on each institution's mission and classification.

For the purposes of this dissertation and in my interviews, I will use the terms liberal education to represent both general education and liberal education, because I believe these to be the terms that are most likely to be widely recognized and at least generally understood by both liberal arts and professional faculty, but if a respondent

speaks to a distinction between liberal and general education, then these terms will be used as distinct approaches.

Challenges to Higher Education

Many books published during the past forty years lamented problems in higher education. "Americans are well on their way to making the university different from anything that has hitherto existed" (Brubacher, 1982, p. 24). These problems can roughly be categorized as: financial pressures and corporatization, an increasing orientation toward assessment, the rise in specialization, and an increasing vocational emphasis; that is, the perception of education as job training. The rise in professional education programs is a consequence of some of these other pressures, and some believe represent a major additional threat to the traditional system of higher education. Each of the first four problems will be discussed relatively briefly; the last will be discussed in more depth, as it is central to the topic of this study.

College and university operating costs have increased, student tuition has increased dramatically (see Figure 1), and enrollment has increased (see Figure 2) and continues to increase (Fish, 2008, p. 157), especially with the recent economic downturn, which traditionally drives many of the unemployed back to school. "Indeed, when economic times are tough, everyone seeks a competitive edge, and college looks attractive" (Taylor, 2010, p. 104). To make matters worse, because of recent national financial crises, "the value of college assets (endowments) has plummeted. Liabilities are increasing, liquidity is drying up, costs continue to climb, [and because of steep tuition increases] their product is increasingly unaffordable" (Taylor, 2010, p. 5) rendering the financial situation of many institutions of higher education "not only unsustainable, but at

the crisis point" (Taylor, 2010, p. 5). These financial difficulties are "unprecedented,"

(Taylor, 2010, p. 84) and have resulted in a marked change in the way education and

those who provide it are referred to today. The language of higher education has become

one "of efficiency, productivity, and usefulness" – and this has what some refer to as an

"oppressive significance" (Donoghue, 2008).

There has also been an increased corporate influence on campus (Newfield, 2003,

p. 17). More and more 'for-profit' institutions are developing, often with an overt

emphasis on convenience and expedience through the use of online technologies. For

profit institutions also focus on career preparation or career enhancement and use the

income increases that are likely to result from further education as a main selling point.

This emphasis on career preparation and expedience especially jeopardizes "the place of

humanities in higher education and the academic way of life" (Donoghue, 2008).

Nussbaum (2010) wrote about the commodification of higher education and how

economic motives distract from liberal education goals:

> If the real clash of civilizations is, as I believe, a clash within the individual soul,
>
> as greed and narcissism contend against respect and love, all modern societies are
>
> rapidly losing the battle, as they feed the forces that lead to violence and
>
> dehumanization and fail to feed the forces that lead to cultures of equality and
>
> respect. If we do not insist on the crucial importance of the humanities and the
>
> arts, they will drop away, because they do not make money. (p. 143)

The perception of education as a commodity is closely related to corporatization of

higher education. Some authors (Hacker & Dreifus, 2010), however, confuse the issue of

corporatization with the rise in professional education, writing as though large and

expanding for-profit institutions that offer largely online programs for training or

increasing the degree level of practicing health professionals were the same as brick and

mortar institutions that offer degree programs in health professions. There are issues that

overlap between these two types of health professions institutions but they are not

synonymous.
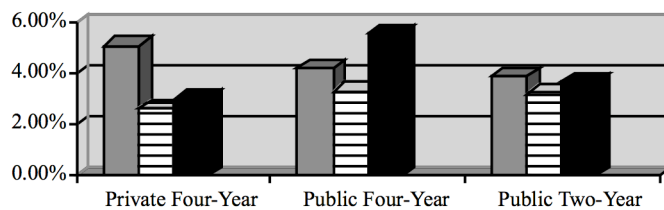
Figure 1. Average annual percent increase in inflation-adjusted published prices by decade, 1980-81 to 2010-11 ("Trends in college pricing 2010," 2010).

As in lower and secondary education, a culture of standardization and assessment has

become more evident in higher education. This culture change in K-12 education has

caused tremendous upheaval and many feel it has eroded overall effectiveness:
Touted as educational reform and occurring under the twin banners of "standards" and

"accountability," the transformation has, over the last decade, materially affected every

aspect of schooling, teaching and teacher education in the US, and now threatens public

education itself. (Taubman, 2009, p. 12)
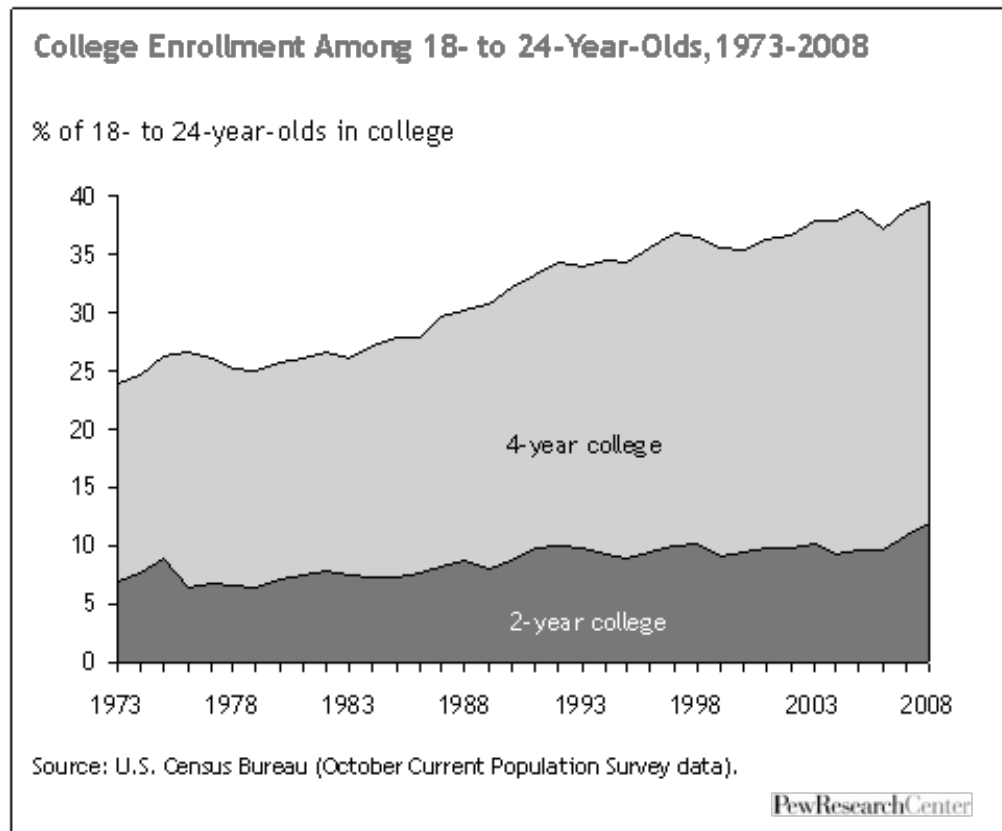
Figure 2. College enrollment among 18-24 year-olds, 1973-2008 (("College Enrollment Hits All-Time High, Fueled by Community College Surge - Pew Research Center," n.d.).

Taubman goes on to discuss the effects of this change in higher education. He feels that language of accountability is replacing discussions over issues such as liberal education and the canon with "talk of measuring learning." He describes what he sees as the far-reaching effect of beginning to measure outcomes for general education: "What exactly the learning is that will be assessed and improved is unclear…. Deployed as the lynchpin for a host of … educational practices, used to justify … education policies, … "learning" emerges as both the telos and synonym for education" (Taubman, 2009, p. 180). Until recently, measurement was felt to be particularly problematic for the

humanities because these disciplines lacked an easily visible means of assessing their contribution to a student's education (Carnegie Foundation for the Advancement of Teaching, 1977). This has changed and many tools and resources are available for assessing liberal education outcomes ("Liberal Education Resources Educational Assessment," n.d.).

Higher education has also become more fragmented (Bell, 1968, p. xix), and this lack of a singular overarching purpose may contribute to confusion of the public about the reasons for attending college. "We are faced with a diversity of education which, if it has many virtues, nevertheless works against the good of society by helping to destroy the common ground of training and outlook on which any society depends" (Harvard University, 1966, p. 43). Increasing consumerism in society also contributes to the desire for a more expedient way to an increased income and short circuiting education. Schubert wrote of how this increased consumerism "had taken possession of the minds of educators to the extent that the idea of personal acquisition and possession controlled the whole educational system" (Schubert, 2009c, p. 115). A significant proportion of the public sees higher education as a necessary step to being certified to participate in a particular career, and nothing more. "Neither learning nor justice is promoted by schooling because educators insist on packaging instruction with certification" (Illich, 1971, p. 11). Making a living is taking increasing precedence in education,

> To be sure, a major goal of American education is to prepare the young to make a living. But parents send their kids to school for many other reasons as well: intellectual, social, civic, ethical, aesthetic. Historically, these justifications for schooling have held more importance. Not today. (Rose, 2009, p. 4)

This shift in public perception is becoming more and more pervasive, particularly given the escalating financial burden that college tuition has become. Students and parents are looking for ways to justify the expense. "More than ever, [today's students] see college primarily as an investment in their personal financial future, the expense of which must ultimately be justified" (Donoghue, 2008, p. 91). Professional education is easier to justify than liberal arts education, which, even when it is valued, is more intangible and does not have the same immediately evident benefit to a large part of the population, particularly those parents who have not participated in liberal arts education themselves (Donoghue, 2008, p. 127). When faced with the two choices offered by many institutions, one practical and occupation-oriented and the other a traditional liberal arts education, many choose the former because they see it as preparing them for more immediate entrance into the workforce (Donoghue, 2008, p. 131). Educators must challenge the tenet that is becoming an article of faith for everyone: " the assumptions that a college education leads to a secure job and thus is crucial to improving one's quality of life" (Donoghue, 2008, p. 136).

Higher education institutions themselves are corrupting the concept of general education by:

> turning students to specialized professional careers as quickly as possible….[and by becoming] the principal manufacturers and retailers of knowledge as a commodity. Their buyers included students seeking credentials to guarantee themselves prosperous futures, industries in search of the skills and products of research, and governmental agencies needing an array of specialized services. (Lucas, 2006, p. 289).

The rush to earning qualifications for employment may be an understandable result of widely published reports of large numbers of graduates and scarce jobs. Some feel a vocationalist model has emerged, which means all education must be focused on "opportunism, careerism, and professionalism – in a word, commerce" and in which students are hemmed in with

> a bevy of technical requirements, which leave no room for liberal or general education and which assume that education for living is in fact education for making a living…. Where the philosopher once said that all of life is preparation for death, the educational careerist now thinks that all of life is a preparation for business—or perhaps, more bluntly, that life is business. (Lucas, 2006, pp. 300-301)

Rise of Professional Education

Among many other changes to higher education in the twentieth century, the emergence and dominance of technology and specialization has had a large impact on higher education. Financial pressures have driven institutions to seek out more efficiency and additional income streams. New majors and specializations have been created and marketed that will prepare students for a given field, and maybe even a specialty within that field. These programs of study are heavily marketed to students and their families as well as the business and professional community (Dressel, 1968).

The rise in specialization is closely related to the rise in professional education. Programs in education, business, technology and health professions are in strong positions at most universities (Readings, 1997, p. 55). Enrollment is healthy and increasing, and programs are expanding or being started on many campuses. University

administrations are happy to endorse the idea that these programs are the path to a good job and better income, and they heavily market them. Students then enter the university majoring in these programs or in pre-professional programs that will qualify students to later apply to graduate professional programs with the primary goal of employment and increased income.

Liberal education departments are shrinking, and the faculty members in these departments are decreasing in number and influence. "Except at independent colleges, the liberal arts have a peripheral place in most of American higher education" (Hacker & Dreifus, 2010, p. 96). Seven percent of all bachelor's degrees are awarded in the health professions; only 4% in English and 2% in history. Figure 3 shows proportions of bachelor's degrees granted in various aggregated fields and compares the proportions between 1997-98 and 2007-08. The proportion of LA degrees has been declining for 100 years except between 1955 & 1970 (15 unusual years). The more American higher education has expanded, the more liberal arts have shrunk in proportion to the whole (Menand, 2010). Liberal education has been replaced by courses in the core curriculum or by distribution requirements that are required for all students; however, rarely is the intent of this distribution of courses explained to these students. At Armstrong, for example, the core curriculum is presented to students in the form of a checklist: choose one from this list of courses, choose two from that list of courses, and so on. Each section of the core is named, but there is no standardized delivery of any sort of explanation of what students are supposed to get from each area or what the areas are supposed to add up to or why courses are selected for each area. It goes without saying that if the intent behind the core is not explained, neither is the overall philosophy and intent behind

liberal education. The checklist is just that: a list of courses to get checked off in order to receive a degree. The relationship between them is never routinely communicated.

Various reasons are cited for the decline in liberal education, but many relate the decline to the increase in the number and size of professional education programs in these same institutions (Carnegie Foundation for the Advancement of Teaching, 1977; Miller, 1988), which some feel has been driven by the rapid acceleration of the knowledge base of the professional disciplines, which in turn drives more and more specialization of knowledge and vocation (Dressel, 1968, p. 151) (Harvard University, 1933). Even at the turn of the century before the rapid rise in professional education, some, including industrialist Carnegie, perceived the humanities as "worthless" (Donoghue, 2008). It is notable that"...the humanities has long struggled to justify its own existence in a way that vocational learning never has had to do" (Donoghue, 2008, p. xiii). The many threats to the meaningful place that the humanities has held in higher education has escalated to a critical point, and perhaps a point at which salvation is impossible: "...professors of the humanities have already lost the power to save themselves" (Donoghue, 2008, p. xi).
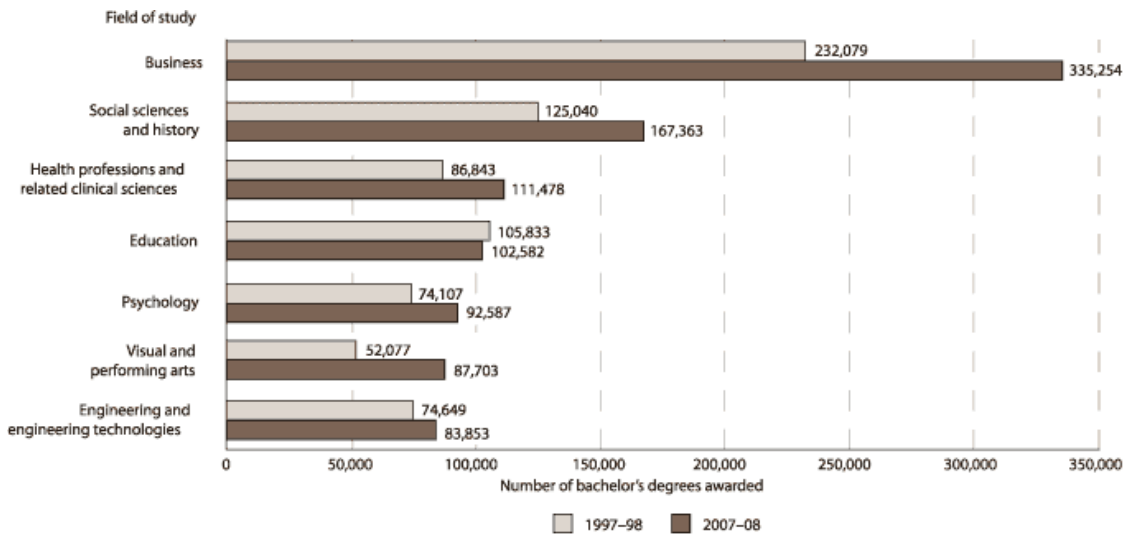
Figure 3. Number of bachelor's degrees awarded 1997-98 and 2007-08. ("Indicator 41 (2010) Undergraduate Fields of Study," n.d.)

"Modern life ever to a greater extent is grouping itself into professions. Thus ancient society was a coordination of crafts for the instinctive purposes of communal life, whereas modern society is a coordination of professions" (Whitehead, 1967, p. 57). But, what exactly is a profession? Whitehead wrote,

> The term Profession means an avocation whose activities are subjected to the theoretical analysis, and are modified by theoretical conclusions derived [sic] from that analysis.... There is a general purpose, such as the curing of sickness, which defines medicine. ...It is for this reason that the practice of a profession cannot be disjoined from its theoretical understanding, and vice versa. (Whitehead, 1967, p. 57)

Whitehead's definition is brief but it should be noted that implicit in the definition is the need for an association with higher education and a distinction from technical education. A more recent and comprehensive definition for profession is as follows:

An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society. (S. R. Cruess et al., 2004)

This not only speaks to the connection to a higher order of learning than that of technical education; it also suggests the need for a link to many of the principles that are at least begun during a liberal education: integrity, morality, altruism, and promotion of public good.

Lee Shulman (1997), former President of the American Educational Research Association and President of the Carnegie Foundation for the Advancement of Teaching, added to the description of the professions by describing six components of professional education. Shulman's description underscores the definition of profession and helps those

outside the professions understand some of the features that differentiate it from other forms of education:

1. Service: this requires "moral understanding to aim and guide their practice"

2. Understanding: the knowledge base includes "research and theories," changes through knowledge growth, new understandings, new perspectives, in addition to rules and policies and circumstances

3. Practice in the field: the gap between theory and practice makes education difficult

4. Judgment: education is complex and blends abstract theory with "gritty particulars" of situated practice; includes technical and moral elements

5. Learning from experience: from experience and reflection on their own practice, which must therefore be routed back to the academy and the profession

6. Community: public responsibilities and accountabilities, "privilege granted by virtue of their recognition by broader society." This includes autonomy and privilege granted in trust for the responsibility that also comes.

"Every extension of the scope of university training, …has met with vigorous opposition" (Harvard University, 1933, p. 9), The inclusion of science in higher education was also resisted early on (Huxley, 1964), but later became widely accepted. Professional education was resisted "on the plea that the essential university spirit was being sacrificed to an opportunistic vocationalism" (Harvard University, 1933, p. 9). "In a system that associates college with the ideals of the love of learning and knowledge for its own sake, a curriculum designed with real-world goals in mind can seem utilitarian, instrumentalist, vocational, presentist, anti-intellectual--illiberal" (Menand, 2010, p. 50).

Hacker and Dreifus (2010) are harsh critics of professional education residing within higher education. They were writing of "vocational" training like nursing and engineering, "While we're sure something is being imparted in these classes, we're not comfortable calling it education" (Hacker & Dreifus, 2010, p. 3).

Taylor (2010) is not openly critical of professional education taking place in colleges and universities, but he acknowledges that Kant's original structure for higher education in which some faculty are responsible for professional education and some are responsible for liberal arts may lead to tension:

> [Kant's] contrast between knowledge that is practical and knowledge that is impractical leads to a series of oppositions that continue to define the structure of the university. Not only useful/useless, but: practical/critical, profitable/unprofitable, professional schools/arts and sciences. The conflict of the faculties in the title of Kant's essay refers to the clash of values between these faculties, which is still going on today. (Taylor, 2010, p. 57)

Weaver (2010) wrote of what he called the "posthuman university" and its position at the "threshold" of the decision about whether the mission of education "is to remain and become a place where students learn job skills" or whether it will "reclaim its original intent and ask fundamental ontological questions of the nature of being" (p. 106). He doesn't appear to dispute the inclusion of professional education in the university setting but imposes the following requirement on those who would wish to become professional faculty: "to earn the title and right to be called a professor … every faculty member must be a philosopher" (p. 106). Weaver went on to write that a philosopher, "[asks] essential ontological questions about their chosen field of knowledge, and

[understands] where the field [is] heading" (p. 106). One could be a philosopher of

nursing without a philosophy degree by asking philosophical questions about the nature

of nursing practice and by staying aware of shifts in the present and future of the nursing

field.

Conflict

Despite opposition of some to the inclusion of professional education, the doors

of the university have steadily swung wider and wider to take in new claimants for

recognition" (Harvard University, 1933, p. 9). The rise of professional programs at the

expense of the liberal arts creates a great potential for conflict between these faculties. It

is similar to the historical conflict between the liberal arts and the sciences.

> The immediate task of educators is to convince themselves that the arts of
>
> language and the arts of science are equally and indeed mutually humane. The
>
> languages of art and science are of twin importance. It is crippling to be illiterate
>
> in either, and the natural curriculum does not choose between them. They are two
>
> ways in which the student will have to express himself; they are two ways in
>
> which the truth gets known. (Van Doren, 1943, p. 146)

Those on the literary and cultural side of education dismiss scientists as "ignorant

specialists" (Snow, 1959, p. 15). Snow laments that "there is no place where the cultures

meet" and that "they can't talk to each other" (Snow, 1959, p. 17). He says this cultural

divide is more than pitiable, that it has real consequences for society. "When those two

senses have grown apart, then no society is going to be able to think with wisdom"

(Snow, 1959, p. 53). The separation is partly attributable to specialization of knowledge,

which leads to more rigid and entrenched separation as time goes on. It was there in the

1920's when "at least they managed a kind of frozen smile across the gulf" (p. 19) and

only has gotten worse:

> It is not only that the young scientists now feel that they are part of a culture on
>
> the rise while the other is in retreat. It is also, to be brutal, that the young scientists
>
> know that with an indifferent degree they'll get a comfortable job, while their
>
> contemporaries and counterparts in English or History will be lucky to earn 60
>
> percent as much. (Snow, 1959, p. 19)

Plotnitsky (2002) seems to think what he calls the "Snow divide" is "partly real and

partly imaginary" and is more complex than this: "There are and have always been, …

beginning at least with Plato, more than two cultures involved, or perhaps both more than

two and less than one" (p. xv).

In *The Way Out of Educational Confusion* (1931), Dewey wrote most specifically

about the topic of my project, the conflict between the traditional liberal arts and

professional education. One can see that even 80 years ago, this topic was relevant and

important, "it is worth while to devote special attention to the practical turn which

American education is taking, and to the resultant conflict between the operations of the

'practical' aim and the liberal, cultural, and humanistic ideal" (p. 18). The following

excerpt is lengthy, but I am including it because Dewey so eloquently expresses the

problem and its importance.

> There is well-grounded fear that schools and courses devoted to the vocational
>
> subjects are sideshows, which ultimately obscure the show carried on in the main
>
> tent. They divert, it is said, attention, money, and energy from scholarship and
>
> humane learning. And while the fact that the record of liberal schools is not

wholly one of glorious and unwearied exclusive devotion to truth and learning for

their own sakes is pertinent to the issue, it does not settle it. The real issue lies

deeper. Can a culture which [sic] is divorced from the main directions and

interests of modern life survive? Or, as far as it does survive, will it be, in its

divorce, solid or attenuated, robust or feeble, a luxury for the few or a vital

constituent of the life of the many? It is because there is a genuine possibility of

development of culture, of humane, liberal, outlook in intimate connection with

the practical activities of life, and because only in that connection can culture be

truly vital for the many, that I conclude that the real problem is not one of the

legitimate existence of professional and semi-professional schools and courses as

parts of the general education system, but of what these schools and courses are to

include and of how they are to teach: in short, of their content and method. At this

point, we come in sight of the connection of the conflict between practical and

liberal studies with the other question that has been raised. ...For the moment a

larger and more connected view is taken, that moment genuine and vital

knowledge of related sciences and a wide outlook upon history and society

become necessary. Conflict between the cultural, or liberal, and the practical will

continue with result of confusion as long as both of them are narrowly conceived.

(pp. 23-27)

Many traditional university faculty members still resist the addition of

professional programs. "Many faculty members continue to insist that if education is

practical or profitable it … should no more be included in university curricula than

commercial art should be admitted to the sacred precincts of the museum" (Taylor, 2010,

p. 62). The incorporation of professional programs into institutions of higher education

can create friction that generally results from their "different, frequently opposed nature"

but "[b]oth skill learning and education for inventive and creative behavior can be aided

by institutional arrangement" (Illich, 1971, p. 17). Students must be taught "inquiry into

[the] sources, validity, and philosophical underpinnings" of methods, or else professional

education will be assumed to lack "intellectual activity" and be considered "academic

only in the sense that it is physically housed in a university" (Fish, 2008, p. 22). Hacker

and Dreifus (2010) continue their criticism of professional programs and their theoretical

foundation, "Professors who teach vocational skills realize that insofar as what they do is

viewed as practical, it lowers their status in their college community. So we're

increasingly seeing vocational training aspiring to theoretical heights" (Hacker & Dreifus,

2010, p. 106). They would avoid the conflict of liberal and professional faculty altogether

with the following solution:

> We wish we could persuade undergraduates contemplating business majors to
>
> choose the liberal arts route. But this won't be easy so long as anxieties about the
>
> future infuse their decisions. A more effective step would be for colleges, whether
>
> freestanding or within universities, to simply state that they don't and won't offer
>
> vocational majors. (Hacker & Dreifus, 2010, p. 105)

The potential or actual conflict between these two approaches to education was

addressed in two dissertations that are of particular relevance to my study. The first was a

doctoral dissertation in educational leadership conducted by Donna Albano at Rowan

University (2007). She wrote specifically about Richard Stockton College, which is a

liberal arts university with a sizeable professional education component. Albano wrote

from her perspective as a member of the business faculty and much of this research

focuses on business majors, and not health professions. Armstrong does not market itself

specifically as a liberal arts institution but rather as an institution "known for excellent

arts and sciences along with outstanding professional programs"("Armstrong Atlantic

State University Savannah, GA," 2010). In 2006, Stockton enrolled approximately 7,500

undergraduate and graduate students; this was almost exactly the same as Armstrong's

current enrollment. Albano wrote of an undertone of tension between Stockton's liberal

arts and professional faculty as a result of questions about professional faculty's

dedication to the liberal arts mission of the College. She conducted a recursive, multi-

phase educational leadership project that included focus groups and individual interviews

of faculty from both areas of the curriculum. She asked faculty about the mission of the

College and about their personal interpretation of the meaning of the liberal arts, as well

as the source of perceived tension between the professional faculty and the general

education faculty. She went on to ask professional faculty about their "pedagogical

tenets" and what it means to "teach from a liberal arts perspective" (Albano, 2007, p. 67).

At Stockton, every faculty member regardless of discipline is required to teach general

education courses. Much of Albano's project focused specifically on the knowledge,

skills and opinions of new professional faculty members and how these did or did not

support their ability to perform in this general education role and how this affected their

initial experience teaching at the college. This part of her study was less relevant to my

project but I found her discussion of the tensions and attitudes between liberal arts and

professional faculty helpful.

Stockton professional faculty perceived that the general education faculty felt they were not "dedicated to the General Education of the students" and that other faculty members "don't think that Professional Studies should be a part of the college," and "faculty members …in other programs …feel that Professional Studies is almost more of a division of vocation, not an academic program" (Albano, 2007, p. 60). Many professional faculty members defined the liberal arts as a small exposure to a large variety of topics and being well rounded, which was, according to Albano, similar to one of her working definitions. Faculty tended to "compartmentalize" general studies and liberal arts, and "there is still a divide that gets communicated when discussing general studies and their understanding of liberal arts" (Albano, 2007, p. 128). Professional faculty demonstrated a willingness to "embrace aligning their professional studies, curriculum with liberal arts content" and a willingness to "continue to dialogue," including inviting liberal arts faculty members into their classrooms to "embrace connectedness between the two disciplines" (Albano, 2007, p. 130). Albano concludes: "The kind of change that has begun to occur at Stockton as a result of this study is a shift if [sic] the cultural belief away from the either-or to the both-and as it pertains to professional and liberal arts education" (2007, p. 131).

The second dissertation of interest was written specifically about the tension caused when physical therapy (PT) programs were introduced to liberal arts institutions. Elizabeth Domholdt (1987) used surveys and interviews of PT faculty and students and PT program and university administrators to describe the nature of the program "fit" at each institution and the nature of the "deeply rooted" tension present (p. 2). "The focus of the tensions is in the needs of society, the developmental needs of students themselves,

and the general level of intellectualism appropriate to institutions of higher learning" (p.

34). Domholdt went on to write,

> The core values of liberal arts and professions are different: one values breadth,
>
> the other specialization; one values thinking, the other doing; one encourages
>
> exploration, the other requires a sharply focused student. These value dichotomies
>
> are caricatures of both the liberal arts and the professions; nevertheless they
>
> represent some basic differences that may lead to conflict. (1987, p. 36)

Part of the rationale for her study was the following observation:

> There is...little literature that documents what happens when these two aspects of
>
> higher education are brought together in settings that previously embraced only
>
> one. This study attempted to fill this gap and add to our understanding of the
>
> clashes between two subcultures within the American system of higher education.
>
> (p. 40)

> One of her questions was whether PT faculty members "espouse goals and values

one would expect of the traditional [liberal arts] faculty?" She found in both the survey

and case study that the PT faculty was in favor of students having a broad liberal arts

education before professional education. She also found that the PT faculty incorporated

liberal arts components into their classrooms, albeit in a professional context. Faculty

reported that the tensions between liberal and professional faculty were kept below the

surface, as one stated, "because, after all, we are a civilized group" (p. 90). One of the

surprising findings was that "...basic philosophic differences assumed...[between liberal

and professional faculty] were not found" (p. 135). Domholdt concluded, "...instrumental

differences between professional education and liberal arts education remain, but can be

managed by open and honest airing of concerns about these differences" (p. 138).

Cooperation

Not everyone is so critical of the combination of liberal and professional

education within higher education, and, in fact some believe the combination is essential

(Harvard University, 1966; Lucas, 2006, p. 270) . "The divorce between liberalism and

professionalism as educational missions rests on a superstition: that the practical is the

enemy of the true. This is nonsense" (Menand, 2010, p. 57). Even in 1966, the Harvard

University authors of the "Redbook" wrote, "The very prevalence and power of the

demand for special training makes doubly clear the need for a concurrent, balancing force

in general education" (Harvard University, 1966, p. 53). The same authors went on,

> We wish to avoid a system in which general education is carefully segregated
>
> from special education as though the two had nothing in common. But if there be
>
> no separation at all, if general education be left entirely to courses taught from a
>
> special or technical point of view, or with a special, sometimes vocational end in
>
> mind, then general education must suffer even though almost any first-rate
>
> specialization promotes in some measure the ends of general education (Harvard
>
> University, 1966, p. 195).

"The problem," Dressel (1968) wrote, "is one of balance rather than

incompatibility. The vocational student must be taught to exercise independent judgment

and to educate himself. Thus, to some extent, vocational education can and must be

liberal" (Dressel, 1968, p. 19). This is because "We must have humane, socially

conscious, and responsible specialists in all fields, not specialists who pursue their work

with complete disregard for its effects on the community, the nation, and the world"
(Dressel, 1968, p. 151).

One of the prevailing themes of Shulman's *Professing the Liberal Arts* (Shulman, 1997)
is the presumed tension between the *liberal* and the *pragmatic*" (p. 151). These strains are
often associated with a distrust of 'the vocational' or 'the professional' among liberal arts
faculty and administrators, who view these orientations as slippery slopes down which
unsuspecting educators might slide into a horrific purgatory. Liberal learning, we are
warned, is pursued for its own sake, and cannot be subordinated to the aims of
application or vocation. I come to offer a shocking alternative view. I wish to argue that
the problem with the liberal arts is not that they are endangered by the corruption of
professionalism. Indeed, their problem is that they are not professional enough. If we are
to preserve and sustain liberal education, we must make it more professional; we must
learn to *profess the liberal arts*. [italics in original] (p. 151)

A few research projects have examined this integration between liberal arts
principles into health professions practice. In 1983, survey responses from 720 nurses
suggested that those who had received at least a Baccalaureate degree were more likely to
report applying liberal education competencies as defined by Dressel (1979) in their
personal and professional lives (Bottoms, 1983). According to Dressel, the liberally
educated student displays the following competencies:

- they know how to acquire knowledge and how to use it

- they possess a high level of mastery of the skills of communication

- they are aware of personal values and value commitments and realize that other

  persons and other cultures hold contrasting values which must be understood

  and respected in interaction with them

- they cooperate and collaborate with others in studying, analyzing, and

  formulating solutions to problems and in taking actions on them

- they are aware of, concerned about, and accept some responsibility for

  contemporary events and their implications

- they continually seek coherence and unity in accumulating knowledge and

  experience and use the insights thus achieved to further their development and

  to fulfill their obligations as responsible citizens in a democratic society

  (Dressel, 1979, p. 319)

Also in 1983, 30 occupational therapists were interviewed regarding the

relationship between the phases of education (pre-professional liberal education and

professional education). While there has historically been no consensus about the

appropriate level of pre-professional education in the occupational therapy profession, the

conclusion was that the length of the pre-professional phase should increase to allow

occupational therapists to take more advanced liberal arts and humanities courses

(Preseller, 1984).

In 1996, 21 senior nursing students were asked to record in semester-long journals

which of their pre-professional liberal education courses supported their nursing practice.

An analysis of the journals revealed that behavioral and social science courses were the

most common ones listed, and that communication, critical thinking and whole person

were the most common tenets found. The author of this research concluded that faculty

should foster specific recognition of how liberal education supports nursing practice in order to help students make connections between liberal and professional education. She also reported that students frequently described how liberal education provided them insight about their clients and how they "gave them the tools and understanding to examine themselves and their clients in broad comprehensive ways" (Rowe, 1996, p. 7).

Perhaps the distinction between liberal education and professional education is false. "The sharp distinction between liberal and professional education is gradually being erased" (Dressel, 1968, p. 132). In fact, many write of the mutually beneficial effects of the liberal arts on the professions, but also the professions on the liberal arts. The professions may drive reform when they discover "that what they need most is good minds to work with, and that the first thing a doctor, lawyer, priest, or engineer has to be is a person" (Van Doren, 1943, p. 168).

Taylor (2010) also advocates a practical goal for higher education because "[t]here are practical applications to the most theoretical inquiry" and "an education that does not provide students with the knowledge, background and perspective to understand the practical impact of ideas and actions is woefully inadequate in the global society that is now emerging" (Taylor, 2010, p. 67).

An integrated approach to education may even 'trickle down' to primary and secondary education. Writer, teacher, school administrator Deborah Meier recognizes

> the wisdom of not getting bogged down in the old conflict between vocational and liberal justifications for learning. For [her] students a subject or issue might matter 'because it will help us get ahead, get into a good college, hold a well-paying job,' or because 'it will also help save the world'. A school can keep both

liberal and vocational justifications for education in play, making the tension and

debate between them a focus of school discussion. (Graff, 2003, p. 268)

A New Agenda for Higher Education: Shaping the Life of the Mind for Practice

(Sullivan & Rosin, 2008) was published through The Carnegie Foundation for the

Advancement of Teaching and was very relevant to my project. It is a report and

reflection on in interdisciplinary seminar called "A Life of the Mind for Practice," held

over a 15-month period. It involved 14 faculty from disciplines such as teacher education,

law, the clergy, science, medicine, engineering, as well as traditional liberal arts

disciplines such as composition and rhetoric, English, and religious studies. It described

the thoughts and perceptions of participants before and during the seminar about the role

of liberal arts and professional studies in higher education and how these perceptions

changed over the course of the seminar as the participants shared their teaching practices

and goals across disciplines. The book focuses on examples of teaching practices of these

faculty participants and how they all, regardless of discipline, focus on teaching for

practical reasoning and responsible judgment, and contribute to the mission of "just

formation of students." It also seeks to help readers "discern analogies of purpose and

practice across multiple domains, so that they can recognize how the various professions

and disciplines depend on and might learn from one another" (2008, p. xx). This book

speaks directly to the similarities between the missions of liberal arts and the professions

and how faculty can complement each other in working toward helping students develop

skills in practical reasoning, a term these authors coined to describe the application of

critical, moral and ethical thought to practical problems and situations that students will

encounter in their chosen professions. The project described by Sullivan and Rosin

involved several types of professional programs, but not specifically health professions, which is the focus of my investigation. Their participants were actively engaged in a lengthy process through which their perceptions of how the liberal arts and the professions can support each other were changed. Sullivan and Rosin described the participants' responses to the process but did not actively seek to find out what their perceptions were prior to engaging in the change process. I am hoping to describe faculty members' present descriptions, which probably reflect the perceptions of many faculty members at other institutions in which no active process is taking place to inform or change their understanding or perceptions.

Health Professions Education

As discussed previously, health professions programs have increased significantly over the past several decades. There are multiple reasons for this. The rapid increase in the size of the knowledge base was increasing exponentially as medical research escalated the amount of information available to each health care discipline. Also, physician shortages and increased patient loads pushed an expectation for more advanced screening and diagnostic skills and professional practice expectations into other professions. Practitioners in the affected disciplines moved from being technicians directly supervised by physicians to being professions in their own right, acting as collaborators and consultants with physicians in the provision of patient care. There was no longer time in a certificate program to address the widening scope of the fields. The need for practitioners who could think critically and ethically and who had a wider scope of skills and knowledge pushed most health professions programs into two- and then four-year institutions. Professional accrediting bodies formalized this increase in

educational requirements mandating that graduates were only eligible for professional

licenses after graduating with specific minimal educational degrees. The minimal

academic degree required to be eligible for licensure has continued to increase in many

allied health disciplines. Occupational therapy now requires graduates to complete a

Master's degree in the field in order to be eligible to begin professional practice, and

entry-level physical therapy now requires a Doctor of Physical Therapy degree.

Shulman describes some of the unique challenges of professional education,

particularly health professions education:

> Professional education is difficult because of tension between theory and clinical
>
> practice - academics lead the field, are the conscience of the field, critique current
>
> practice, visioning the future - conflicts with clinical practice often. It is also
>
> difficult to teach students to make judgments in the field based on prototypes used
>
> in curriculum. Students have to be able to transform, adapt, merge, synthesize and
>
> invent in order to practice clinically. Practice is about the particularities -
>
> judgment bridges these. (Shulman, 1997, p. 159)

As stated previously, the inclusion of health professions programs in colleges and

universities increased concerns over a more utilitarian shift in higher education. Health

professions programs became important marketing tools for institutions wishing to

increase their size and revenues. These graduates could be used as very visible symbols

of alumni making important contributions to the well being of society as well as of

alumni getting jobs as a result of their college education. Higher education critics cited

these programs as contributing significantly to the shift in student goals for education to

training for a job, rather than the historical aim of training for citizenship and self-awareness.

Summary of the Literature Review

The educational system, including higher education, seems to be adrift in waves of reforms, which are enacted in such sudden, radical ways and without deep and thoughtful consideration of all of the likely results that they threaten to swamp the boat rather than helping it reach its destination. The unfortunate result is the loss of attention to the joy of the learning process itself and the stimulation of intellectual curiosity. Much has been writtn about liberal education and general education and the things that threaten to erode their importance for character development and the art of living a full and meaningful life. Economic pressures, corporatization, an emphasis on assessment, and a focus on career preparation are all threats to higher education.

Large numbers of professional programs have been added to college curricula since the 1970's. These programs appeared to liberal education faculty to be significantly different than traditional college disciplines, with a different mission that did not appear to support the overall mission of the institutions. Liberal education departments and faculty declined while professional programs increased. Tension arose between liberal education and professional faculty. Many liberal education faculty members felt that professional programs eroded the university's educational mission and that training in specific professional disciplines was not appropriate for higher education. Others feel that the professions give necessary focus for liberal education and help students learn to apply liberal education principles to specific situations that they will encounter in their professional lives and that this could be an important to the life skills provided.

CHAPTER 3

METHODS

Sequential Exploratory Mixed Method: Basic Interpretive Qualitative Research

Followed by a Quantitative Survey

Mixed method research combines both qualitative and qualitative components of

research. It originated in the late 50's and, although it is a relatively new design, the use

of mixed method research is becoming increasingly common in several fields, including

education. Mixed methods researchers take advantage of the complementary aspects of

the traditional qualitative and quantitative approaches in order to get a fuller, deeper,

more nuanced answer to the research question than either method provides when used

alone. Mixed methods approaches have the advantage of "neutralizing" the biases of

either single method and providing an additional method for triangulating findings

(Creswell, 2003; Creswell & Clark, 2007). Although Stewart and Cole (2008) state there

is "no prescriptive typology" (p. 331) for combining qualitative and quantitative methods,

Creswell (2003) identified four main types of mixed method research, each of which

evolved to meet different objectives and to take advantage of different aspects of

qualitative and quantitative methods. The four types were distinguished according to four

criteria: implementation strategy, weight given to qualitative and quantitative approaches,

the phase in which the two types of data will be integrated, and whether a theoretical lens

will be used to guide the study. My study will be of the sequential exploratory type. The

implementation involves collecting data sequentially (qualitative followed by

quantitative) and qualitative will be the major form. The qualitative data will be analyzed first and then quantitative data will be collected and analyzed; the qualitative and quantitative results will be integrated in the interpretation phase. Because I am conducting this research from my position at the intersection between liberal education and professional education and because I am exploring how these two units intersect at Armstrong, the theoretical lens that guides this research design is intersectionality.

One of the uses of the exploratory method is to expand qualitative findings and determine whether the results of the naturalistic form of inquiry generalize to a larger sample (Creswell, 2003). Using both of these complementary approaches adds significant value to the research outcome. This added value justifies the considerably increased time and effort that using two approaches requires. I am using this approach to investigate a larger sample of faculty beliefs concerning the goals of education. Deep and rich responses may be gathered by using a qualitative approach and six participants but questions may arise about how widely held these opinions are among other Armstrong faculty. Readers, particularly those who are more familiar with quantitative methods, might discount the qualitative results because they were derived from a small subset of the population in question. Generality is not necessarily an appropriate expectation of qualitative outcomes, but by adding a quantitative component generality to the population of Armstrong College of Liberal Arts and College of Health Professions can be assessed. Kvale and Brinkman (2008) described a similar approach in which students were interviewed for their opinions on grades and then a larger group of students responded to a survey to see if their responses matched those of the students who were interviewed. Using only a quantitative approach, giving only a survey, would only allow me to see

results of items constructed from my own pre-formed assumptions. Constructing survey

items based on qualitative responses assures that the survey items are authentic because

they originated from the sample itself rather than from my assumptions about the sample.

Also, the qualitative phase adds considerable depth to the survey items and results

because participants' own detailed explanations and descriptions can be accessed and

these are certain to give a clearer picture of a respondent's thoughts than comments

supplementing an open-ended survey item. In summary, the primary advantage of using a

mixed method approach for this study will allow me to see whether most faculty agree

with the responses given by those who participate in the interviews. If there is agreement

I can use these findings to describe the attitudes of faculty at Armstrong more broadly.

Kutner, et al (1999) used this approach to investigate the information needs of the

terminally ill. They interviewed 22 terminally ill patients and thematically analyzed

transcripts for common themes. These themes were then used to develop items, including

Likert scale items that were used to construct a survey instrument that was administered

to a second sample of 56 terminally ill patients. Frequency counts for Likert scale

responses were reported, collapsed into either agree or disagree categories. These

investigators found that the quantitative survey responses confirmed the qualitative

interview responses and that the mixed methodology was an effective way to construct

survey items that would be relevant and specific to the study population. This design is

very similar but not identical to the one used in the present study, but demonstrates that it

was an effective way to address the research questions.

Merriam (2002) identified eight of the "commonly used approaches to doing

qualitative research" (p. 6-7). The eight approaches are: basic interpretive,

phenomenology, grounded theory, case study, ethnographic, narrative analysis, critical

qualitative research, and postmodern research. The first one, basic interpretive,

incorporates all of the principles of qualitative research but without some of the particular

features that define the other seven. She wrote,

> The researcher is interested in understanding how participants make meaning of a
>
> situation of phenomenon, this meaning is mediated through the researcher as
>
> instrument, the strategy is inductive, and the outcome is descriptive. ...You seek to
>
> discover and understand a phenomenon, a process, the perspectives and
>
> worldviews of the people involved, or a combination of these. Data are collected
>
> through interviews, observations, or document analysis. These data are
>
> inductively analyzed to identify the recurring patterns or common themes that cut
>
> across the data. A rich, descriptive account of the findings is presented and
>
> discussed, using references to the literature that framed the study in the first place.
>
> (p. 6-7)

Basic interpretive describes what I plan to do: understand a phenomenon through

interviews and inductively analyzed with reference to literature on related topics.

Merriam does not include action research in her list of commonly used approaches, but

others do. Action research is specific to the problem or organization being studied. In

fact, action research intentionally engages the people directly involved in the problem in

participating in the study of the problem (Patton, 2001). My project does focus on a

specific context of which I am part and it engages the people involved in that context, but

because I am primarily trying to explore perceptions of a particular situation and not

really trying to solve a problem, action research is not the best fit. I am exploring the

situation through interviews and surveys partially in order to clarify whether a problem exists and get an idea of the magnitude of the problem.

Again, my study is designed to explore the following questions:

1. What are Armstrong Atlantic liberal arts and health professions faculty members' beliefs regarding the overall goals of higher education?

2. How do liberal arts faculty describe their perceptions of the purpose of health professions education?

3. How do health professions faculty describe their perceptions of the purpose of liberal arts education?

4. How do faculty members describe the relationship between the two approaches to education at Armstrong? If there is tension, what is the source?

5. In what ways do faculty members envision both approaches (faculty in liberal arts and health professions) working together to create meaningful experiences for all students?

Data Collection

The Georgia Southern University Institutional Review Board approved this project. Phase One was the qualitative phase of data collection, and it had two parts: individual interviews and a focus group. These two sub-phases were identified as Phase 1a and Phase 1b, respectively. Phase 1a of data collection was conducted with a few members of either the College of Liberal Arts (COLA) or the College of Health Professions (COHP). Phase 2 of data collection consisted of a follow-up survey offered to all COHP and COLA faculty members, including Phase 1a and 1b participants.

Participants and Setting

Academic departments at Armstrong are divided into four colleges (Appendix B). This organization has been in place since Academic Year (AY) 2008-2009, when the structure was changed to make the four units more similar in size than they had been previously. Each College has a Dean, who reports to the Vice President of Academic Affairs, who in turn reports to the President. The University System of Georgia designates Armstrong as a four-year university with the mission of "educating students in the liberal arts tradition through quality programs in the arts and sciences, teacher education, health professions, and computing and technology." (University System of Georgia, 2009) In other words, it includes both liberal arts and professional programs.

Enrollment has grown steadily and enrollment Fall 2010 was 7,682. This included 6,918 undergraduate students and 764 graduate students. Armstrong began as a segregated two-year college in 1935. The first African American student was admitted in 1963 and Armstrong was authorized to offer four-year degrees in 1964. The name was changed to Armstrong Atlantic State University in 1996. It now employs 292 full-time faculty members who teach in more than 100 academic programs ("Armstrong quick facts & fact book - About AASU - Armstrong Atlantic State University Savannah, GA," 2010).

All three of the other Colleges beside Liberal Arts are generally considered professional colleges, especially Health Professions and Education, and so the literature related to professional education is relevant to all of these colleges. My selection of participants was limited to faculty members in COHP for a few different reasons. First, that is the college where my department, Physical Therapy, resides and that makes it most

relevant to me, personally. Also, the interactions that I have heard about or witnessed took place between COLA and COHP faculty members and so the tension has been most evident, at least to me, between these two colleges and so exploring these issues with faculty members from these particular colleges makes sense. Lastly, not a single member of COE or COST volunteered to participate in the reading group focused on liberal education, and perhaps it could be assumed that there is less interest in this topic or less interest in activities that do not directly support disciplinary scholarship.

Selection of Participants

Participants were initially selected from the group of faculty that volunteered to participate in one of several Faculty Reading Groups at Armstrong during AY 2010-2011. Members of this group agreed to read and meet approximately once monthly to discuss *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Nussbaum, 1998). Twelve people signed up to participate in this reading group, including myself. One was the Dean of the College of Liberal Arts. Another is a member of the Physical Therapy faculty and Interim Vice President of Academic Affairs (VPAA). The largest group of non-administrative faculty members came from the History Department with four representatives; of these, one was a White female, one was a Black male, and two were White males. Two members come from Languages, Literature and Philosophy; one White male and one White female. One member each, all White males, came from the Criminal Justice, Social and Political Science Department, the Department of Art, Music and Theater, and the Respiratory Therapy Department. The membership thus consisted of three people from the College of Health Professions, including the Interim VPAA and myself, and nine members from the College of Liberal Arts, including

the Dean. Nussbaum is a well-known scholar in liberal education and the faculty who

signed up to participate in this voluntary activity presumably had a significant interest in

this topic. This presumed interest made them good choices for participation in this project

for two reasons. First, their interest in the topic suggested that they were aware of and had

thought about issues surrounding liberal education prior to the present time. This gave

them some depth on which to reflect when formulating answers to interview questions. It

is similar to intensity sampling, in which participants with particularly strong exposure or

feelings about a topic are specifically sought because they are likely to generate more

"information-rich" data (Patton, 2001, p. 243). Second, the fact that they have an interest

in the topic of liberal education suggested that they have been willing to agree to spend

their time discussing it for the purposes of a research project. They devoted time to the

reading and discussion of the topic and perhaps this suggests that they perceived

themselves as having the time to spend on optional activities, at least those that were of

personal or professional interest.

Intensity sampling may not yield data that is representative of the population, the

other COLA or COHP faculty at Armstrong, but as long as this possibility was openly

acknowledged, it was not problematic. Also, Phase Two of data collection was designed

specifically to test whether the statements made by the sample are representative of other

COLA and COHP faculty or whether they were outliers with opinions that varied

significantly from the population.

One of the COLA members of this reading group was the college dean. I was

concerned that her participation in the focus group might have inhibited the faculty

members that she supervised from expressing opinions freely, and so she was not invited

to participate. Three participants of the COLA were invited to participate from among the six COLA members of the reading group: the White female member of the Department of Languages, Literature and Philosophy (LLP) who also coordinates the Women's Studies Program; the White male member of the same department (LLP) but whose discipline is Philosophy; and the black male member of the History Department. This selection would give me two males and one female from three different disciplines and two different racial backgrounds. The History faculty member declined to participate, and a white male member of the History Department was invited in his place. He was invited because History was the largest department represented and he had the longest tenure at Armstrong of any of the other History faculty in the group. This faculty member also declined to participate due to scheduling conflicts. The other History members of the group were both relatively new to Armstrong, and one was temporary. I did not feel that they had enough of an Armstrong history to comment on relationship with other colleges. Ultimately, I invited the member from the Department of Criminal Justice, Social and Political Science. He is a white male and teaches Political Science. Both of the faculty who were originally invited and the replacement member all agreed to participate.

Only two members of COHP beside myself joined the reading group. One was also the Interim Vice President of Academic Affairs and Dean of Faculty (VPAA). While there was no reason to exclude the VPAA from the individual interviews, I was concerned that her presence in the focus group, like that of the COLA Dean, might inhibit faculty members from expressing their opinions freely about academic matters and about relationships between academic units at Armstrong. I thus eliminated her from consideration. The other COHP member, a White male from the Respiratory Therapy

Department was invited and agreed to participate. The two remaining COHP participants were chosen from full-time permanent members of the college in departments other than Respiratory Therapy, since this department was already represented. Two White females were invited and agreed to participate, one from Radiologic Sciences and one from Nursing. Again, they were selected for the likelihood that they had reflected on the relationship between Health Professions and Liberal Education. This perception was based partially on the fact that both of them had earned Doctoral degrees in Education (the Nursing faculty in Curriculum Studies and the Radiologic Science faculty in Educational Administration), and thus likely had taken courses or were required to read materials related to the mission of Higher Education and Liberal Education. Both, however, received their Health Professions education as an entry-level degree program, as is typical of the vast majority of health professionals, and so their educational grounding was representative. This suggested that they would be able to speak to the interests of the Health Professions and Health Professions education but within a larger educational context. Nursing is the largest department in the COHP and so it seemed appropriate that this group be represented, and the Radiologic Sciences faculty member had actively tried to introduce a core course in ethics a few years ago but this was strongly resisted by mostly COLA faculty. She therefore was likely to have formed opinions on the relationship between Health Professions and Liberal Education. The permanent full-time COHP faculty (including Department Heads) is 72% female and 86% White, so I was not dismayed that the three COHP participants were all white and mostly female, though if all other considerations had been equal I would like to have had participation from a Black faculty member. Nearly all of the Black COHP faculty

members are relatively new to both higher education and Armstrong, which is why they were less appropriate than the participants that were invited.

Phase One – Interviews and Focus Group

Participants were interviewed in the location of their choice. All took place in their offices, except JS, who asked that his interview occur at his home due to childcare responsibilities. I conducted each interview using the interview guide (Appendix C) to ensure that the research questions of interest were addressed. The interview guide was tailored slightly to make the language of the questions fit each participant's college but the topics of each of these slightly tailored interview guides were essentially the same. Probes and follow-up questions were used as indicated by the responses of each participant (Patton, 2001, p. 372) to deepen or clarify responses. I began the analysis of the data by doing what Kvale and Brinkmann (2008) called "pushing forward." This is a technique in which the interviewer asks clarifying questions about meanings of statements made during the interview to facilitate the "validation of interpretations" later (2008, p. 111). Toward the end of each interview, I made periodic summary statements of each participant's responses to allow them to clarify my analysis and assure that I was getting an accurate picture of their perceptions. In this way, the data from each interview was constructed by the interaction between the participant and my questions, clarification and probing (Kvale & Brinkmann, 2008, p. 54). Each individual interview lasted slightly less than an hour but this time seemed sufficient. Each topic seemed to have been addressed to the participant's satisfaction. Interviews were audio-recorded using two devices in case of failure of one device. I made handwritten notes during and immediately after each interview in a work-journal (Kvale & Brinkmann, 2008, p. 112).

These "strategic and focused" (Patton, 2001, p. 383) notes summarized responses, highlighted particularly noteworthy responses, and recorded my initial impressions about meanings and implications of responses. Recorded interviews were transcribed as exactly as possible by a paid typist. Participants were not identified except by department and college and were assigned pseudonyms for use in the written report. These pseudonyms were used for focus group data, as well.

Issues of power must be addressed in interview research (Brenner, 2006). An imbalance of power between the interviewer and respondents may affect the outcomes of the research because subjects may not feel free to respond honestly. While I have been at Armstrong for quite a while, I was classified with junior faculty; therefore my faculty rank was equal to or below that of any participant. I had no supervisory responsibility over any other faculty member and my committee appointments provided no opportunity for individual decision-making that would affect other faculty members. I did not believe there were significant issues of power between the respondents and me. Potential issues of power between respondents in the focus group did exist and were handled through selection of participants, as previously discussed.

All of the individual interviewees were asked to participate in a focus group interview, Phase 1b of data collection. All agreed but one member was unable to attend due to jury duty the week of the focus group. The focus group was conducted after all individual interviews had been completed and was intended to add "high-quality data [obtained] in a social context where people can consider their own views in the context of the views of others" (Patton, 2001, p. 386). During focus groups, participants often act as "checks and balances" on each other and this helps "weed out false or extreme views"

(Patton, 2001, p. 386) and this will enhance validity of the results. I facilitated the focus group, but also trained and enlisted an outside person, as recommended by Krueger in Patton (2001, p. 386) to take additional notes. This was the same person who transcribed the individual interviews. Focus group notes included indications of non-verbal dynamics evident between participants, such as body language and facial expressions, as recommended by Onwuegbuzie, et al (2006). Focus group topics were derived from the analysis of individual interview transcripts and notes. Participants were asked to respond to a group of 4-6 statements printed on each of four index cards, which were distributed and discussed one at a time. The statements on the cards were paraphrased statements or nearly direct quotes made by a participant during individual interviews, but the statements were not attributed to specific participants. The statements on the cards were nearly identical to the original statements; the only changes were grammatical corrections or elimination of the use of "er" or "um" or similar expressions. I did not attempt to have group members address each statement, but rather let them respond or not depending on their interest. These prompts can be seen in Appendix D. On each card, these statements were numbered and participants were asked to identify statements by their number when they wanted to address one. This facilitated matching of the transcripts and observations to the correct statement. The focus group lasted one hour. There was a fifth card available for discussion but it was not distributed due to time limitations. Nineteen statements were listed on the four cards; participants addressed approximately two-thirds of these in their discussion.

This stage of data collection served two functions. One was to give participants an opportunity to clarify statements that they made during the individual interview by

providing additional explanation or to ask for clarification of statements that may have been made by another participant, which added more depth to their opinions.

The second and more important function of the focus group was to give participants the opportunity to respond directly to other participants, which gave them an important opportunity to extend and clarify their responses to the research questions in the presence of representatives of the group about whom they are speaking. The members of the group that were the subject of comments also had an opportunity to respond directly to these comments, including perhaps the provision of clarification that may serve as a moderating influence on the opinions expressed. Participants did not debate my analysis or interpretation of their comments, but only the original comments provided to me during the interviews. One of the key research questions involved clarifying perceptions of the overall goal of higher education. This was addressed in the individual interviews but was also re-visited in the focus group. Faculty thus had the opportunity to see whether those group members in their own College and in another College shared their view of the overall institutional mission of higher education. This focus group was the first opportunity that I am aware of for faculty to actually discuss their views on this critically important topic with other faculty. Subtle differences between participants may not emerge in data analysis (Patton, 2001, p. 387) but each participant probably emerged from the process with a better understanding of how their deeply held belief about this topic compared to the beliefs of others.

Phase 2 Follow – up On-Line Survey

Phase 2 of data collection consisted of a follow-up survey offered to all COHP and COLA faculty members, including Phase 1a and 1b participants. This was the

quantitative phase of the mixed method design. After all individual and focus group interviews were concluded, a list of statements was generated from these transcripts and these comprised the main content of the survey (Appendix E). A combination of paraphrasing and direct quotes was used but none were attributed to the faculty member that made the statement. Statements were manipulated to enable them to stand alone as survey items. This meant that statements that combined thoughts or assessments were divided into multiple separate survey items to give survey participants an opportunity to agree or disagree with each component. Statements that were similar in meaning were combined into a single statement. Statements largely retained the directional nature of the original statement, although directionality was sometimes eliminated. Survey items were ordered roughly according to major topics and these were used as headings for the various parts of the survey. Response options were: Strongly agree, Agree, Disagree, and Strongly disagree and Don't Know. The Don't Know reply was treated statistically as a neutral response. Participants could skip any question; none required a response in order to advance to the next item. Demographic items were included but were accompanied by a statement that this information would not be used to identify respondents individually. Demographic items included: college, academic department, age (six grouped options offered), and sex.

The web-based survey was distributed via a link to the survey website (www.surveymonkey.com) that was embedded in an email addressed using a list provided by the Office of the Vice President of Academic Affairs. Exclusion criteria for the survey included: part-time status, temporary status, and full administrative appointments at or above the Assistant Dean level. No individual salutation was used in

the emails. Emails were sent in groups of five using the Blind Carbon Copy feature so that participant names were not evident to the recipient. The survey was open for 7 days. Late on the afternoon of the fifth day, a hard-copy reminder with a small candy item attached was hand delivered to each faculty member's mailbox that had been sent a survey. The text of the reminder included a thank you to those that had completed the survey and a reminder for those who had not.

Phase 2 was designed to serve two different functions. First, it demonstrated whether the participants' opinions were representative of the population from which they were drawn. If most faculty members disagree or strongly disagree with a statement that was made by a participant, then it suggests that the opinion expressed was somewhat unique amaong COHP and COLA faculty members. If mostly agreement was expressed, than it suggests that the opinion was widely held. Secondly, by including my own statements that were based on my analysis of the interview data, the survey would enable me to test my analysis on the respondents as well as other faculty members in these colleges. This showed me whether my analysis seemed to be an accurate reflection of an opinion that was both expressed during interviews and agreed upon by other college faculty. Agreement from a majority of respondents to my summary statements helped validate my analysis and minimized potential bias that I might inadvertently introduce during my analysis.

As stated, this three-step process helped minimize bias and increased objectivity of the findings. Kvale and Steiner (2008) write of several kinds of objectivity. The one I refer to here is what they call "freedom from bias…reliable knowledge, checked and controlled, undistorted by personal bias and prejudice" (p. 242). My process did not

necessarily eliminate bias and make the results completely objective, but it helped. I was also striving for the type of objectivity they referred to as "being adequate to the object investigated, an expression of fidelity to the phenomena, expressing the real nature of the object studied" (2008, p. 243)

Reliability refers to the consistency and trustworthiness of the findings obtained. Interviewer reliability can depend on the experience and knowledge of the interviewer. While I conducted two small qualitative studies in the past, my main training in interview skills came from my clinical experience as a physical therapist and a professor who teaches clinical interviewing skills to physical therapy students. Physical therapist rely heavily on a quality "subjective examination" in order to make diagnoses of patient problems. Clinical interviews have many of the same requirements for quality that research interviews do; for example, avoiding leading questions, providing open-ended questions, probing for meaning, encouraging elaboration on meaning, redirecting as needed, eye contact, empathy, attentive listening. I think these skills transferred to a large extent to these participant interviews and that the responses were a reliable reflection of the intended meanings.

The concept of validity refers to the ability to measure that which one is trying to measure. Kvale and Steiner (2008) describe a seven-stage process of continual process validation that takes steps to assure validity at each stage of the research process. I followed these recommendations as described in Table 1.

Table 1

Validation at Seven Stages

	Methodological Considerations	How I Addressed These Considerations
Thematizing	Soundness of theoretical presuppositions and logic of derivations from theory to research questions	Refined research questions through doctoral committee process
Designing	Adequacy of design and methods used for subject and purpose; involves beneficence: producing knowledge beneficial to the human situation	Two-step interview process with follow-up survey appropriate to purpose of exploring perceptions of faculty; knowledge produced potentially improved educational relationships, which is beneficent knowledge
Interviewing	Trustworthiness of subject's reports and quality of interviewing, including continual checking of information obtained	Interviewer experienced in clinical interviews; meaning of responses was continually checked, especially in individual interviews
Transcribing	Choice of linguistic style of the transcript	Verbatim transcripts

	Methodological Considerations	How I Addressed These Considerations
Analyzing	Whether the questions are valid and whether logic of interpretations is sound	Questions refined through doctoral committee process; thick description and abundant quotes will enable reader to check interpretations made
Validating	Reflective judgment as to what forms of validation are relevant in a specific study	Pragmatic validation was the goal: "ability to perform effective actions"; keeping the language of the report accessible to a general audience
Reporting	Whether a given report gives a valid account of the main findings; also the question of the role of the readers of the report in validating study results	As stated previously, thick description and abundant quotes enabled reader to check interpretations made; description of Armstrong context enabled readers to decide whether application to their own context was appropriate

(Kvale & Brinkmann, 2008, pp. 248-249)

Data Analysis

The research questions guided the initial analysis of interview data. Data was organized by interview topics, which were closely related to research questions. This way, the interview guide provided a deductive analytic framework for data analysis

(Brenner, 2006; Patton, 2001, p. 440). Audio-recordings were transcribed and coded as they addressed each of the topics of the research questions. Responses were additionally organized and identified by the college in which that participant teaches. Data was analyzed using thematic analysis, both as a whole and by college.

Once codes were applied to the data set, each code was "fleshed out" by finding connections between the data within and between each code, and by selecting illustrative quotes that illustrated these themes.

Analysis of audio-recordings included looking for themes or topics that were outside of the original research questions; that is, inductive analysis. New themes that emerged when the data was analyzed for regularly recurring themes were identified and additional coding was applied to the interview data. Once the research questions were addressed through coding, the remainder of data to which no code has been assigned was analyzed further for other new themes.

For Phase Two, the online survey, descriptive statistics were calculated for each item by the survey software embedded in the online survey website (http://www.surveymonkey.com) and using Excel 2004®. Agreement and disagreement was calculated for each item by collapsing Strongly Agree and Agree frequency counts, and Strongly Disagree and Disagree frequency counts, respectively. Statistics for each non-demographic item included mean, mode and standard deviation ("SPSS Techniques Series: Statistics on Likert Scale Surveys | SPSS | Help & Support | Information Technology Services | University of Northern Iowa," n.d.). Using the Statistical Packages for the Social Sciences (SPSS 12.0®), I performed Chi Square Tests of Association on

each non-demographic survey item to assess for differences in means by College.
Significance was set at $p < .05$.

The Chi Square results allowed me to see coherence among the findings across
Colleges, and also statistical differences between Colleges. It was possible, for example
that CoHP faculty consistently agreed with a survey item, but that CoLA faculty
consistently disagreed on the same question. This would produce a Chi Square value that
was significant ($p < .05$). On another item, most faculty in both Colleges may have
agreed with a survey item, resulting in a Chi Square value that was not significant ($p \geq .05$). I also assessed whether the findings deepened my understanding of the research
questions; that is, whether a clearer picture emerged of the perceptions of CoLA and
CoHP faculty on liberal, professional, and health professions education, and the
relationship between them.

As stated previously, respondents in Liberal Arts might have replied to my
questions differently than they would have if interviewed by someone from their own
College or someone that they consider neutral. Similarly, those in Health Professions may
have responded to me as a fellow health professional differently than they would have to
a non-health professions interviewer. These possibilities were acknowledged and
considered when assessing the results of the study. Also, since I was doing the
interpretation, my role as a health professional and my strong support of the goals of
liberal education may have influenced my interpretation. Again, this was acknowledged
as a possibility, though procedures were designed to minimize the effects of this bias.

My Perspective and Biases

As described in the introduction, I had one foot in each of the two cultures being studied; this is my position of intersectionality. I believed in the critical importance of liberal education and the skills and characteristics that result from it, but I also felt that professional education had a right to be a respected and valued member of the higher education community. All analysis was conducted with "an intersectional theoretical sensitivity" (Murphy, 2009, p. 55); that is, a recognition that my intersectionality might have affected the data acquisition and analysis. The ability to see the value of both cultures lended credibility to my findings, but I do not deny that my experience and firsthand knowledge of physical therapy education probably prevented me from being able to see from a totally unbiased position. I recognized my potential bias and this recognition helped me stay alert to the possibility that my findings might have been affected by it. While I worked to minimize bias through careful data analysis and validation through my multi-step data collection and analysis process, readers are aware of my history and context and will judge the possible effect on my findings for themselves.

Summary of Methodology

I selected six participants from the CoLA and CoHP faculty members who participated a faculty reading group devoted to a text on liberal education, and I conducted a two part data collection process (Phase 1a and 1b) with each of them. The first part (Phase 1a) was individual interviews in which I used an interview guide based on the research questions. The second part (Phase 1b) was a focus group in which the individual interview participants responded and discussed prompts created provided

during the individual interviews or to my analysis of the individual interview data. After these initial phases, all full-time faculty members in both colleges (the entire population of interest) were invited to indicate their levels of agreement to items generated directly from statements made during interviews or the focus group.

Both deductive (concept-driven) and inductive (data-driven) analysis was used for the interview data and two-types of statistics were calculated from the survey data. All analyses were conducted initially with the whole group, and then by College. In this way, I was able to see whether participants from these two colleges had statistically similar opinions or whether their opinions differed. Clarifying patterns in the data allowed me to investigate the existence of the similarities and differences and whether these similarities and differences might have significantly affected the work and working lives of these faculty members. It was also possible that by participating in the interview process, faculty participants might have been stimulated to think more deeply about the issues discussed and the views of the other participants and this might itself have led to a change in perceptions or feelings about liberal and professional education (Kvale & Brinkmann, 2008, p. 30).

CHAPTER 4

RESULTS

Each phase of data collection provided a different view of the research questions, similar to the different views that would be provided by three different photographers taking pictures during the same large group event. The individual interviews were like the photographer taking close-ups of only selected individuals in which the details of the each subject's face and head are clearly evident. Like the photographic head-shot, each subject described in the individual interviews his or her own detailed perspective and understanding in light of their own individual experiences as faculty members. This gave a close-up view of their perceptions. The texture and detail of their responses differed from one participant to another. The focus group was like a photo taken of the same subjects as the first photographer but this time the photographer has arranged them together for a group shot. In this photo, because there is more distance between the photographer and the subject, one can see a more complete view of each subject, more than just the face but also less detailed. Rather than being distracted by the details, one's attention is drawn to the contrasts between the colors and textures and sizes of the subjects, although one can also see the characteristics of the subjects that are similar. Like the group shot, the focus group allowed participants to expand their opinions and reveal them to other participants, and to get a look at the other participants' views, as well. On some topics, participants contrasted with each other, and on some they did not. The survey was like a third photograph taken from a nearby roof with a wide-angle lens; in this photo individuals cannot be identified but one can get an idea of the general location, the colors, the size of the crowd and perhaps see whether the selected individuals pictured

in the close-ups and the group shot looked similar to those in the large group. Like the

aerial shot, the responses on the survey revealed the opinions of the large group of faculty

in a general way. This aspect of the methodology was important, however, because it was

the only phase in which the characteristics of the large group could be seen and compared

to those of the individuals in the first phase. The results of each of these phases of data

collection will be summarized separately.

Phase 1a: Individual Interviews

Participants' characteristics have been summarized in Table 2. Each seemed

interested and engaged throughout the 50-55 minute interviews. Dr. Schmitz and Dr.

Matthews were both very talkative and engaged, with Dr. Matthews more on the focused,

serious side and Dr. Schmitz more animated, laughing often and frequently volunteering

examples and stories and asking the interviewer questions. Dr. Gordon and Dr. Waters

contributed a great deal, both were very professional and thoughtful and demonstrated

that they had both previously thought and talked about these sorts of topics. Dr. Waters

freely volunteered her opinions and chuckled frequently over her thoughts and responses

and examples. Dr. Sammons was the most reticent of the group. She almost seemed

hesitant to volunteer her opinions and asked several times if her responses were what the

interviewer wanted. It was almost as if she was being careful only to respond exactly to

what was asked and not to venture outside of the specific questions. All of the interviews,

except the one with Dr. Sercy were in faculty offices during typical work hours. Dr.

Sercy's interview was on his back porch near the dinner hour with sounds of his family's

household activity in the background. He was very relaxed and also clearly had thought a

great deal about the topics of higher, liberal and professional education and he spoke

freely with many examples and illustrations volunteered. As a group, the liberal arts

participants shared their experiences and thoughts freely and were very relaxed with the

topics, all of them laughing and joking frequently about their experiences and opinions.

The health professions participants were more earnest and smiled and laughed rarely

during their interviews. They seemed to treat to subjects more sensitively and appeared to

choose their words more carefully than did the liberal arts participants. The health

professions participants seemed to be expressing long held and deeply important– but not

often discussed– opinions and frustrations, whereas the liberal arts faculty appeared more

familiar and more at ease with these topics.

      For the purposes of reporting individual interview results, subject responses were

divided into the same general divisions as the interview questions: higher education,

liberal education, professional / health professions education, and the intersection

between liberal and health professions education at Armstrong. In the course of the

interviews, participants made comments about some other topics that will be addressed in

a final section, titled "Other comments."

Table 2

Summary of Participant Characteristics

Participant (pseudonym)	Demographic information	Home college	Years teaching in higher education	Years teaching at Armstrong
Neal Matthews	White male	CoHP	10	3
Deborah Gordon	White female	CoHP	22	9
Margaret Sammons	White female	CoHP	25	25
Kim Waters	White female	CoLA	21	16
Walter Schmitz	White male	CoLA	18	18
Mark Sercy	White male	CoLA	20	8

CoHP = College of Health Professions; CoLA = College of Liberal Arts

General Agreement on the Purpose of Higher Education

"What is the purpose of higher education?" All of the participants except one were a little surprised at the rather 'big idea' nature of this first question in the interviews and had to gather their thoughts for at least a moment before they responded. Dr. Sercy neither hesitated nor elaborated on his reply: "The maintenance of civilization." In contrast, Dr. Waters' answer was articulate but spanned three paragraphs. She spoke of "rewarding, meaningful, productive lives" for students and of introducing new possibilities to them. Importantly, she also spoke at some length regarding "creating an informed citizenry who are well informed, critically thinking, um, and able to make its ethical, political, social judgments … through an informed, educated sense of what the

culture, what the society is that they want to create." She also spoke of a third aspect of higher education: the "sense of enrichment in one's life that education gives," that includes imagination and personal creativity. "Education does show us beauty, show us art, show us the world around us in a way that…[enriches] the experience of being a human being." Dr. Schmitz echoed the goal of helping a student reach his or her potential and important societal effects of having an informed citizenry, and added mention of "a global view of the world."

The two health professions participants who addressed this question directly gave briefer responses than both Dr. Schmitz and Dr. Waters that included "personal growth," "leadership," "a global view of the world," and "preparing them to fill roles that improve the quality of life for all citizens." Interestingly, both CoHP participants that addressed this question mentioned preparation for a career as part of the goal of higher education, though Dr. Gordon specified that this was "a small piece of what we're trying to do." In contrast though, none of the three CoLA participants mentioned any sort of work- or career-related goal for higher education.

Liberal Education

This section of each interview opened with a question about the intent of liberal education. Not surprisingly, the responses given by the health professions participants were all briefer and less detailed, less nuanced than the liberal arts responses. Analysis of responses revealed that three categories of responses were given: effects on the individual, effect on society, and preparation for further education. These will be addressed separately.

Effects on the Individual. The health professions faculty all described the individual effects of liberal education in terms of breadth, without adding much detail or expanding on this concept. One of the CoHP participants, Dr. Gordon, described liberal education as "the overarching umbrella or framework" that gives a "more global view" for solving "academic, professional and personal" problems. Dr. Matthews effused about the importance of liberal education and listed many of the traditional components, but otherwise his definition was limited to "rounding…out" and students "making an investment in themselves" by taking liberal education courses. Dr. Sammons defined it simply as a "broad" approach to education. All of the CoLA participants, however, described how liberal education affects an individual in terms of the intellect. Both Dr. Waters and Dr. Schmitz used the phrase "life of the mind" and Dr. Sercy similarly described liberal education as an induction into "the intellectual world of that society." Dr. Sercy used this "as opposed to simply being a laborer in that society." Dr. Waters intentionally used synonyms and a variation of the word liberal in her explanation: "generous, abundant", and then "liberatory."

Effects on Society. Responses also were categorized as relating to the effects on society. Dr. Schmitz harked back to the Greeks, explaining the origin of the word "cosmopolitan" and how that related to the vision of liberal education and its relationship to a worldly vision as well as participation in local community. Dr. Waters spoke briefly about how liberally educated individuals can "make a living, and feel connected to their…communities and make better contributions." Dr. Sercy again used simple but dramatic language to describe the role of liberal education on society: "without it, civilization would utterly collapse." His point was best illustrated, he said, by the "500

year period called the Dark Ages, which demonstrated what not having a liberal

education, what focusing on vocational education will do for you." Not a single health

professions participant addressed the role of liberal education on society.

   Preparation for Further Education. Health professions faculty did address the

role of liberal education as a foundation for further study. Dr. Gordon listed the important

preparatory skills as, "critical thinking skills, … reading skills, problem solving, ethics,

morals, values, I mean we could go on and on." She said, "we take that liberal foundation

and [expand] on it and [apply] it to the specialized education that we're giving at the

professional level," and "you can't really have…a professional degree without having

that liberal arts foundation." Dr. Matthews stated, "the possibility of improving ourselves

as professionals is absolutely based on the liberal arts" and without this preparation

"health care is doomed in the United States." Dr. Sammons agreed with the importance of

the liberal education foundation for their health professions students, but did not

elaborate beyond the need to function as part of the health care team and for "decision

making, problem solving" and "broad understanding" needed for interacting in the world

today. Dr. Schmitz, like Dr. Gordon, also connected the liberal arts to the professions "in

a fundamental way" and that a "[true] profession…requires an independent capacity for

judgment and a sophisticated understanding of what's happening in the world." The

increasingly global economy, he said, demands, for practical reasons, a "broader global

understanding" obtained through liberal arts education. Dr. Sercy specifically avoided the

terms "critical thinking' and 'problem solving," but went on to say how important he

thought it was for the professions to "be able to do accounting but be able to encounter a

new problem, understand how the great thinkers of the past have overcome problems so

that they too can…help maintain and sustain civilization." He also explained the need to understand "your subject and understanding the relationship between being an accountant" and how that profession is connected to other professions.

Liberal Education at Armstrong. None of the CoHP faculty had much to say about how liberal education functions at Armstrong, beyond complimenting that faculty for their good work with the students they end up admitting to their majors. Two of the CoLA faculty commented on the nature of the Armstrong commitment to the liberal arts, and one spoke of a trend toward changed perceptions and respect between the colleges. Dr. Schmitz and Dr. Sercy both expressed surprise that three health professions programs were closed or nearly closed in the recent budget crisis instead of liberal education departments or faculty. Dr. Schmitz described this as "upside down" from what "most people's preconceptions were in [liberal arts]." Dr. Sercy said he felt that liberal education was "changing rapidly out from under us" and that Armstrong was "moving away from our previous commitment to a liberal education, which wasn't a very powerful commitment at all." He also suggested that this lack of commitment was evident in the extremely poor conditions in Gamble Hall, home of his very large liberal arts department, especially when compared to health professions facilities. Dr. Waters reflected on how the liberal education faculty has changed over her years at Armstrong. She felt that in the past they were more insular, supercilious, haughty, and how they thought of themselves as the "real intellectuals on campus." Increased communication between colleges in more recent years has, she felt, resulted in better understanding and "increased respect for the liberal arts on this campus… from the professional schools." "The fact of the matter," according to Dr. Waters "is most [professional] schools wouldn't exist without us." She

was speaking of the important role that many of the liberal arts departments play in

providing courses in the required core curriculum. Nearly all health professions students

are required to complete their core prior to entering into the professional coursework and

of course the health professions faculty could not provide these courses. Also,

accreditation bodiesfor health professions disciplines recognize the need for students to

be adequately prepared with foundational coursework in the liberal arts and, while

historically students could sit for licensure after completing only a certificate program in

which only the professional courses were included, they would no longer allow

professional programs to prepare students for licensure without it. She also spoke of the

"savage inequalities" of salary levels between liberal and health professions educators

and how much resentment this created in CoLA faculty.

Professional / Health Professions Education

> **Professional Education, Defined.** CoHP Participants and two of the CoLA

participants defined professional education very differently, and one of the CoLA

participants, Dr. Schmitz, had a definition that fell between these two. All three CoHP

participants, Dr. Matthews, Dr. Sammons and Dr. Gordon, defined professional education

simply as the education and training in a more narrow subject area, in their case a health

profession, but they also felt that their professional major shouldn't necessarily be

distinguished from majors outside of the professional schools, such as history or biology.

In other words, according to the CoHP participants, professional education is simply that

which is narrower in focus and scope than the core curriculum. These participants

acknowledged that what is involved in teaching each major is very different and that

faculty in different majors encountered different challenges, but their definitions reflected

that they see the health professions as just one of the choices of careers that a student can make; that is, one student chooses to become a medical technologist and another chooses to become a history teacher, but that they are both professions that should have equal status and respect.

Dr. Schmitz's definition was similarly simple but it more clearly acknowledged the practical aspect of a professional major versus liberal arts majors: "They're in effect the practice of which we're the theory." This quote from Dr. Schmitz suggests he sees the distinction between the liberal arts and the professions as a blurry line, like a transition zone, rather than a bright line between the two. In fact, his position in the intersection is similar to mine; he initially trained as an accountant but then graduated with a major in a liberal arts discipline and so feels that he can advocate for both of these approaches to education and seems to be more open than the other two liberal arts participants to seeing the professional perspective and advocating for the importance of professional education.

Instead of a blurry line, Dr. Sercy indicated that he saw no line at all between professional education and liberal arts education. He stated that "from a truly academic standpoint, there is no difference" and "the battle between the liberal art and the vocational arts is a false battle." Dr. Sercy, in fact, expressed difficulty with even answering the question because of his resistance to the underlying assumption that professional education and liberal education are *really* different.. He felt that the distinction evolved from a historical pedagogical choice that was related to "industrialized education." According to Dr. Sercy, this choice distilled the elements of what is required, for example, to practice as an accountant and eliminated the liberal components of that accountant's education. This he contrasted to what accounting majors

could be instead: "accounting students could graduate knowing accounting, [knowing] the history of accounting, understanding why double-entry accounting is so unique, how its development influenced civilization and why it's critical to civilization as we now know it." He uses the phrase "what I call a professional or vocational education" to indicate that he believes these terms are synonymous.

Dr. Waters, however, defined professional education in a way that differed significantly from that given by the CoHP participants: "largely job training." She elaborated further: "when you look at the number of departments, …it's actually for specific jobs students are …being trained" and this is driven by outside economic forces. She said later that "especially education and health professions" are "training for specific tasks" which she felt was "a kind of straight-jacketing or painting oneself into a corner [because] those tasks are going to change in the next 20 years, [as will] technologies, nature of jobs, nature of the problems that our society has to solve." Dr. Waters did acknowledge that, especially more recently, professional training also included "habits of mind, critical thinking, problem solving, creative approaches to new ideas."

The Importance of Professional Education. As with liberal education, all participants agreed that professional education was important. In fact, Dr. Sercy specified, they are "equally important." "Two sides of the same coin" is how Dr. Gordon put it. She went on, "You can't just give them the liberal arts foundation and say, 'OK, that is all [you're] ever going to have.' You've got to be using it to some end." Dr. Sammons agreed that students need a broad foundation but also the narrow focus provided by professional education. Dr. Waters said, "The professional schools also really contribute to the quality of life for the society in which we live." She

acknowledged that students need a way to practically apply their education, which gives them a way to make meaningful contributions to the society in which they live. She also described how society needs people who can provide services, "We need good people providing health care. We need good people providing education. We need good people as engineers, …civil servants, …and all of those things." Her comments suggest that she feels a professional education prepares students to contribute more narrowly to society, only through the professional practice, to service those in society rather than participating in creating or positively influencing that society in bigger ways, outside of their professions, like a liberal arts graduate is prepared to do.

Health Professions at Armstrong. Only one participant addressed this question specifically. The other participants' responses in this area were coded into various other topics and will be reported with those topics. Dr. Sercy described how professional students treat "the liberal aspect of their educations…as a set of hurdles they must overcome; almost like medicine they have to take before they get on to their *real* education." He feared that these professional students are being "encouraged" to think this way, though perhaps not overtly, by their advisors, who reside in the professional programs. Dr. Waters agreed that the "core is presented as something you've gotta get through." Dr. Sercy thought perhaps this was a result of "an institutional ethos" rather than specific actions of any particular group of faculty. At Armstrong, advisement is required for every student every semester. If a student has declared a major, such as pre-nursing, they are assigned to go to the nursing department to be advised by a nursing faculty member. Students whose major is "undeclared" are advised in the Office of Academic Orientation and Advisement by professional advisors. Because students often

declare majors prior to entering Armstrong, faculty in the professional schools often are responsible for advising about the core curriculum. Faculty are offered optional advisement training sessions, but the content of these sessions covers the mechanics of the core for various disciplines, registration and problems with registration, but not the philosophical rationale behind the core curriculum.

The Intersection Between Liberal And Health Professions Education At Armstrong

Any discussion of how two Colleges intersect should start with how the participants perceive the Colleges as being similar or different. This perception would seem to form an important foundation. Similarities will be discussed first, followed by differences.

Shared similarities. Dr. Gordon did not feel that "the rigor or expectation for any student is different in professional education than it is in liberal arts education." Dr. Sammons also agreed that faculty in both Colleges "set high standards and particularly want [their] graduates to [meet] high standards." Dr. Sammons concluded that Armstrong provided "quality education all around." Dr. Gordon also spoke to the quality of faculty preparation being the same: "Our programs leading to where we are as rigorous as theirs. We just took a different path." She explained how, for example, professors in psychology get their B.S. in psychology, their Master's in psychology and their PhD in psychology, while health professions faculty are nearly always forced to go outside their discipline for what are considered in academia to be terminal degrees in a related field, such as, for example, education, administration, epidemiology or basic science.

Another similarity, though only addressed by one participant in each college, was the enormous amount of effort expended outside of class meetings in being an effective

classroom professor: time preparing for individual class meetings as well as time spent maintaining currency in individual fields of study. Dr. Waters spoke of the enormous number of hours spent preparing for a single class session. This was true even for topics that she had taught previously because she had to review the work itself, a Victorian novel, for example, and also keep up with the secondary scholarship, the work published by others *about* the novel. And of course, she pointed out, this is in addition to the "never ending hours" of grading and evaluating student work. She admitted that while "some may work from old notes," she felt that "few even teach the same books over and over" which necessitates nearly constant preparation. Dr. Sammons also commented on the ongoing nature of course preparation to remain effective and to give her students what they need for today's clinical environment. Her example was the Magnetic Resonance Image (MRI) scan, a specific type of radiographic study. She explained how tremendously the technology and protocols and even the elements of physics involved had changed over the course of her teaching career. And not only does a health professions faculty member's awareness and understanding of this rapidly and constantly changing field have to keep up, but a faculty member is also expected to be able to actually perform the new studies in a smooth, practiced and competent way in a clinical setting. This means ongoing clinical practice must be incorporated in a health professions faculty member's teaching responsibilities. Also, many health professions licensing boards require ongoing continuing education in the specific practice areas. Nearly all health professions faculty maintain current clinical licenses to practice in their discipline, and so these continuing education activities must also be incorporated on a regular basis.

Perceived differences. Participants identified several differences between the two Colleges, and mostly these differences were discussed in terms of challenges faced by faculty in each College. One difference was the hands-on, practical skills training and the experiential component required by the health professions. All of the liberal education participants recognized that this was probably challenging. Every clinical health program in CoHP requires students to have skills training in the classroom, often including simulated clinical laboratories and other experiences, but also training in the actual clinical environment. These clinical experiences range from several hours per day for one or more days per week, to full-time supervised clinical practice for several months at a time.

Dr. Sercy also commented on this aspect and wished that the liberal arts were also judged on the practical aspects of their work in a similar way to the health professions. He described how his College scholarship standards were applied to two of his recent publications. One of these was an article about three bills being deliberated by the Texas legislature that would have created a Department of American Studies at the University of Texas with a director that would have reported directly to the state legislature; in effect, putting the legislature directly in charge of part of University curriculum. The bills failed, according to what Dr. Sercy was told, in part because of his article. The publication was in a non-peer reviewed journal, however, so he did not get credit toward scholarship requirements for what turned out to be very important and effective work. Another article in a peer-reviewed scholarly journal did count for scholarship, even though it "has probably had ten readers and no impact on the world." This demonstrates", he went on to say, "how we in the liberal arts shoot ourselves in the foot." He seemed to

be saying that in the liberal arts, the more scholarly the work, the more it adheres to College requirements, the less real impact it is likely to have outside of the profession. He seemed to be distinguishing between that and the health professions, in which the impact of scholarly works is likely to be on practicing professionals and therefore on direct patient care.

A related topic that was addressed by all of the health professions participants and by none of the liberal arts participants was the different types of outcome standards that health professions faculty and students are held to. All mentioned the need for the clinical health professions students to pass a licensure examination at the end of their educational experiences in order to be able to enter practice. The ability of these students to pass that independently administered examination is used as a measure of a program's quality by potential applicants, higher education administration and accrediting bodies. Faculty knows the very general outline of the content areas in these examinations, but not the specific content. Participants pointed out that there is no similar externally dictated requirement for content knowledge or minimal proficiency for liberal education degrees. Dr. Matthews also commented on a different type of outcome measure: "If your kid is sick, you definitely want… me to be your therapist…even if I haven't written any books or done artwork. But in their case, I doubt if…a child is gonna die because you didn't do something with a painting, or a book." Dr. Matthews said several times in the interview and focus group how important he thought the liberal arts were, but here he was referring to the importance of the health professions and how this importance has a different character, that can literally, mean 'life or death.' This has implications for the education of these students, also. It becomes critically important for each and every student to

demonstrate competence in clinical skills and evaluating the meaning of each of a patient's different signs and symptoms in order to make the treatment decision that will reverse a life-threatening problem, or at the very least not create a life-threatening problem as an unintended consequence of treatment for a minor one.

Another contrast addressed by some, was the relative ease and the financial implications of the school to work transition. Dr. Schmitz commented on the relative ease for students with a professional degree compared to those in the liberal arts, in which a student has to be "a bit more of an entrepreneur and know how to sell yourself." He also commented on how this made life as a faculty member easier, too, because the faculty members also had employment options outside of the university. Dr. Matthews commented on the financial advantages of this easy transition to the work force after college: "I can lead [my students] towards a job that's going to help them with the ever increasing cost of education. I'm not sure that same statement could be made [about liberal education]."

Dr. Waters identified the nature of personal research as another difference. She somewhat jokingly described the personal research of a liberal arts faculty member as "sitting in a dark room weeping quietly over books." "This is not running experiments, it's not working with students, it's you in the library." It was not entirely clear whether Dr. Waters was implying that this type of individual, literary research was more difficult compared to that of experimental research or supervising student research, but clearly the nature of that research is very different and arduous. Like other faculty at Armstrong, the liberal education faculty also has to publish extensively, she said, so this contrast in the nature of the research may be significant.

Perceived difference, such as the nature of research, whether based on accurate, inaccurate or perhaps inadequate information, may contribute to the development of tension between faculty. No matter what the source of the tension, it has the potential to negatively affect the day-to-day interactions, the ability to cooperate on a common goal whether large or small, and the general faculty morale and perhaps retention. It is important, then, to recognize the existence of tension.

Tension? A variety of opinions were expressed about the presence and degree of tension between the liberal and health professions faculty at Armstrong. Dr. Sercy referred to the "battle" as a historical but false battle, but said later that after the objections that his College made to the core course proposed by the health professions (explained below) that he became aware of tension, and in fact, felt that those tensions were behind the College of Health Professions Dean suddenly denying the cooperation of any health professions faculty member in a long-standing interdisciplinary ethics course that had traditionally had health professions faculty on the teaching team. "I got a very strong backlash after expressing my opinions on that issue," he said. Dr. Sercy felt that this response may effectively destroy the only interdisciplinary ethics course being offered at Armstrong. He went on to say tension between these Colleges actually is not new, and actually started between the Greek philosophers, Plato and Isocrates. Dr. Waters also referred to it as a "nineteenth century debate" written about by "Cardinal Newman, Thomas Huxley" and others, and wondered why "this perennial discussion…is always cast as a debate rather than a discussion?"

In fact, more than one participant cited communication as being important to this topic. Dr. Waters felt that more collaboration, more interdisciplinarity, more connectivity

across Colleges would make them less "antagonistic toward each other."   But, she went on, faculty do not have the opportunity or time to talk with colleagues from their own College, much less with colleagues from other Colleges. Dr. Sercy echoed this concern over inadequate opportunities to interact, even casually, since Armstrong long ago lost its faculty dining room to other uses. He also laments workload and service commitments that take away time to spend in conversation with students and colleagues. This was especially evident in contrast to a German model of education that Dr. Sercy described, in which faculty put extended conversations with students ahead of meetings and other commitments and where these sorts of interactions were an expected and encouraged part of university life.

Dr. Sammons acknowledged tension and reported hearing disparaging comments, such as the use of the word "academic" to describe non-health professions faculty members of a committee, and has heard other health professions report similar incidents. Dr. Sammons was careful to say that she did not necessarily generalize these feelings of disrespect to all liberal education faculty, but rather to specific ones, and that she "had been treated like a professional colleague by several liberal arts faculty." She added casually, "In life, in any type of relationship, there's going to be tension. I don't think you can ever eliminate tension….and it's an opportunity for change and growth if you communicate." Also, Dr. Sammons felt that there was tension now, but that it was less than in her earlier years at Armstrong. She described the early years as having walls separating the health professions from the liberal arts, but more recently she has seen "walls start to come down and more integration between liberal arts and health professions." Clearly, she saw this as a positive change for the campus.

Dr. Gordon, like Dr. Sercy and Dr. Waters, also recognized that the tension is "a very historical argument." Armstrong, she said, had more tension than any of the other six institutions she has been involved with, and put forward several possible reasons for it. One was what she perceived as "[liberal education faculty] see us as…taking resources away that could be used to educate more people in the traditional arts and sciences." Also, she described how perhaps the liberal arts feel particularly threatened in the South because "higher ed is not valued as much by citizens of Georgia, nor by politicians." Budget pressures also contribute to increased tension because faculty departments compete among themselves for more limited resources, according to Dr. Gordon. She denies that the health professions take a "disproportionate amount of resources," calling this a "misperception… by a lot of faculty." She suggests also that Armstrong has a larger proportion of faculty members from the local area and therefore a smaller proportion from diverse geographical and political regions, which allows Armstrong to get 'stuck' in "Southern tradition." Another contributing factor, Dr. Gordon thinks, is that the liberal arts faculty resent the recent institutional level change granted by the Southern Association of Colleges and Schools (SACS) to allow Armstrong to grant limited professional doctoral degrees. Professional doctorates are degrees such as clinical doctorates or educational doctorates. Armstrong's first doctoral degree is the Doctor of Physical Therapy degree and there are plans by the Nursing Department to propose a Doctor of Nursing Practice degree soon. Dr. Gordon feels that the liberal education faculty probably "should be offering those degrees in psychology, or chemistry or political science or something else" instead of health professions. "Are we trying to become more of a research institution, or are we staying true to the idea of a teaching

institution? Are we trying to compete with our neighbors up the road, or are we trying to form our own niche here in Savannah? We've moved from a commuter school to a residential school." And all of these are "causing some of the angst that people feel."

Dr. Matthews denied tension, and said it had been worse at other institutions in which he had taught previously; he thought because those institutions were larger than Armstrong. In contrast, Dr. Gordon felt that Armstrong had more tension than other institutions because it was smaller. Dr. Schmitz denied tension between liberal arts and health professions, but acknowledged that he was aware of it between liberal arts and the College of Education. Neither he nor Dr. Waters had taught at similar institutions and so had no basis for comparison.

Understanding Across Colleges. "Probably vital parts of what it means to be a faculty member over there is behind some sort of curtain." Dr. Waters said this about the health professions, and acknowledged that she only know a little more than the average liberal arts faculty member because of her part-time responsibility for directing campus-wide faculty development. This concept of a curtain, of faculty in liberal arts not knowing what is involved in health professions education, of what Dr. Waters described as assuming "their classrooms look like ours", was addressed at some length by each of the health professions participants and not in any significant way by any of the other liberal education participants besides Dr. Waters.

Dr. Matthews said of the liberal education faculty, more than once, "I don't think they actually know what we do." Both Dr. Sammons and Dr. Gordon described how they felt that faculty outside the health professions have outdated ideas about what health professions education really involves. They said that when the health professions were

first introduced into higher education in the 70's, these disciplines truly were functioning and therefore being taught at a technical level. That has changed, according to the health professions participants, but faculty outside CoHP are unaware of the scope and nature of these changes, and how different these programs are today. Dr. Gordon said, "They have a very traditional and historical view of professional education…from 50 or 100 years ago." Dr. Matthews said, "They think of us as technocrats."

According to Dr. Gordon, another aspect of misunderstanding arises from the everyday interactions that faculty outside the health professions have with health professionals in their professional capacity; for example, being treated by a physical therapist for a musculoskeletal problem, or having a family member in the hospital and getting medication dispensed by a nurse. The faculty see these health professionals fulfilling a health care duty but there is no way for them to know (or even think about) how much this particular aspect represents the entirety of what a physical therapist or a nurse does or knows. Dr. Gordon said, "I never think I understand a chemist, or a political scientist, or an ethicist….However, the opposite is true for people in liberal arts. They all know what a nurse does…[because they've] all had someone whose been nursed. I find it personally… and professionally offensive …that they all believe they know what we're doing…yet we have no appreciation for what they're doing." Dr. Waters frankly admitted to having no conception of what some of the health professions disciplines even are, and added, "I mean, what kinds of things do you have to know to do that?" She seemed not to have any idea what, for example, respiratory therapy was. She did not seem to know, then, what a respiratory therapist did on a day-to-day basis, and therefore also did not know what kinds of skills and knowledge might be needed to be a

respiratory therapist. This would seem to be a particular problem for those health professions that function largely behind the scenes, such as respiratory therapy, which has a critical role in the acute care (hospital) environment, but a role that goes largely unnoticed by the lay person visiting sick friends and relations in a hospital, and even by the person receiving treatments directly in the hospital, since many of these treatments are performed without the patient even being aware of them. And only those with chronic respiratory conditions, such as cystic fibrosis or asthma, interact with respiratory therapists on a regular basis outside of the hospital environment. The means that some professions, respiratory therapy in this example, function largely 'under the radar' of most laypersons, including liberal arts faculty members. This means that the perception of the faculty, graduates and nature of the education of these professions may be inaccurate outside of the College of Health Professions.

Relative Respect Between Colleges. Dr. Gordon referred to taking offense at what she believed to be the misperceptions about her role at the university. Other comments surfaced during the individual interviews about a perceived lack of respect across Colleges, not just from CoHP participants but also from CoLA participants. Each will be discussed separately.

Dr. Gordon expressed the perception that liberal arts faculty "see themselves as more important than…the majors…more high quality and useful…especially compared with the professional schools like PT, respiratory and nursing." She related this to what she said she has heard expressed by faculty outside the health professions, "Professional education has no place at the university" and that "we should be classified as technical programs, not professional programs." "We constantly are…being dismissed and being

told, 'well, you don't really have terminal degrees. You didn't go though a rigorous research [degree].' Again, that feeling that they are the true academics, the true scientists, and we are just playing at being those." Dr. Sammons had similar comments, about being at a committee meeting when one of the liberal arts members said we needed to be sure and have representation at the next function by an "academic" as opposed to the health professions faculty members that were going to be present.

Dr. Matthews objected to liberal education faculty making judgments about the scholarly quality of his publications. He recounts having some of his publications in a tenure proposal described by faculty outside of health professions as being in "throwaway journals," and how in fact, these were "tier one, peer reviewed and accepted at the highest levels." "Because they don't understand, it's no good….I would never make statements like that." He went on, "I don't feel they're qualified to judge my journals." No other participants brought this issue up in their interviews.

Dr. Waters suggested that different departments within the health professions received different levels of respect from she and her colleagues. Some, she said, were clearly very competitive, "to die for, right?" and "with very good reputations for …rigorous training" and those were more generally respected than others which were "I really think, just a block. People have no idea and so, of course, they don't assume the best." She also suggested that different professional colleges were accorded different levels of respect, in general, and that health professions was generally well respected "because you're pretty good over there" in contrast to another professional College at Armstrong.

Three participants, Dr. Sercy, Dr. Sammons and Dr. Gordon, referred at various points in their interviews to an event in Armstrong's recent history that they felt illustrated some of the aspects of the intersection between liberal education and professional education at Armstrong. During academic year 2009-2010, the nursing and radiologic sciences departments jointly proposed a new core curriculum course to be called "Healthcare Ethics" for Area B1, Ethics. The course was endorsed by other health professions faculty but opposed by liberal arts faculty over concern that the course was too major-specific to be put forward as a part of the general core curriculum. The other concern that led to their opposition was that the nursing and radiologic science faculty who would be teaching the course were not trained specifically in ethics, and were therefore not qualified to teach what was supposed to be a general ethics course. Dr. Sammons and Dr. Gordon cited this resistance from the liberal arts faculty on the basis of lack of qualifications as contributing to their perceived lack of respect from at least some liberal arts colleagues.

Liberal arts participants also described perceptions of disrespect from health professions faculty. Dr. Sercy spoke of liberal arts department being "service departments, first and foremost" and while he said he did not object as much to being part of a service department he did object to the "ghettoizing of the discipline," presumably the setting apart of his department from other departments because of the perception that they function only to service other majors in the core because at Armstrong they do not have their own major. "We service the College of Education and the College of Health Professions, but you guys don't service us. It's a one-way relationship." Dr. Waters also felt that the liberal arts did not receive much respect from other colleges, though she said

this seemed to be improving in recent years. She went on, "Most schools wouldn't exist without us" and yet "they're privileged with salary." "I think [CoHP] is seen to be the golden child on campus…we have to do what health professions is driving…like the push for online education…even when [there is] resistance from other Colleges." The faculty at Armstrong does not vote on policy decisions such as her example of the addition of online education, but Dr. Waters implied that it felt as if, were a vote held, the vote of a CoLA faculty member would almost count for less than the vote of a CoHP faculty member.

Effects on Students. Only three participants commented on whether students were affected by tension between liberal and health professions faculty. Dr. Gordon felt that tensions were limited mostly to the faculty arena and that students: "I wouldn't' necessarily think that students are aware of it." Dr. Sammons felt that it would only affect students if faculty "allow that environment to filter into their environment, …I think if affects them negatively." Dr. Sercy was unequivocal, "Oh yeah, of course. They probably don't know the ways in which it affects them…..they certainly walk into my…class with a particular opinion. I hear them say things like, 'my advisor told me just get through this class'…like it's a hurdle, that sort of thing."

All of the previous themes arose directly from interview questions that were based on the research questions that drove this project. The following theme, however, emerged from comments that, at least initially, started out as responses to the interview questions but that emerged as an additional theme when similar types of comments arose spontaneously from more than one participant.

Additional Comments

Challenges for all faculties. A few other challenges were mentioned by participants that did not fit neatly into any of the topics above and that applied to all higher education faculty, not necessarily only those in one College or another. Dr. Gordon described how students in general come into college without a real desire to learn, but rather only interested in the credential they need to be able to move on. "They want to do less exploring and thinking…and 'just get me what I need to get a job at the end of this experience.'"

A couple of participants, one from health professions and one from liberal education, mentioned that it was difficult to help students view the core as an integral part of their major. Dr. Schmitz was puzzled as to why the health professions required students to finish their core completely before starting their major classes. This was in contrast to his experience in higher education, in which he took courses for his major from the very beginning and alongside his core requirements. The connections between the core and the major were easy for him to make, but he wonders whether health professions students aren't hindered from this due to the design of the program admission requirements. Dr. Gordon also described how hard it is to help their students see the connections between the major and the core: "[health professions faculty] have to work harder at trying to help our students connect all the dots and remember that this is just a piece of that seamless continuum." She went on to say that making these connections clear is probably not a problem unique to health professions faculty.

Dr. Sercy felt that higher education has become "all about retention, about churning and moving through." He went on, "I think retention is the absolutely worst

measure of a university." Both he and Dr. Waters mentioned the increasing role that outside economic forces played in higher education. Dr. Sercy said how much he hated the use of "economic engine" to describe the function of a university.

A lack of time and place for faculty exchanges and for intellectual development were put forward by two of the liberal education faculty. They seemed to describe the loss of potentially increased richness and depth that could be created if faculty had time to develop and explore connections and possible interdisciplinary projects and courses.

Phase 1b: Focus Group

As described in the methods section, individual interview participants were gathered for the focus group. One of the participants, Dr. Sercy, had jury duty and was unable to attend the focus group. The other five arrived at the on-campus conference room promptly and took their assigned seats around the large rectangular table. Seat assignments were made to facilitate the creation of a note-taking grid for the facilitator and assistant facilitator. The assistant facilitator was specifically instructed to observe and record body language, head nodding and shaking, and other non-verbal clues to participants' thoughts and feelings during the discussion. Seat assignments were such that College representation was mixed on each side of the table (not CoHP on one side and CoLA on the other). Participants were instructed briefly regarding the format. Twenty-three statements were extracted from the individual interview transcripts and re-printed anonymously on five index cards. These prompts can be found in Appendix E.

Statements were grouped very roughly for similarity of topic. I intentionally selected statements that seemed somewhat controversial and that I felt would generate discussion, and statements that were a mix of opinions regarding each of the two

Colleges. The group discussed four of the five prepared index cards, a total of 19 statements. The fifth card was omitted due to time constraints.

Some of the participants had known each other for several years; some had never met. The two liberal arts participants knew each other well. Two of the three health professions participants also knew each other well, and both know the third health professions participant, but had not had as long an acquaintance. One of the liberal arts participants had never met two of the health professions participants, but knew the other relatively well.

Each group member participated fully in the process; their enthusiasm and level of participation matched that of their individual interview: Dr. Waters and Dr. Schmitz were vocal and heavily engaged, Dr. Sammons participated less often and more quietly and hesitantly than others, sometimes shaking her head but not engaging in the topic at that particular time. She disagreed and expressed that disagreement at other times, but she seemed to be more judicious about choosing which of the discussions to become involved in. Dr. Gordon and Dr. Matthews participated regularly and moderately. All discussions were professional, respectful and while participants took the topics very seriously, there was also intermittent smiling and laughter throughout the approximately 55-minutes of discussion. No one raised their voices, no outward signs of agitation or aggravation were evident. On nearly all topics, there was agreement from at least two participants, and on a couple, there was unanimous agreement.

Prompts generated a varying amount of discussion following each one. The statements that were selected by a group member for discussion are listed, in order of most discussion generated to least in Table 3. During the group's interaction, two other

topics emerged that were not directly generated by the discussion statements, but which provoked a great deal of interaction between members. One was related to assessment, and the other was the question of how students understood and retained the core curriculum. These results will be presented as two additional topics after the results of the discussion prompts.

Keep the Professions from Putting Courses in the Core

The focus group discussed this prompt for nearly half of their time together. Initially, the prompt was understood to mean 'keeping professional students out of core courses' and there was initial objection to that, but Dr. Waters, who acknowledged making the statement, explained the actual intent and the direction changed. She said she intended it to mean, "the placement of some classes from professional programs in the liberal arts core." Dr. Schmitz said he felt that the professions should have some input, but should not be allowed to dictate the core, as he had seen happen in other institutions where, for example, economics course content was controlled by the business school. Dr. Sammons nodded and responded, "It goes both ways…sometimes people feel they can tell the professional programs what we should and shouldn't teach and who's qualified to do it." Dr. Matthews brought up ethics instruction as an example, and Dr.

Table 3

Prompts That Were Selected by Participants for Discussion, in Order From Most to Least Discussion Time Spent.

Prompt #	Content of Prompt
4	I would keep professional programs out of the liberal arts core altogether. They have no place in it and they have no place determining it.
10	I feel like liberal education is changing very rapidly out from under us. I feel like the administration is moving us away from our previous commitment to a liberal education, which wasn't a very powerful commitment at all.
7	I think, my perception is that CoLA faculty see themselves as more important than the majors and professional schools like PT, and respiratory, and nursing. I think they feel that they're providing a higher quality and more useful education that is more important academically than profession education. I think they feel that, at least a number of people that I've had the experience of being on committees and such with feel, and some have even said that professional education has no place at the university.
6	Probably vital parts of what it means to be a faculty member in CHP is behind some kind of curtain. Because we assume that it, the classroom looks like ours. The science faculty have labs but essentially their days are like ours, their committee work is like ours; faculty in CHP are different.

Matthews suggested that perhaps she was referring to the ethics course. He was referring

to the ethics course that was proposed in 2009-2010 by two health professions

departments to meet a Core Area B1: Ethics and Moral Values requirement. Dr. Waters

clarified, "My anxiety about that is that it's applied ethics and it is situation specific and

is meant for someone entering the profession to understand the kinds of ethical snarls one

will encounter in circumstantial realities. The understanding of ethics from a

philosophical point of view is a branch of philosophy which is much broader, has strong

intellectual traditions and.... " At this point Dr. Schmitz interrupted, "But that was never

the intent," referring to Area B1. Dr. Sammons tried at this point to clarify the nature of

the proposed course, but the conversation returned to the intent behind Area B1. Dr.

Waters contended that applied ethics was currently in Area B1 courses, so it was not

intended to prohibit applied ethics, but was intended to prohibit "boutique" courses

designed only for certain majors. This would, Dr. Waters said, "undermine the integrity

of the liberal arts basis." Dr. Schmitz added that he felt that Area B1 "was never

supposed to be a philosophy course, though there is a department that thinks it's theirs,

which I think is a complete misappropriation." Dr. Waters referred back to the

description of Area B1 and that "it doesn't allow discipline-specific courses." Dr.

Schmitz disagreed, throwing his arms up, insisting that the intent of the core was to

combine theory and practice. Dr. Matthews wondered whether the book he just published

on ethics was "no good" according to Dr. Waters, but she reassured him that publishing

books on discipline-specific application of ethics principles was "absolutely imperative,"

but that her concern was that "the liberal arts basis…would be compromised if we start

fashioning those courses to only meet a very specific slice of what the liberal arts can be

applied to." Dr. Schmitz agreed that courses should not, for example, amount to simply

learning a professional Code of Ethics such as many professions frame and put on a wall,

but rather "the why we have ethics." "That's it exactly," replied Dr. Waters. Dr.

Sammons then engaged, "if you have a course that addresses the broad aspect of ethics,

and then has an applied component, such as [Dr. Waters's Area B1] course, then why

shouldn't it be included in the core?" Multidisciplinarity was the feature that made it

appropriate to the core. Dr. Sammons countered that the course would have been "global"

and not discipline-specific. Dr. Schmitz returned to his contention that the distinction

between liberal and professional education is a false dichotomy. Dr. Gordon felt this

issue was an example of how the liberal education faculty dictates what health

professions faculty can or cannot teach but then don't want health professions faculty

trying to influence the core, "You're saying how our course is defined from your

perspective without ever understanding our perspective." Dr. Waters then put forward a

specific example of a course that is part of her major but would not be appropriate in the

core. This led to a relatively long discussion of the specific course components and

overlaps in various areas of the core in Dr. Waters and Dr. Schmitz's majors and how

they do or do not meet the intent of the core. Eventually Dr. Schmitz agreed with Dr.

Waters that the intent was a broad base and he said he "needed assurances that they're

doing that in those courses, right? …I know that sometimes it's done and sometimes it's

not done. In other words, sometimes there is a solid intellectual foundation in

professional colleges and sometimes there isn't." This would imply that Dr. Schmitz does

not think of professional education as a homogenous entity, but rather as intellectually

heterogeneous. He did not take this comment any further to specify which professional

Colleges or departments or professional disciplines he thought did not have a that solid
foundation.

Liberal Education is Changing Rapidly Out From Under Us

One of the health professions faculty, Dr. Sammons, opened the discussion of this
prompt by asking what the reasons were behind this statement. Dr. Schmitz said that it
wasn't his statement, but that he agreed with it, though not as strongly as Dr. Sercy, who
they were told said it during his individual interview. Dr. Schmitz described Armstrong's
commitment as "shaky." I volunteered that one of Dr. Sercy's examples that he felt
demonstrated this decreasing commitment was the condition of some of the liberal arts
department facilities. Dr. Waters immediately and emphatically agreed. One of the health
professions faculty, replied that their building was also in poor condition, but then Dr.
Waters elaborated on the conditions in the liberal arts building, "rats coming out of the
toilets, water leaking down the inside of the classroom walls, …desks that fall apart,
broken windows, no elevator, I mean it's a disgrace to this campus."

Dr. Sammons wondered if the lack of money spent on the facility justified Dr.
Sercy's comment. Dr. Waters said, "one of the things that you often hear about is …the
discrepancies in salaries across colleges." Dr. Waters immediately followed with "Uh,
you know you can go into the private sector and make thus-and-such…and a lot of people
in the liberal arts make this argument: 'then go.' If you want to live the life of the mind,
work on a university campus, understand the symbiotic relationship and assume a more
equitable pay scale." Dr. Sammons explained how a music professor told her that there
would be 60 or 70 applications if there was an opening in his department, but Dr.
Sammons told the focus group that in her department, there might not even be one, and

that was part of what drove salaries. Everyone expressed agreement with the logic but Dr. Waters said she and her colleagues understood the argument but "that still doesn't sweeten the sourness." Dr. Sammons also wondered whether liberal education faculty realized that some health professions faculty members are on 12-month contracts and that had exaggerated the salary discrepancy. Dr. Waters said she believed that her colleagues were already aware of this. Dr. Schmitz discussed how higher salaries in one department helped drive other salaries up eventually, but this did not seem to have much impact. Dr. Gordon suggested that there seemed to be "sometimes a mom likes me best or mom likes you best …mentality, too." There was wide agreement on this.

Dr. Schmitz then raised the concern over increasing core class sizes, and felt that this also exemplified the decreasing commitment to the liberal arts. Several people agreed, but Dr. Sammons asked if he was implying that professional course class sizes should be large since they were not in the core? Dr. Schmitz replied "No, certainly not. But I think we've had a leadership that did not understand how important it was, and I've seen my classes get bigger and bigger and bigger. And that's not what I'm here for. I'm here to be in a teaching institution. I yearn for the days when 15 was normal in a lower level course." "I was a better teacher then," he added.

CoLA Faculty Think They're More Important Members of the University Community

This discussion opened with Dr. Waters being concerned over deep, idealistic notions of higher education such as creating an educated citizenry and improving the quality of life being subordinated to economic forces. Dr. Sammons clarified that this was caused by the community and not by health professions faculty, and went on, "It's

not about going out and getting that job that pays $65,000 a year. It's about using that liberal education to make them a better citizen, a better thinker, a better human being, and you're just choosing to express that humanity through this professional vehicle. That's how I see it, but I think… there's that dichotomy between 'we're the true educators and you're training people to fill jobs in Savannah.'" Several people murmured and nodded agreement with this. Dr. Matthews said more about how his best students were those who clearly had retained their liberal arts education and added, "I just think we could have a happier existence together if we quit throwing up these barriers." Dr. Matthews seems to be saying that students, his best students in fact, are better able to successfully integrate the two approaches to education than the faculty, because faculty appear to intentionally construct unnecessary obstacles between professional and liberal education.

CoHP is Behind Some Kind of Curtain

Dr. Waters acknowledged that she had made this statement and expanded a little on what she meant by it, that most faculty, she felt, assumed that health professions classrooms looked and functioned pretty much like their own classrooms, but that she knew only enough about health professions to know this probably wasn't true. Dr. Schmitz disagreed, feeling that his collaborations with faculty in the Health Science department allowed him to know more about health professions than most departments. Dr. Schmitz was enthusiastic about how well his discipline 'fit' with Health Science. Dr. Sammons describe some collaboration with members of the College of Science and Technology in the past, but not recently. The conversation ended with Dr. Waters, "Oh, wow. We need a whole lot more of that." Every participant nodded in agreement.

It should be noted here that the Health Science department is the only non-clinical department in the College of Health Professions at Armstrong. It contains majors in Health Services Administration, Sports Medicine, and Public Health, and often is considered, even by its own faculty, to be somewhat of an outlier among the other six departments.

Dissatisfaction with Student Assessment Methods

One participant made a comment about a prompt regarding recent department closings and mentioned "productivity ratios" for academic departments, which sparked Dr. Waters, admittedly off-topic, to begin a short discussion around her frustration with the increasing emphasis on assessment. She gave an eloquent example of how a multiple choice test on a topic was not the same as having students analyze a text and write about that topic, but that "you can't do that in a section of sixty. Isn't that a substantially different way of meeting that learning outcome?" Several participants agreed. Dr. Waters felt that assessment had become "an escape hatch for administrators" because assessments that are positive, even if inauthentic, suggest that whatever they're doing, such as increasing class size, must be working. Dr. Gordon said that in her health profession classroom, she had seen what Dr. Waters was talking about, "I've had to change certain assignments, assignments that were very valuable, because now…we're teaching classes of 70 or 80 people….You just don't have time for these assignments, where you get valuable information, you just don't have time to assess them." Dr. Waters added, "It's a qualitatively different experience." After a moment's thought she went on, "And we have to make this transparent to administrators. It's not just that we don't want to teach 80 kids. It's that we're forced to do something radically different in our

classrooms." Agreement could be heard from every participant, when Dr. Waters closed

with a quiet, "You have to change it, you have to change it." She explained that faculty

need to resist and make their opposition to increases in class size clear to administrators,

though she did not elaborate on what form this resistance should take or how faculty

should make their opposition visible.

Student Understanding and Retention of the Core

The discussion began with several people expressing agreement with the prompt

regarding the difficulty helping students make connections between the liberal arts and

their major, but then flowed into other thoughts related to the core itself and how it is or

is not integrated with the health professions. Dr. Matthews commented about the

extinction rate of what students learned in the core, and how, when he tries to re-visit

those topics, such as ethics, two years later, students have real difficulty. Dr. Waters

related this to an earlier prompt, about how students view the core as an obstacle, and so

perhaps they never really engage in the learning in the first place. Again, there was wide

agreement, and Dr. Gordon described her feeling that students seem to be different now,

"It's no longer about being a better human being, about being a critical thinker, about

contributing to society. It's about getting a piece of paper. You know, 'just hurry up and

get me to my destination.'" Dr. Sammons said that students bring that to their majors too

"It's like, 'why do I have to take this course? It doesn't relate." Dr. Waters commented

that this was partly "our own fault because we're still wedded to this 19th century model

where this is what a university looks like, where disciplines are true to their own kind and

their primary allegiance is to that. We don't work across disciplinary boundaries." Dr.

Sammons agreed that it would be ideal to schedule those core courses alongside

disciplinary courses, but that would be "too hard" due to the need to incorporate large blocks of student clinical experiences. There was some discussion of the cascade of changes this would require, and Dr. Gordon agreed with the desirability of a more integrated core, "I mean, one of the reasons we have that …self-fulfilling prophecy of, well, you're the technicians because you take them out of the core after two years and then you do hands-on training. It's two separate beings. And we're like, no, we've got to get back to, you know, it's one, it's integrated." She is voicing a similar thought as Dr. Matthews's comment earlier, except that Dr. Matthews was talking about intentionally-built artificial barriers that individuals or groups of faculty build between liberal and professional education and Dr. Gordon seemed to be referring to how the structure of having the core all in the first two years and the professional curriculum all in the last two years also emphasizes the division between the two.

Phase 2: Survey

In addition to the four demographic questions, the survey included 79 items, to which respondents were asked to express strong agreement, agreement, disagreement, strong disagreement or neither. Survey items were grouped according to the following seven topics: demographics, higher education, general liberal education, liberal education at Armstrong, general professional education, health professions education at Armstrong, and the Armstrong context.

The survey was opened and the email invitations were distributed very late Friday, April 8, 2011. The survey remained open for seven days. Seventy-three percent of the completed surveys were submitted within the first 72 hours. An additional 11% were

completed after delivery of the reminders. The overall response rate was 70.07%. This
rate was calculated using the following formula:

$$\frac{\text{Surveys opened and at least begun (89)}}{\text{Surveys sent (128)} - \text{emails returned (1)}}$$

Respondents were nearly evenly divided by College, 44 from the College of
Liberal Arts (CoLA) and 45 from the College of Health Professions (CoHP). By College,
the response rate was 59.5% for CoLA, and 83.3% from CoHP. I noted that one
respondent did not answer any items beyond demographics, and one did not answer any
items beyond the second section on higher education. Otherwise, all respondents
answered each question, except the last question, which was contingent on previous
answers and to which not all participants were expected to respond.

The survey elicited a fair amount of positive informal feedback from participants
in both CoLA and CoHP. I received several emails expressing curiosity about the results
and encouraging me to present the results in a public forum, and with additional
clarification of responses. These clarifications will be included in the Discussion section
of this dissertation. Several faculty members also approached me in various contexts on
campus to express approval and interest in the survey topic.

Survey respondents were mostly female (56.8%) and nearly 60% were between
the ages of 40 and 59. All departments in both Colleges were represented; the largest
proportion of participants coming from the following departments: Languages, Literature
and Philosophy (18.0%), Nursing (15.7%), Art, Music and Theater (13.5%), Health
Science (12.4%), and History (11.2%). Results for each of the survey sections will be

discussed separately. Proportions of agreement and disagreement reflect the collapsed responses, Agree and Strongly Agree, and Disagree and Strongly Disagree, respectively. Chi square tests of association were calculated for each survey item to assess for a possible difference in responses by College. Chi square results are reported in Appendix F. The level of significance for chi square testing was set at $p < .05$, and significance is indicated by an asterisk for significant p-values. In the following section, the word significant or significance will be reserved for description of results that are *statistically* significant according to the results of these chi-square tests. Whole-number percentages may be reported in the description of results; exact percentages can be found in each associated tables of results. For items in which there is no significant difference, responses will be described using the combined responses (all participants), and for items in which there is a significant difference in means between Colleges, responses will be described by College. The full text of each survey item may be found in Appendix D.

Interpretation of the statistical analysis for each item can roughly be classified into three types of results: 1) faculty do not differ statistically, suggesting similar opinions, 2) faculty differ statistically but this difference is in the degree or strength of similar opinions, for example, most faculty agree with a statement but one college agrees significantly more strongly than the other, and 3) faculty differ significantly in whether they agree, disagree or don't know about an item. This could be described as differing by type. All faculty participants responded to the same survey items, although some items were more relevant to only one College. For example, overall salaries are widely known to be lower in CoLA than CoHP so the item about resentment over this difference would not really apply to CoLA faculty because they are in the College with lower salaries and

therefore have resentment. Items such as this one, in which the item is more relevant to one College, were examined initially to be sure that the expected pattern was present (for example, that indeed the faculty in CoLA show more resentment about salaries than those in CoHP) and if so, they were only interpreted for that College, though the response summaries for each Colleges and both Colleges combined are presented in Tables Appendix F.

Higher Education

There was only one item (survey item 8, page 261) in this section that demonstrated somewhat weak statistical difference between Colleges of the eight items in this section, suggesting that faculty are largely in agreement on issues related to higher education, in general. The first four items (items 5 through 8) presented individual interview statements that described the purpose of higher education. There was similar overall agreement with the first three of these, which included the ideas of maintaining civilization, preparing for leadership and increasing the quality of life for all citizens, and creating meaningful, productive, rewarding lives. Faculty from both Colleges largely agreed but the level of agreement differed for the purpose that described promoting democracy, problem solving, informed judgments, and influences on society (survey item 8, page 261). It was noted that, by College, a larger proportion of CoHP faculty agreed with the purpose statement that included the idea of preparation for leadership and "roles that ultimately improve the quality of life for all citizens" (item 6; 97.7% agreement).

The remaining items in this section are statements related to negative aspects of or influences on higher education. One suggested that higher education was too focused on retention and "churning and moving students through" (survey item 9, page 262). Sixty-

nine percent of respondents agreed, and 28.7% disagreed with this statement. One of the themes that emerged from the focus group that was not directly related to the original research questions had to do with whether simple assessment measures, such as tests, were accurate reflections of the outcomes of higher education. On the item created to address this topic (survey item 9, page 264), 86.4% of faculty in each College agreed, and 11.4% disagreed. Resistance to higher education being described as an "economic engine" was expressed in another item (survey item 11, page 265); 63.6% of respondents agreed. Another item (survey item 12, page 265) proposed that economic forces undermined higher education; a larger proportion of respondents agreed with this statement (79.5%).

General Liberal Education

On each of these seven items, a large majority of faculty in both Colleges agreed, but on five items, CoLA faculty expressed significantly stronger agreement. In fact, 100% of CoLA faculty agreed with the first of three definitions of liberal arts, which related to a "broader, more eclectic view of the world" (survey item 13, page 264). The definition that received the largest proportion of disagreement was the one that included the phrase, "as opposed to simply being a laborer in that society" (survey item 15, page 267), 26.8% of CoHP faculty disagreed versus only 9.1% of CoLA faculty.

One hundred percent of CoLA faculty and 86% of CoHP faculty agreed that "liberal education is extremely important" (survey item 16, page 267), and 84% of faculty overall agreed that a liberal education is an "essential foundation for students seeking a professional degree" (survey item 17, page 268). A large majority of CoHP

faculty (86%) felt they understood what was involved in providing a liberal arts education (survey item 19 page 269); 14% reported that they did not know.

Liberal Education at Armstrong

This was a large section that included fifteen items. On five of these items, faculty differed in strength of their responses; on three items, they differed in the direction of their responses. Another theme that emerged from the individual interviews was the perceived nature of students' attitude toward education, particularly the core curriculum, in other words, the liberal arts component of every student's education. Four items related to this theme, and on all four, at least 80% of faculty agreed. "Students are more focused on earning a credential than on the experience of learning" (survey item 20, page 269) yielded 80.5% agreement, and students "perceive the core largely as something you've just got to get through" (survey item 21, page 270) yielded even more agreement (87%). Eighty percent agreed that this attitude of getting though the core, "medicine they have to take before getting on to their real education," applied to students who plan to major in a profession discipline (survey item 22, page 270). Almost ninety percent of faculty agreed that Armstrong freshmen "need to be taught about the purpose and importance of the core curriculum" (survey item 23, page 271).

Strong disagreement emerged on the item, "Armstrong students don't get enough liberal education" (survey item 24, page 271). In fact, almost the exact same percentage of faculty in CoLA *agreed* (65.9%) as those in CoHP *disagreed* (65.1%). One individual interview participant expressed the opinion that CoLA "wouldn't exist" without CoHP. On the survey item related to this opinion (survey item 25, page 272), faculty differed, though at least half in each College disagreed. CoLA predominately disagreed (69.0%),

but 25% of CoHP did not know and the rest were evenly split between agreement and

disagreement (37.5% each).

Armstrong's commitment to the liberal arts was addressed in two items.

"Leadership is moving us away from our previous commitment" (survey item 26, page

272) yielded 75% *agreement* from CoLA and 55% *disagreement* from CoHP. Languages,

Literature and Philosophy faculty frequently complain about their home building's state

of disrepair, and one of the interviewees felt that this was a reflection of Armstrong's

commitment to the liberal arts. On the item related to this statement (survey item 34,

page 276), the majority of CoLA faculty *agreed* (63.6%) but most CoHP faculty

disagreed (39.5%). It should be noted that one-fourth to one-third of CoHP faculty said

they "Did not Know" about these items. On both of these items, faculty in the two

Colleges had different opinions, with the majority of CoLA faculty agreeing the

University's commitment to the liberal arts was decreasing and that this decrease was

demonstrated by the disrepair of the physical facility that is home to a large liberal arts

department.

The level of involvement of the professional programs in the Armstrong core was

the topic of two items. Faculty as a whole agreed (87.2%) that professional programs

should have "input…but should not try to dictate content" in core courses (survey item

28,   page 273), but they differed on whether there should not be core courses

"specifically for [professional program] majors in the liberal arts core" (survey item 27,

page 273). Nearly half of CoHP disagreed, but a large proportion agreed (37.2%) with the

separation between the core and the professional programs. CoLA faculty largely agreed

with the separation (59.1%) but a surprisingly large proportion disagreed (29.5%).

Roughly one-third of faculty in each College were in opposition to what would have been assumed to be the almost 'official' stance of each College.

Several individual interview participants from CoHP felt that faculty outside of their College did not really understand health professions education (survey item 29, page 274). Not surprisingly, the majority of CoHP faculty agreed (66.7%). Half of CoLA faculty said they "did not now" when asked in one of the survey items whether there was "great misunderstanding at Armstrong." The remainder was evenly split between agreement and disagreement. On a somewhat related statement, nearly half of CoLA faculty did not know and one-third disagreed on whether CoHP "was taking away resources" (survey item 30, page 274) from liberal arts education. Not surprisingly, 84% of CoHP faculty disagreed. About one-fourth of CoLA faculty agreed that they did not understand health professions education.

Another opinion expressed in one of the interviews was that liberal arts faculty think that they provide "a higher quality and more useful education" than professional programs (survey item 30, page 275). The results on the related survey item do not support the statement. In fact, a little over half of the CoLA respondents disagreed and one-third did not know. One of the liberal arts participants stated during his interview that the "liberal arts need to do a better job of connecting with the society in which they operate." Most of his colleagues in the liberal arts agreed (58%; survey item 32, page 275). About one-fourth disagreed. CoHP participants did not differ: 59% also agreed.

General Professional Education

On three of the six items in this section, faculty differed in degree; on one item, they differed in direction. Faculty in both colleges agreed (94%) that "true professional

education…is infused with liberal arts components" (survey item 38, page 278), but they differed on the statement, "true professional education is not separate from liberal education" (survey item 39, page 279). Most faculty in both Colleges agreed (CoHP 88%, CoLA 83%) but a relatively large proportion of CoLA faculty (14%) "Did not Know."

One item stated that health professions education was too narrow, "painting students into a corner…because those tasks…will change in the next twenty years" (survey item 35, page 277). Not surprisingly, CoHP largely disagreed (86%), though it should be noted that 12% agreed that the education provided by their own college was too focused. The CoLA respondents were nearly split between agreement, disagreement and "Don't Know."

A vast majority of faculty disagreed with the statement, "Professional education has no place at the university" (94%; survey item 36, page 277) though the degree of disagreement was expressed significantly more strongly by CoHP. As with the previous item reported, it was surprising that 5% of CoHP faculty agreed with this statement. CoHP faculty also strongly *disagreed* with the item, "professional education means largely job training" (86%; survey item 37, page 278), but CoLA faculty mostly *agreed* (57%). Again, it should be noted that 14% of CoHP faculty agreed with this statement. I do not know whether this group of dissenters is essentially the same as the group that agreed that the education that their own College provides was too narrow, but it is striking that there are health professions faculty who responded this way.

The last item is essentially the same item that was offered in the section on liberal arts, which was designed to assess how well faculty in one College thought they

understood what was involved in teaching in the other College. CoLA faculty were nearly evenly split between the three possible responses, with a slightly larger proportion reporting that they "Don't Know" what is involved in health professions education (survey item 40, page 279). This contrasts with 86% of CoHP thinking they know and 14% thinking they "Don't Know" what is involved in liberal education.

Health Professions Education At Armstrong

Faculty in the two colleges differed on nearly every one of the 17 items in this section, though all but three reflected a difference only in the strength of their agreement or disagreement. Faculty did not differ on their agreement with the statement about the "day-to-day responsibilities" of CoHP faculty differing from those of CoLA faculty (survey item 51, page 285); overall half agreed, and almost half did not know. They differed over the statement, "faculty… outside CoHP are qualified to assess the scholarly value of publications in peer reviewed health professions journals" (survey item 55, page 287); more CoHP faculty disagreed with this statement (57%) than CoLA faculty (40%), but also more CoHP faculty than CoLA faculty agreed with it, 31% and 23%, respectively.

Four items referred to the overall nature of health professions programs at Armstrong. One item suggested that these programs produce technicians and should be classified as technical programs (survey item 41, page 280). Most CoLA faculty did not know (40%); 37% disagreed. 10% of CoHP faculty agreed with this statement. A related item stated that "there's more to health professions than simply mastering technical skills" (survey item 52, page 285), and 70% of CoLA faculty agreed. CoHP faculty also agreed (98%), though significantly more strongly. On the item "health professions

education has evolved a great deal since the 1970's" (survey item 53, page 286), 38% of

CoLA faculty agreed and 60% did not know. Most CoLA faculty (58%) did not know

whether "CoHP intellectual standards are very high" (survey item 46, page 282), but 30%

agreed.

Another set of three questions related to health professions faculty characteristics.

The first, "health professions faculty are not true academics" (survey item 42, page 280),

generated widespread disagreement from both Colleges, significantly stronger from

CoHP (93% versus 70%). Most CoLA faculty did not know whether "health professions

faculty preparation is just as rigorous" as their own (survey item 43, page 281) and only

16% disagreed. Similarly, most CoLA faculty (69%) did not know whether or not "CoHP

faculty work hard to integrate the liberal arts" (survey item 45, page 282) but 71% of

CoHP faculty agreed. Twelve percent of health professions faculty disagreed with this

statement.

The statement, "the rigor of professional education is the same as that of liberal

arts education" (survey item 47, page 283), generated mostly "Don't Know" responses

from the CoLA faculty (44%). Thirty two percent of CoLA faculty and 64% of CoHP

faculty agreed. Roughly one-fifth of faculty in each College disagreed.

Two questions included suggestions about CoHP having a protected status at

Armstrong. The first, "CoHP 'drives the bus' around here" (survey item 48, page 283),

generated mostly disagreement from CoHP faculty (71%) and mostly "Don't Know"

from CoLA faculty (40%). Only 28% of CoLA faculty agreed with this statement. A

similar pattern of responses was generated in response to the question about whether

financial decisions are made to protect CoHP (survey item 49, page 284): mostly

disagreement from CoHP faculty (69%) and mostly "Don't Know" from CoLA faculty (51%).

One of the CoHP interviewees felt that a large source of misunderstanding resulted because she felt that other faculty thought they knew what being a health professional entailed as a result of their own personal experiences with health professionals, even though this participant felt strongly that this resulted in a misperception since what a patient sees a health professional doing is only a tiny part of what that professional may be trained to do and these manual skills are only a small part of a professional's overall education. An excerpt from her transcript was converted into a survey item (survey item 44, page 281), about which 57% of CoHP *agreed* and 63% of CoLA faculty *disagreed*.

Slightly less than half of CoLA faculty reported that they "resent[ed] the salary differential between CoLA and CoHP faculty" (survey item 50, page 284). One-third said they did not know. Somewhat surprisingly, one-fourth of CoHP faculty agreed that they resented the salary differential. In response to an item that stated, "professional programs take a disproportionate amount of Armstrong's budget" (survey item 54, page 286), 59% of CoHP disagreed while nearly the same proportion of CoLA faculty did not know. Thirty-three percent of CoLA faculty agreed with this statement.

The vast majority of faculty agree that "CoHP is an important part of Armstrong" 56 100% in CoHP and 91% in CoLA. Most also agree that "the health professions contribute to the intellectual capital at Armstrong" (survey item 57, page 288), 96% and 77% in CoHP and CoLA, respectively. Nine percent of CoLA faculty disagreed with this statement.

The Armstrong Context

This was the largest section of the survey, with 19 items, the last of which

contained several sub-items. This section dealt more with the general topic of faculty

interactions, including but not limited to such sub-topics as tension, respect and

understanding. The sub-topic of tension was further subdivided into perceptions among

faculty, effects on students, and origins of tension. Faculty only differed on seven of

these main items. Most faculty agreed that liberal and professional education were

equally important (survey item 58, page 288), though there was a significantly higher

level of agreement from CoHP faculty (88%) than CoLA faculty (63%). Nearly one-third

of CoLA faculty disagreed, while only 10% of CoHP faculty disagreed. There was no

difference between Colleges on whether faculty in each College "are more alike than

different" (survey item 45, page 282) with an overall 55% agreement and 19%

disagreement.

The topic of collaboration emerged from the focus group as an additional related

theme. All of the focus group participants agreed that there needed to be more

collaboration between CoHP and CoLA. On the survey (survey item 63, page 291), only

24% of overall faculty agreed that they had "recently engaged in collaboration" with the

other College. The majority of faculty (84%) disagreed that they resented that

Armstrong's first doctoral degree was in a health professions discipline instead of a

liberal arts discipline (survey item 64, page 291); more specifically, 77% of CoLA

faculty disagreed and only 16% agreed.

Faculty differed on the item, "the battle between the liberal arts and the

professions is a false battle" (survey item 61, page 290), with a significantly higher

agreement from CoLA faculty (77%) than CoHP faculty (51%). Also, they did not differ

on whether problems between these disciplines at Armstrong are similar to other similar

campuses (survey item 66, page 292): they were evenly split between agreeing and not

knowing. Overall, 75% of faculty agreed to the statement, "I have a thorough

understanding of the nature and intent of the Armstrong core" (survey item 62, page 290).

Overall 17% disagreed, specifically 24% and 10% in CoHP and CoLA respectively.

Two statements were about the overall goals of higher education. The first was

that the faculty needs to reflect more on "fundamental aspects of higher education"

(survey item 67, page 293), and the second was that faculty need to converse more about

these same aspects (survey item 68, page 293). Faculty did not differ in their agreement

with both statements: overall 61% agreed with the first and 77% agreed with the second.

Seventeen percent and 12% disagreed with these statements, respectively.

Four statements were related to respect and understanding. One of the

interviewees said she thought that she was seeing "increasing respect for CoLA from the

CoHP faculty" (survey item 59, page 289). Nearly half of her CoLA colleagues reported

that they did not know about this, and 33% disagreed. Overall, faculty in both Colleges

reported that they felt respected (survey item 69, page 294): 53% agreed, and the

remainder were split between did not know and disagreement. In reply to the statement,

"I want my faculty colleagues in CoHP/CoLA (whichever one in not your home College)

to have higher respect for what I do" (survey item 70, page 294), faculty had similar

levels of agreement: 69% overall agreed. A similar item substituted the phrase "better

understanding" in this statement in place of "higher respect" (survey item 71, page 295).

Again, CoHP faculty had a significantly greater proportion of agreement (93%) than CoLA faculty (77%).

Tension was addressed in five items: two about faculty perceptions, two about effects on students, and one about reasons for tension. Faculty perception items differed in that the first one was about whether faculty had "observed tensions between liberal arts faculty and health professions faculty at Armstrong" (survey item 72, page 295), and the second was the same, except began with "I have heard about but have not personally experienced" tension (survey item 73, page 296). On both of these, significantly more agreement, especially on the first one, was reported by CoHP faculty than CoLA faculty, 49% versus 26%, and 66% and 40%, respectively. Sixty one percent of CoLA faculty disagreed that they had observed tension, while only about 25% of CoHP disagreed.

Respondents did not differ on whether students were aware of tension between liberal arts and professional education (survey item 74, page 296): overall most did not know (61%), though 28% disagreed. A similar pattern was reported for whether students were negatively impacted by tension (survey item 75, page 297): 57% did not know and 22% disagreed.

The final survey item (survey item 76) listed various factors that participants in individual interviews suggested may have contributed to tension between CoLA and CoHP. Respondents were given the opportunity to respond to each with "Agree", "Disagree", or "Not Sure". Eight factors were put forward, and faculty differed in the degree of agreement with only three. On all of these items, one-third to one-half of the respondents selected "Don't Know." Overall, faculty mostly did not know (51%) whether "CoLA faculty members perceive disrespect from some CoHP faculty," and 39% agreed.

When the statement was inverted, though, "CoHP faculty members perceive disrespect from some CoLA faculty," 83% of CoHP faculty agreed and 71% of CoLA faculty did not know. Another factor was "other faculty assume CoHP programs are "still mostly technical." Most CoHP faculty agreed (83%) while most CoLA faculty did not know (64%). "Higher education funding pressures" elicited overall agreement from 64% of faculty and "Don't Know" from 35%. A large proportion of both faculty agreed that one factor that might have contributed to tension was "health professions programs have been sort of tacked onto what was a traditional liberal arts institution," but a significant proportion of CoHP faculty disagreed (41%) compared to a similar proportion of CoLA faculty (46%) who did not know. The largest proportion of CoHP faculty (59%) disagreed that "Southerners don't place a high value on liberal education," while the largest proportion of CoLA faculty did not know (41%) about this statement. A small majority of faculty (52%) agreed that the emergence of online education had contributed to increased tension, and 46% of faculty felt the "presence of long-term faculty members who have an outdated perception of health professions education" contributed. In summary, faculty disagreed with one factor (Southerners don't value higher education), and were unified in their agreement with three factors (health professions programs tacked on, funding pressures, and emergence of online education). On the remaining three items, 'CoLA feels disrespected by CoHP,' and, 'Other faculty assume health professions are mostly technical,' and 'Long-term faculty with outdated ideas,' the majority of CoLA faculty responded that they did not know, and the majority of CoHP either agreed or did not know.

The results of this two-phase data collection process suggest that faculty largely agree with statements provided by the six participants in the interviews and focus group. Sometimes this agreement was fairly universal, such as in response to items about the overall mission of higher education or about students, in general, and sometimes the agreement was more pronounced when respondents belonged to the same college as the person making the original statement. For only a few items, there was a marked contrast between agreement and disagreement by College. The survey also revealed that some of the statements made during the interviews or focus group appear to be largely true, such as those about faculty in one College not really understanding the mission and day-to-day responsibilities of those in the other College. The results of all phases will be synthesized and discussed in light of the research questions and some of the themes that emerged independent of the research questions during the initial phase of data collection.

CHAPTER 5

DISCUSSION

This chapter will initially be framed around the five broad themes that emerged during data collection. These themes are: faculty generally agree on the goals of higher education, faculty agree that both liberal and professional education are important, liberal arts faculty don't understand health professions education, issues of respect, and tension is more apparent to health professions faculty than liberal arts faculty. The discussion of themes will also include references to how the responses of the participants in my study relate to published literature. The discussion of these themes will be followed by a reflection on the methods used, and study conclusions (chapter 6) will tie these themes together and suggest an overarching theme behind the results. Recommendations for future research will also be provided.

Faculty Generally Agree On Higher Education Goals And Selected Problems

The Armstrong faculty in the College of Liberal Arts and the College of Health Professions largely agreed on the overall goals of higher education. Their descriptions of these goals largely answered research question 1, which asked what CoLA and CoHP faculty beliefs were about the goals of higher education. Interview participants put forward four statements about their views of the overall goals of higher education and they all contained elements related to effects on the individual as well as effects on society. Individual effects were described as giving students tools to live the lives they envision and perhaps show them new possibilities, as well as living "meaningful, productive lives where they can look at what they accomplished and…feel like they've accomplished what they set out to do" (individual interview with CoLA participant), and

preparing them for leadership that will "ultimately improve the quality of life for all

citizens" (individual interview with CoLA participant). This last element connects the

individual effects of higher education to the societal effects, which included participation

in Democracy, promoting informed, critical and intentional decision making for the

improvement society, and the maintenance of civilization. There was no statistical

difference in the levels of agreement on the first three statements (survey item 5, 6,and 7),

but there was weak significance on the fourth (survey item 8, page 261).

CoLA faculty agreed most strongly and significantly more strongly than CoHP

with the fourth stated purpose of higher education, which contained the phrase "improve

the quality of life for all citizens" (survey item 8, page 261). Both Colleges agreed to a

large extent with this definition but 98% of CoLA faculty agreed, compared with only

91% of CoHP faculty. Perhaps CoLA faculty's strong agreement is because this is the

statement that is the most comprehensive one that also includes an impact on the larger

society and the individual's role in impacting that society. CoHP faculty most strongly

agreed (though not statistically differently than CoLA on this item) with the definition

that included a mention of work and on improving the quality of life for all (survey item

6, page 260). This could have been because they see health as an important component of

quality of life, and so those who provide direct health care services are acting directly to

improve quality of life in those patients with whom they interact. Health professions

educators within higher education thus act indirectly to improve quality of life by training

professionals to provide those health care services. Most clinical health programs also

emphasize prevention and wellness, and so this is another way that quality of life is

positively impacted through health professions education.

Another reason that health professions faculty may have agreed most strongly with this definition of the purpose of higher education may reflect related components that emerged from individual interviews. Only the CoHP interview participants mentioned any relationship between higher education and employment. If this group connects health professions education to the employability of their students, they may feel that by providing the education that qualifies a student for a job in which they earn a good income improves each student's quality of life. A somewhat related survey item stated that it was inappropriate to define the purpose of higher education as an economic engine (survey item 11, page 265). The faculty largely agreed and there was no significant difference in the level of agreement, but I was interested to observe that about a third of CoHP faculty disagreed with this question of whether universities are economic engines. This may be because health professions faculty and their students are regularly and necessarily aware of workforce surpluses and deficits in their fields and therefore more closely connected with economic outcomes of their students and the health care community.

For faculty in both Colleges who agreed that universities should not be tied to the notion of economic engines, the concern seemed to be that the emphasis on economics, both from within the university and from those outside the university, distracted from a focus on "deep notions of what higher education should be" (individual interview with CoLA participant). This underscores that most faculty agree with Rose (2009) who believed that an economic focus and an over-emphasis on assessment would restrict "the full sweep…of what school should be about" (p. 26) and that they believe that higher education provides critical and lasting benefits to students and society and that these are

far more enduring and important that economics. It also seems to echo the statement, "..at its best, schooling can be about how to make a life, which is quite different from how to make a living" (p. x) made by Postman (1996). In her most recent book, *Not For Profit,* Nussbaum (2010) is also highly critical of the economic motivation associated with institutions of higher education and would seem to be consistent with the majority (80%) of Armstrong respondents who agreed with the statement, "Economic forces subordinate deep notions of what higher education should be."

Participants in both the interviews and the focus groups also criticized the increasing emphasis on assessment in higher education, and 86% of their colleagues from both Colleges agreed with their criticism (survey item 10, page 264). Neither the criticism of the increasing emphasis on assessment nor the concern over higher education being tied to economic considerations were part of the interview guide. These concerns emerged from the individual interviews and then were chosen and extended by focus group participants. This suggests that these issues were of enough concern for phase one participants that they 'bubbled up' in the interactions about higher education that occurred as part of this project. Faculty felt that simple statistics, such as retention rates, and examinations with discrete right and wrong answers reflect neither what professors are trying to do in their classes nor the 'big idea' goals of higher education, and they were dismayed with what they saw as an increasing emphasis on these measures because emphasis and even success on these obscured those 'big idea' goals. This seems to echo Taubman's (2009) concern over a widespread increase on accountability in higher education, which is replacing discussions over broader and more important issues. Rose (2009) speaks to the same combination of concerns that emerged in this project,

assessment and economics and how they can: "…restrict our sense of what school ought to be about: the full sweep of growth and development, for both individuals and for a pluralistic democracy" (p. 26-27).

At least in response to these broad questions, faculty seem to largely agree on the response to one of the questions central to liberal education and curriculum theory, "what knowledge is of most worth?" (Dressel, 1979, p. 38). It is encouraging that many faculty from both Colleges at least agree on the importance and goals of higher education, at least when viewed with a very wide-angle lens. The following two sections demonstrate that faculty from both Colleges value both liberal and health professions education, and see it as "two ways in which the truth gets known" (Van Doren, 1943, p. 146) rather than as "conflict between the cultural, or liberal, and the practical" (Dewey, 1931, p. 27)

If the opinions of these participants are consistent with other higher education faculty, and most faculties across the country would also agree with these statements on the purposes and problems of higher education, it is puzzling why and how the problems with higher education persist. One reason may be that there are pressures from outside of higher education that are created by well-intentioned but perhaps ill-informed persons who have a different experience and knowledge of overall purposes of higher education than faculty do. I am thinking specifically of state legislators, who may not even have college degrees themselves, and are not trained educators, yet who are responsible for funding higher education and the Governor, who likely also lacks extensive experience in higher education and educational training, who is responsible for appointing members of the Board of Regents, who themselves are not necessarily appointed because of their deep understanding of higher education but who set policies for higher education.

Contemplation of the deep notions of higher education is not likely to arise spontaneously

or without some education in the history of higher education and its relationship to the

larger society, and without this critical contemplation and a historical perspective,

(ironically usually developed through a liberal arts education) these persons may make

funding and policy choices for political or short-term advantage rather than the

advancement of higher education and society.

It became clear during the interviews and focus group that participants felt that

communication between faculty members was generally inadequate and while they

seemed to feel that these issues of higher education were critically important, they almost

never discussed them. This made me wonder whether most faculty had even *thought*

seriously about these big issues, or whether perhaps this reflection had gotten lost in day

to day teaching and disciplinary responsibilities. The responses to two survey items

constructed specifically to address these suggested that faculty agreed that more time

needed to be spent reflecting on and conversing about issues in higher education. The two

Colleges did not differ significantly in their levels of agreement on these items. The

majority of both Colleges agreed that faculty need to reflect more on fundamental aspects

of higher education (61%; survey item 67, page 293) and also that they need to discuss

them more (77%; survey item 68, page 293). This difference in levels of agreement

between these two statements suggests that at least some respondents felt that the key

need was in *sharing* their reflections with each other, rather than needing to reflect more.

Menand (2010) wrote of this need also, "academics are not often called upon to articulate

a philosophy of higher education, so whatever differences they have…are rarely on the

table" (p. 205). This suggests a strategy for at least creating a space in which dialogues

can take place between faculty in various disciplines and Colleges. This would also create

an opportunity for conversation that might address some of the differences between

faculty members that were revealed by this research. Talking about fundamental issues in

higher education would also potentially create a more unified way to address concerns

that were expressed by participants in the course of this research. Talking with others

might reveal or clarify objections to administrative policies and directions and encourage

engagement in communicating this resistance as a unified voice rather than as one or

more individual voices, which would add strength to any opinions voiced. Issues of

communication will also be discussed in relation to liberal and professional education and

impacts on students within other themes.

Faculty Agree That Both Approaches to Education Are Important

Faculty from both Colleges agreed that liberal education and health professions

education were important, in general as well as to Armstrong specifically, according to

the survey results. This was not surprising, given the fact that all of the interviewees

spontaneously expressed the same opinion, though from different perspectives. In fact,

the majority of faculty agreed that the two Colleges were equally important (survey item

58, page 288), though the agreement differed significantly by College: 88% of CoHP

agreed, while only 63% of CoLA agreed. The fact that faculty believed that each unit was

of equal importance will also be discussed in the themes related to respect and tension.

Faculty perceptions more specifically related to the mission and function of each of these

colleges will be discussed separately in the following sections, and will be followed by a

discussion of whether or not these missions are in opposition to each other.

Liberal Education

This section addresses the research question that asked what the perceptions of CoHP faculty were of liberal education. The perceptions of CoHP will be compared and contrasted to those of CoLA faculty. The majority of faculty from both Colleges agreed with all three of the definitions of liberal education that were put forward by interviewees. The elements of these three definitions included: a broad, eclectic view of the world, the ability to solve academic, professional and personal problems, pursuing a "life of the mind" (individual interview with CoLA participant), and the ability to participate in "the intellectual world of society, as opposed to being simply a laborer in that society" (individual interview with CoLA participant). The overall level of agreement was lower in CoHP than CoLA (significantly so in two of the three definitions), especially in response to the definition that included the phrase "as opposed to simple being a laborer" (survey item 15, page 267). On this statement, only 68% of CoHP agreed while 89% of CoLA agreed. The other statement on which the two Colleges differed in their level of agreement was the most comprehensive definition (survey item 13, page 266) but the only reason there was statistical difference was because of the extremely low variance in the CoLA responses: 100% agreed (95% of CoLA agreed).

It is not surprising, perhaps, that CoHP faculty did not seem to endorse the distinction between intellect and work, since many would probably say that these two concepts are inextricably linked in high quality health professionals. CoLA participants in each phase generally seemed to describe the liberal arts in terms of the intellectual value,

while the CoHP participants often referred to the liberal arts in terms of preparation for

school and work. The CoHP conception is similar to the nineteenth century view of

"liberal education as a preparatory period" (Booth, 1967, p. 71), a beginning rather than

an end, and also parallel Harvard president Eliot's reforms in the late 1800's (Menand,

2010) that called for professional students to have a broader educational base that would

be provided through obtaining a baccalaureate degree prior to embarking the their

specific disciplinary studies. While Nussbaum (2010) was a strong advocate of the liberal

arts, she also recognized that one of the goals of higher education should be that it

"prepares people for employment" (p. 10).

A very large majority of faculty (93%) agreed liberal education was "extremely

important" (survey item 16, page 267). This is another example of a statistical difference

in the degree of agreement existing between Colleges but only because of low variance in

CoLA responses (100% agreed). In fact, three-quarters of CoHP faculty felt a liberal

education was essential for their students, apparently in agreement with the need to work

toward "an ever-evolving sense of humanity" (Schubert, 2009c, p. 142). The faculty

seems not to be aiming for a "narrow vocational education" (Lucas, 2006, p. 288). The

large majority (86%) of health professions faculty agreed that they knew what was

involved in providing a liberal arts education (survey item 19, page 269); the remainder

said they did not know. None disagreed. These proportions are very different than liberal

arts faculty perceptions of how well they know health professions education (survey item

40, page 279). On that item, CoLA split equally between agreeing, not knowing, and

disagreeing. This variation in how well faculty in one College knows the other, or thinks

they know the other, is important, and will be discussed further within the next broad

theme (Liberal Arts Faculty Don't Understand Health Professions Education).

One of the survey items asked faculty to respond to the statement, "Armstrong

students don't get enough liberal education" (survey item 24, page 271). The two

Colleges were diametrically opposed on this question: 65% of CoLA faculty *agreed* and

65% of CoHP faculty *disagreed*. The health professions faculty do not appear to agree

with Preseller's (1984) conclusion about occupational therapy students needing a longer

pre-professional phase that would allow for more advanced liberal arts coursework.

Writing nearly thirty years ago, Preseller recommended that occupational therapy training

take place at the graduate level instead of the undergraduate level specifically to facilitate

this prolonged liberal arts phase of their education. The occupational therapy field has

since made that transition and the Master's degree is the minimum degree for students

who wish to take the national occupational therapy licensure examination. There is no

mandate for a liberal arts degree or even advanced liberal arts coursework so, while

Presseler's recommendation did indeed come to pass, the reason that she put forward for

recommending this policy change was not addressed. Armstrong's health professions

faculty agreed that liberal arts were important but, unlike Preseller, believed that two

years was enough to lay this strong foundation, while liberal arts faculty would like more

time to develop liberal arts skills. The difference in opinion does not seem to originate in

whether these two groups felt that liberal arts skills were important, because both groups

agreed that they were. Perhaps the difference originated in the level of knowledge of

what is involved in health professions education. Perhaps the CoHP faculty was more

confident that the educational programs that they themselves provide continues to

develop their health professions students' liberal arts skills, while the CoLA faculty, because they do not really know what is involved in health professions education, were less confident in this continued development.

For many Armstrong students, their liberal arts preparation comes largely through the core curriculum, which is generally completed within their first two years of study. For students who plan to pursue an undergraduate health professions degree, the core must be completed before they can be admitted into the professional program of study. The core is divided into emphasis areas, and students are provided with a list of courses that will fulfill the requirements for each area, depending on their declared major. Additions to these lists of courses that will fulfill core requirements must be approved first by the Undergraduate Curriculum Committee and then by the Faculty Senate, and finally by a committee at the University System of Georgia. Any discussion of liberal arts at Armstrong necessarily involves aspects of the core curriculum.

Several issues related to the core curriculum arose in the interviews and focus group and several survey items were constructed to further explore this issue. One issue was whether professional programs should be allowed to offer core courses that would fulfill requirements for Core Area B1: Ethics. This sparked much discussion, some of which regarded a course proposal that came forward two years ago for a course in health care ethics to be offered by Nursing and Radiologic Sciences faculty. This course eventually passed the Curriculum Committee and Faculty Senate but not without opposition and debate. The course proposal was rejected at the Board of Regents, however, and has not been revisited. Some lingering frustration over this debate seemed to surface in the focus group among the health professions participants. The resistance

that surfaced in response to the course proposal seemed to signify that liberal arts faculty felt superior toward the health professions and their faculty qualifications for teaching outside of their own specialized disciplines. During the focus group, no overt conflict was observed, but rather an undercurrent of aggravation on the side of the CoHP participants seemed to be running below what was otherwise polite and even-tempered discussion. One could tell the discussion was at least partially a re-hashing of topics with a 'history' among these participants. This may have been one of the first opportunities for this group of faculty to discuss these feelings and objections and counter arguments without the time and procedural obstacles of a committee or senate meeting. On the survey, the majority of CoLA faculty agreed that the professions should not have discipline-specific courses in the core (survey item 27, page 273), but about half of the health professions faculty *disagreed*. It should be noted, however, that about a third of faculty from each College were in opposition to the majority, CoHP agreeing and CoLA disagreeing that the professions should not have discipline-specific core courses. Both College faculties seem to be more heterogeneous in their opinions on this issue than might have otherwise been assumed. In response to a separate item, a large majority of faculty from both Colleges agreed that the professions should have input into the core, but should not be allowed to dictate its content (survey item 28, page 273). This overall agreement, then, reinforces the overall agreement that was expressed on the meaning and importance of liberal education because it suggests that faculty from both Colleges believe that the core should remain primarily focused on broad liberal skills rather than discipline-specific skills.

Even between the two liberal arts faculty who participated in the focus group, there was significant debate over the intent of the core curriculum and how 'applied' core

courses could and should be. One, who was a member of the Languages, Literature and

Philosophy department but who was initially a K-12 teacher felt strongly that the core

should be reserved for, for example, ethics "broadly defined" as opposed to narrow

definitions of ethics. The other liberal arts faculty, who had initially been trained as an

accountant before obtaining a Political Science degree, agreed with this but felt that core

courses are and should be allowed to address applications of these concepts in addition to

the broad fundamentals. In response to further discussion, he clarified that he did not

mean these courses should be so specific as, for example, explaining how to apply a

professions specific code of ethical conduct, however, and returned to his agreement that

core courses should be about broad topics but that they should also teach students how to

use those broad concepts.

Discussion of the core and of the intent of higher education elicited several

comments in both the interviews and the focus group of how students appear to view

higher education and the core curriculum. Like the concerns expressed about assessment

and economic motivations, this issue arose spontaneously from more than one interview

participant and from interview participants in both Colleges. Student perception of the

core was also discussed briefly in the focus group, and so items were constructed for the

survey to see whether these were concerns that were shared by others in these two

Colleges. The majority of faculty, 80-87%, in both Colleges agreed that students seem to

be "more focused on earning a credential than on the real experience of learning" (survey

item 20, page 269), and that professional students "largely perceive the core as something

'you've just got to get through'" (survey item 21, page 270) and like "medicine they have

to take before they get on to their real education" (survey item 22, page 270). These items

were based on concerns that emerged during the interviews and focus groups paralleled

my own observations of freshmen during orientation and in my freshman seminar class,

and they led me to construct the following additional survey item: "Armstrong freshmen

need to be taught about the purpose and importance of the core curriculum." Nearly 90%

of faculty from both Colleges agreed, suggesting the intent of the core curriculum isn't

just absorbed somehow from the Armstrong environment or from the content of

individual classes, but that it needs to be part of a unified and specifically articulated

message that is needed on our campus. Students need help to make the connection

between the core and course selection and impact on their lives now and in the future.

According to Ayers and colleagues (2007), "knowledge must be…explicitly linked to

moral purposes, and tied to conduct" (p. 321). Bastedo (2005) wrote that it was key to

ascertain what "college students need to learn to be educated members of society?" (p.

469) and though he didn't specifically write that the answer to this question needs to be

specifically articulated to them, I believe he would advocate this.

Faculty understanding of the core curriculum is another issue. After the lengthy

focus group discussion and debate over Area B1, I wondered how well faculty felt they

knew the intent of the core. I only began to understand the core myself after taking some

of my EdD coursework and doing specific additional reading related to liberal education,

and I suspected that many other faculty, especially in the health professions and like me

prior to my doctoral coursework, had only a superficial understanding of the intent of a

liberal arts core. In response to the survey item, "I have a thorough understanding of the

nature and intent of the Armstrong core curriculum" (survey item 62, page 290), three-

quarters of all faculty agreed (there was no significant difference in the level of

agreement), but 17% disagreed. It should be noted that at Armstrong, essentially all

departmental faculty have advisement responsibilities for undergraduates that includes

assisting students with the core curriculum. Not surprisingly, a larger proportion of health

professions faculty (slightly more than a third) responded that they either disagreed or

didn't know, acknowledging that they themselves do not thoroughly understand the core

curriculum even though they have a large responsibility for advising students about it.

Even 15% of CoLA faculty replied that they disagreed or didn't know, acknowledging

that even they don't fully understand the core. This suggests that one in three health

professions faculty are not fully equipped to advise students in the core, and perhaps this

lack of understanding is translated unintentionally to health professions students in a way

that suggests that the core is not important. Even though most health professions faculty

said they knew what was involved in providing liberal education, their lack of

understanding of the core suggests that perhaps there are aspects that they do not fully

understand. I also wonder whether they *actually know* what is involved in liberal

education, as compared to what they *think they know*. I, myself, have been surprised by

the depth and difficulty of liberal arts topics and feel that I have a much better

appreciation for what is involved than I would have through my prior undergraduate and

graduate health professions education and I think other health professions might also be

similarly surprised at how much they didn't know. Understanding liberal education better

would also enable health professions faculty to better integrate liberal arts principles into

their major courses, which might help students see liberal and professional education as

an important continuum that develops their abilities to function in their personal,

professional and societal roles, rather than seeing the liberal arts as two years of separate

courses that have no connection to each other or anything else that is meaningful to them. Both Lee Shulman (1997), former President of the American Educational Research Association, and Sullivan and Rosen (2008), writing on behalf of the Carnegie Foundation for the Advancement of Teaching, wrote of the necessity of better integrating liberal and professional education. In fact, Sullivan and Rosen quoted Shulman: "there is nothing more professional than liberal education, properly construed; there is nothing more liberal than professional education, properly construed" (p. 44-45).

Health Professions Education

Another research question asked what the perceptions of CoLA faculty were of professional education generally, and health professions specifically. Liberal arts faculty were somewhat divided on their perceptions of the overall nature of professional education, specifically health professions programs. They were evenly split between agree, disagree and do not know on whether these programs "painted students into a corner" by teaching them skills that were too specific and that would not evolve as changes in technology or society occurred (survey item 35, page 277). This parallels their responses to the question about whether they understood what was provided in health professions education (survey item 40, page 279): a slight majority said they didn't know, while the remainder was evenly divided into nearly one-third each. While a slim majority agreed that professional education means "largely job training," a larger proportion agreed that health professions education involved more than just technical skills, and an even larger proportion disagreed that these programs should be classified as technical, rather than professional. There was even stronger disagreement from CoLA faculty on professional education "hav[ing] no place at the university" (survey item 36,

page 277). A large majority of CoLA faculty agreed that the health professions were an important part of Armstrong, despite what Harpham (2011) wrote, "Some traditionalists experience a jarring sense of wrongness when professional training in disciplines outside the liberal arts…begin to offer majors and degrees, a development that seems to some like the entrance into the garden of the serpent" (p. 134). A somewhat smaller proportion (but still nearly three-fourths) of CoLA faculty agreed that these programs contributed to the campus' "intellectual capital."

These results suggest that most liberal arts faculty are supportive of the health professions but that they don't really know much about the content or mission of health professions classes or the training of health professions faculty. This is not surprising and is even encouraging that they largely acknowledge their lack of understanding, since most would not be expected to know much about either the health professions fields or how different they are from more traditional disciplines. One item, was more surprising though. This was the item about whether health professions had changed since the 1970's. I suspect that if the CoLA participants gave this item serious thought, they would of course have realized that the advent of computers would of course have significantly changed every aspect of healthcare.

CoLA's lack of understanding would be a good base from which to build understanding. Perhaps the survey even increased their awareness of how much they don't know and this realization might trigger them to try to find out more or avail themselves of opportunities that may be offered for them to learn more. Now would seem to be a good time for the health professions departments to engage in outreach to the

other Colleges, including Liberal Arts, that would increase the general understanding of who they are and what they do.

Are the Goals of Liberal Education and Health Professions Education Really Different?

A couple of participants commented during the interviews on how the battle between the two Colleges is neither new nor unique at Armstrong. This is reminiscent of Dewey's (1916) discussion of science and traditional liberal arts disciplines and how the duality was a "false notion which tends to cripple the educational use of both" (p. 229). The other faculty was not surveyed about the historical context, but they were asked whether they agreed with Armstrong's problems being similar to other campuses (survey item 66, page 292), and overall they were split between not knowing and agreeing. This could have been because if one had not taught for a significant period at another institution with health professions programs, there would be no way to have experienced how they interacted.

Research question 4 had two parts, the first of which asked how the faculty described the relationship between liberal education and health professions education at Armstrong. CoLA faculty largely agreed that "true professional education" included elements of liberal education and that in fact, they should not be thought of dichotomously (survey item 39, page 279). Nearly three-fourths of CoLA faculty, however, said they did not know whether CoHP faculty tried to integrate elements from students' liberal arts core into their professional education programs (survey item 45, page 282). Again, the liberal arts faculty is aware that they don't know what is included in health professions curricula. Even in 1966, it was recognized that "the kind of

technical training that becomes obsolete as soon as one has learned it" would not be as "practically useful as knowledge of the more permanent principles of the arts and sciences" (Booth, 1967, p. 72), but it doesn't have to be either art and science or technical training. Professional education can and should consist of "more permanent principles" that will also prove to be practically useful. These more permanent principles might include, for example, thorough understanding of human physiology in order to make judgments in clinical situations when confronted with unusual symptoms, and to understand new technology and how it applies to the human body as it its developed. They might also include a historical understanding of the origins of the discipline and how one discipline relates to another, as well as the development of the capacity for empathy, communication skills, and knowledge of some of the social forces under which their patients and families operate and how their discipline can be a force for positive change.

Another statement that was put forward in a health professions faculty interview was the notion that the liberal arts "wouldn't exist" at Armstrong without the health professions. One-fourth of this participant's health professions colleagues did not know, and the rest were evenly split between agreement and disagreement. Not surprisingly, a majority of CoLA faculty disagreed. A liberal arts participant said the same thing about how health professions couldn't exist without liberal arts. This would suggest that the relationship is, as Dr. Matthews put it during his interview, symbiotic; that is, two separate and different organisms that are each dependent on the other for survival. At Armstrong, the College of Health Professions needs the College of Liberal Arts, and the College of Liberal Arts needs the College of Health Professions. "[I]t is hard to see how

the American college can survive as an institution functionally distinct from graduate and professional schools unless in some sense we can agree on a knowledge most worth having" (Booth, 1967, p. xi). Organisms in a symbiotic relationship do not have arguments about which organism is superior to the other, either, since each depends on the other for survival. For successful integration of liberal and professional education, "[d]ominance of one side—either side—by the other threatens both" (Harpham, 2011, p. 143). Superiority doesn't matter so much in this type of relationship, and perhaps this suggests that arguments about whether one College is superior to the other are also moot and the energy spent on competition should be redirected toward cooperation. "[P]ersistence in asking 'What knowledge is most worth having?' creates tension [and]distraction" (p. 203). In this quote, Levi was blaming a competitive ranking of disciplines and Colleges for creating a negative atmosphere on campus, but he goes on to say, "[o]ur college is or should be concerned with the effects of a total educational process upon the student" (p. 207).

The conflict over whether the health professions should or should not be part of the University is similar to the conflict that existed when the sciences initially entered the University. There was initially a great deal of resistance and discussion over whether the sciences were academically rigorous enough to be included, but over time the resistance disappeared and now science is typically listed as an important component of a liberal arts education.

Another idea that emerged and that provides a potential way forward is the need for more collaboration among faculty across Colleges. Collaboration would positively affect faculty in both Colleges, as well as their students. It would perhaps help

professional faculty develop a more philosophical perspective that would better help

them "be a philosopher" within their discipline, as considered essential by Weaver (2010,

p. 106), which would also comprise more "intellectual activity" (Fish, 2008) that would

further establish professional education's place in higher education. Collaboration would

also benefit those in the liberal arts, by encouraging a view of education that includes

application and integration of liberal skills with professional content, which would help

students and perhaps other faculty and administrators more clearly see their value and

critical importance. This again, supports Dewey's (1931) view that neither science nor

liberal studies should be "narrowly conceived" (p. 27), which will only perpetuate

conflict. It would also support Lee Shulman's (1997) contention that "if we are to

preserve and sustain the liberal arts, we must make it more professional" (p. 151). This

would also, and perhaps most importantly, contribute to the mission of "just formation of

students" by helping "discern analogies of purpose and practice across multiple domains,

so they can recognize how the various professions and disciplines depend on and might

learn from one another" (p. xx). All faculty need to work toward the improvement of

higher education for the sake of higher education institutions and students as well as

society overall.

Only a fourth of Armstrong faculty overall agreed that they had "recently

collaborated" with someone from the other College (survey item 63, page 291), yet in the

focus group all participants expressed agreement that this needs to happen more

frequently. This may be part of a general recognition that higher education faculty tend to

be too compartmentalized, and not just those in health professions and liberal arts. This

disciplinary compartmentalization is sometimes referred to using the analogy of silos.

Silos are very deep and contain a great deal of a single type of grain, but there is no communication or movement between one silo and another, even though they may be immediately adjacent to each other. Faculty from a single discipline on a particular campus have a tremendous expertise about only one type of information and, even though they are physically adjacent to another department, like the grain in the silo, knowledge and expertise rarely seems to flow between departments.

"Genuine collaboration…must be based on mutual respect, shared responsibility, and compromise. If the liberal arts and professional education are to make common cause, both must be permitted to retain their integrity and their identity" (Harpham, 2011, p. 142). Direct collaboration would encourage the sharing of ideas and expertise that would perhaps change perceptions and respect and would enrich the experiences of both faculty and students. The personal dialogues that would take place would begin communication that might expand beyond the confines of the actual collaborative project and increase understanding and spark other ways to support and engage with faculty from other Colleges. This would help "shift the cultural belief away from the either-or to the both-and as it pertains to professional and liberal arts education" (Albano, 2007, p. 131)

Collaboration would also open the door for more communication about each faculty member's discipline and College expectations, as well as for discussion about commonly held goals and big questions about the mission of higher education. Perhaps collaboration could even help faculty present a more unified opposition to some of the trends and problems that they agree are negatively affecting higher education. This more unified opposition would be expected to carry more weight than if the opposition appeared to come from only one College or the other. One example of this type of

collaborative opportunity for education was the type of seminar organized by the

Carnegie Foundation for the Advancement of Teaching. It was conducted at intervals

over an academic year and with the same participants, who were professors from the

professions and with professors from the liberal arts. Pairs were formed with a member

from each of the two groups, and they shared and discussed their pedagogies and

teaching and syllabi. Professors who were selected to participate came from many

disciplines whose "pedagogies exemplified the challenge of placing formation for lives of

reasoned action at the center of their educational mission...faculty who are committed to

these purposes...lack a shared discourse for understanding and engaging with one another

across fields and specialties" (Sullivan, 2008, p. xix). None of these participants were

from the health professions but it could be assumed that the outcome would be similar to

the outcomes that were actually described: tremendously increased interdisciplinary

understanding and respect.

　　Dr. Sercy, the CoLA participant from the Department of Languages, Literature

and Philosophy, made a related statement during his interview, and also described how

frustrated he was about having little impact with the types of scholarship expected by his

liberal arts department. On the survey item, "The liberal arts need to do a better job of

connecting to the society in which they operate" (survey item 32, page 275), the majority

of faculty from both Colleges agreed, although almost one-fourth (mostly from CoLA)

disagreed. The segment that disagreed may be reflecting that "in a sense, the liberal arts

are dedicated to unreality" and they "train their attention not on the world as it is…but on

the world as it might be" (Harpham, 2011, p. 132). For those who do want to connect to

society more, collaboration with faculty from other departments would be one way of

increasing the impact of the liberal arts, and interdisciplinary teaching and research are highly regarded by the College administrators as well as Tenure and Promotion Committees.

The Liberal Arts Faculty Doesn't Understand Health Professions Education

In response to the survey item, "I understand what is involved in providing health professions education" (survey item 40, page 279) only one-third of CoLA faculty agreed, and the rest were split (one-third each) between did not know, and disagreed. As discussed earlier, this is very different than the response of CoHP faculty to the same question about the provision of liberal education, and these differences may be important. A much smaller proportion of CoLA feels they know what is involved in health professions education than vice versa, and this would seem to support statements made by CoHP participants during their interviews that other faculty did not really know what they were trying to do with their students or how their day-to-day responsibilities as a faculty member might differ. On the other hand, perhaps, as stated previously, it is somewhat positive that the CoLA faculty seems to be acknowledging their limited understanding, since it suggests that they would perhaps be open to finding out more about health professions education.

Sixty percent of CoLA faculty said they did not know whether health professions education had evolved since programs began to join universities in the 1970's (survey item 53, page 286). Even though faculty outside of health professions may not be expected to understand the history of these health disciplines, it does seem strange that the majority of liberal arts faculty said they did not know that health professions had evolved during the same decades in which every kind of technology, communication

media and information access had exploded. These changes have helped every kind of

profession evolve, but it would seem particularly obvious that these would have impacted

medical fields, which have always been heavily oriented toward technology. The fact that

the liberal arts faculty said they did not know health disciplines had evolved over the past

forty years would seem to support the contention by some health professions faculty who

participated in the interviews that liberal arts faculty do not understand the nature of

health professions education. In fact, the CoLA faculty was nearly evenly split between

agreement, disagreement and lack of knowledge on the item, "I understand what is

involved in health professions education." Two-thirds of CoHP faculty felt that there was

a "great deal" of misunderstanding about health professions education at Armstrong

(survey item 29, page 274); one-fourth of CoLA faculty agreed with them and half said

they did not know. One-fourth of CoLA faculty also agreed that they and their liberal arts

colleagues "[thought] they knew" what being a health professional entailed because of

personal encounters with these professionals providing clinical treatment, but a

significant majority disagreed.

When asked about comparisons of rigor and academic standards, CoLA largely

said they did not know whether to agree or disagree with these statements. The largest

proportion of responses were in the "Don't Know" category for: whether intellectual

standards in the health professions were high (survey item 46, page 282), whether the

rigor of professional education equaled that of liberal education (survey item 47, page

283), whether health professions faculty preparation was just as rigorous as that of liberal

education faculty (survey item 43, page 281). Approximately one-third of CoLA faculty

agreed with each of these statements. A significant majority of CoLA faculty disagreed that health professions faculty were "not true academics" (survey item 42, page 280).

There are aspects of health professions education that should be recognized by CoLA faculty or anyone else in higher education outside of the clinical health professions. The following applies to clinical health education, but not to the non-clinical programs within CoHP at Armstrong, such as public health and health administration.

The teaching of clinical skills involves educating students in knowledge and judgment, but also psychomotor skills, which require an additional instructional talent for a faculty member to be able to design effective instructional activities, and to assess students' manual skills. The faculty member must also have skilled hands, and maintaining these skills requires regular clinical practice that must be incorporated into a faculty member's schedule. Faculty must maintain clinical licensure due to accreditation requirements, and for some disciplines this means that a minimum number of hours of continuing education coursework must also be scheduled, paid for and taken during each licensure period, which is usually two years.

CoHP faculty must also maintain their knowledge and competence with health care technology, which is constantly changing, in order to provide health professions education that prepares students to perform in today's health care environment. Dr. Sammons, the participant from the Department of Radiologic Sciences, commented on this during her interview, and on how it required her to constantly adjust the content of her courses. Part of her comments related to how time consuming it was to stay aware of these constant changes and modify courses accordingly.

Another difference in health professions education is the potential gravity of student outcomes. Dr. Matthews spoke of this and how important it was for CoHP students to be skilled because of what are literally life or death implications of their decision making. This also makes accurate assessment of students particularly important in CoHP. In fact, licensure boards task faculty with assisting them to protect the public by only allowing competent students to attempt state licensure.

Shulman (1997) listed and explained the differences between health professions education and more traditional disciplinary education and why health professions education was, in his opinion, so challenging: "because of tension between theory and clinical practice" and how difficult it is "to teach students to make judgments in [clinical practice] based on prototypes used in curriculum" (p. 159. He went on, "[s]tudents have to be able to transform , adapt, merge and synthesize and invent in order to practice clinically. Practice is about the particularities -- judgment bridges these" (p. 159). Sullivan and Rosen, in *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice* (2008), put forward the term "practical reasoning," which they describe as a middle ground between utility and abstract, analytical reasoning. They wrote that this term describes how clinicians incorporate critical thinking and judgment in clinical practice, and that this is an important skill to impart during health professions education.

Issues of Respect

During their interviews, Dr. Sammons and Dr. Gordon (both from CoHP) each said, as Dr. Sammons put it, CoLA faculty felt they "provided a higher quality and more useful education" than professional faculty. Their CoHP colleagues overwhelmingly disagreed that the education provided in the CoLA was more valuable, although

somewhat surprisingly 12% of health professions faculty *agreed*. It should also be noted

that half of the liberal arts faculty also disagreed, and not quite 20% agreed. This parallels

the results of the earlier item about CoHP and CoLA being equally valuable and to which

both faculties agreed.

In any professional relationship, it is important that there is mutual respect, and

presumably this is also true of faculty at Armstrong. One of the bases for respect is an

appreciation for the importance of one's job, one's place in the organization. One of the

survey items related to the question of respect was the statement, "I think liberal and

professional education at Armstrong are equally important" (survey item 58, page 288).

Though most of both College faculties agreed, a significantly smaller proportion of

CoLA faculty agreed. One would assume, then, that these CoLA participants think that

their own College provides the most important type of educational experience. In

response to another item, "health professions and liberal education faculty are more alike

than different" (survey item 65, page 292), a little over half of all faculty agreed but

nearly one-fifth disagreed. I'm not sure that this second statement relates directly to the

idea of respect, or lack of respect, but I was a little surprised at this proportion of

disagreement over whether the two groups were essentially similar. Overall, a little more

than half of the faculty agreed with another item that stated that survey participants felt

respected by colleagues in the other College, but a fourth disagreed. While statistically

the responses of the two Colleges did not differ, it is of interest to observe that 36% of

CoHP faculty did not feel respected, compared to only 12% of CoLA faculty. Again, it

should be noted that this statement was related to *perception* of the respondent rather than

whether faculty from one College *actually* respected their colleagues in the other College.

Perceptions are important however, because perceptions can still powerfully affect

relationships and behaviors. Additionally, 69% of all faculty said they wanted more

respect from colleagues in the other College, again this response was noted to have

emerged from a larger proportion of CoHP than CoLA faculty. The same pattern emerged

in response to the item, "I want my colleagues [in the other College] to have a better

understanding of what I do" (survey item 71, page 295), but these responses differed by

College: 93% of CoHP agreed versus 78% of CoLA faculty. These three items suggest

that CoHP faculty do not feel as respected or as understood by their CoLA colleagues.

Two of these three were not statistically different, and the third was only barely

significant, but these differences between Colleges in their perception and desire for

respect and understanding are perhaps practically significant. Health professions faculty

see each other more than they see faculty from other Colleges, and perhaps those who

feel less respected will spread those feelings among their health professions colleagues.

This transmission would not be intentional, but more likely transmitted through off-hand

comments, descriptions of negative interactions or perceived disrespect or ignorance

from CoLA faculty. In this way, perception of disrespect might become magnified over

time.

Despite the appearance that respect is more of an issue for CoHP, it should be

noted that issues of respect also surfaced from the CoLA participants. I was initially

surprised to hear during one of the liberal arts interviews a comment about how respect

for CoLA faculty had improved recently. I interrupted the interviewee, and said, "You

mean CoHP faculty, right?" She said, no, she meant CoLA. Apparently faculty in that

College also have some issues with not feeling as respected by members of other

Colleges, though the survey data suggest they feel more respected than do the CoHP faculty. CoLA faculty expressed that they are sometimes thought of, by others as well as themselves, as "service departments" (individual interview with CoLA participant) because they largely provide lower-level core classes for students pursuing other majors instead of training their own disciplinary majors and therefore the campus community does not appreciate them for any other role on campus besides helping students fulfill their obligations in the core curriculum. This certainly reflects a change from what Kant envisioned. When Kant (1992) originally wrote in 1798 about the *Conflict of the Faculties,* he planned for the philosophical faculty, which he called the lower faculty, to have the most important role, which was to monitor and supervise what he called the higher faculty, which included medicine. The lower faculty was charged with preserving and protecting higher education through their constant vigilance and their right "to evaluate everything" (p. 27). The liberal arts faculty are likely to know this aspect of the history of higher education and the critical role they were intended to play and this knowledge must make it that much more insulting to feel that other Colleges and the administration don't respect their current role.

CoHP faculty's perception of lack of respect may be tied to the lack of understanding that the CoHP faculty perceives and that CoLA faculty admits. It is difficult to genuinely respect and appreciate something that you do not know some fundamental information about. Appreciation is closely tied to understanding. It is not necessarily appropriate to expect one discipline to know a great deal of detailed information about every other discipline, but at least a superficial knowledge of majors offered in other Colleges might be useful in a faculty member's role as a representative of

Armstrong in the wider community but also might promote increased appreciation and therefore respect. Additionally, one way of demonstrating that one faculty member respects another may be visibly taking the time and trouble to learn more about another's discipline. For example, if one department hosts an informational session intended to familiarize other faculty with their discipline(s), and they get a large turnout from other Colleges, the department is likely to feel that those visiting faculty had some level of respect for the hosting department, in contrast to the faculty who did not feel that attendance was worth their time or effort. If the CoHP faculty does not feel that CoLA faculty are interested in learning about them, then this in and of itself may contribute to the perception of a lack of respect.

Some frustration was expressed by one of the health professions interviewees over his tenure application process, in which a liberal arts colleague told him that one of his publications was considered low quality scholarship because it was in a "throw-away" journal. He went on to say that he did not feel that faculty outside CoHP were qualified to judge the quality of publications in peer-reviewed health professions journals. While he was the only participant that raised this issue, discussions of tenure and promotion processes in Armstrong's CoHP nearly always involve being the victim of negative judgments of relative quality from faculty outside the health professions and how to address these. The survey item directionality was reversed, and stated "Faculty members from outside CoHP are qualified to judge the quality of peer-reviewed health professions publications," and only one-fourth of CoLA faculty agreed. The remainder was nearly evenly split between not knowing and disagreement. Perhaps faculty from other colleges, such as the College of Science and Technology, feel more strongly and have been more

vocal critics of health professions scholarship than those from the College of Liberal Arts. It was interesting to note that, not surprisingly, CoHP faculty mostly disagreed with this statement, but nearly one-third *agreed*. This was a somewhat puzzling response.

The tenure application process is designed to enable direct comparison of one faculty member's accomplishments and scholarship to another's. This comparison is an important part of the process which ensures that tenure is granted fairly across Colleges, but it creates a situation in which members of one College are expected to make judgments about members of another, whether they have knowledge about the other College or not. The process may be the biggest potential source of conflict between the Colleges. Only one interview participant mentioned the tenure process, therefore only one survey item was created, but perhaps this is an issue that warranted more exploration for its potential relationship to conflict and tension. It should be noted that every discussion of problems or obstacles in the tenure application process that I have ever heard myself or heard about, are one-way complaints of how CoHP tenure applications are obstructed or harshly criticized by members of CoLA or the College of Science and Technology. I have never heard of a member of CoHP or the College of Education criticizing the application of a member of another College. CoHP appears to feel somewhat persecuted by the other two Colleges, but there is not similar tenure pressure in the other direction.

Most CoLA faculty said they did not know whether the health professions enjoyed a somewhat protected status or had more influence over administrative decisions at Armstrong. During interviews and the focus group, CoLA participants mentioned how surprised they were initially when Armstrong administrators made the decision to

eliminate one health professions program (Dental Hygiene was moved to Savannah

Technical Institute beginning AY2011-2012), and nearly eliminate two more

(Communication Sciences and Disorders, and Respiratory Therapy). It had been

assumed, according to these participants, that the smaller liberal arts faculty and/or

programs would have been "the first to go" (individual interview with CoLA participant).

These recent health professions cuts may have mediated the perceptions of the liberal arts

faculty about which Colleges, if any, enjoyed a protected status, although the largest

proportion of CoLA faculty disagreed that the recent cuts signified that the administration

"[did] not favor health professions over liberal arts" (survey item 60, page 289). Health

professions program cuts or threats were explained by administrators, at least to health

professions faculty, as purely related to cost per credit hour figures, and health

professions programs are, according to these administrators, very expensive. Most CoLA

faculty said they did not know when asked whether they thought health professions

programs took a disproportionate part of Armstrong's budget (survey item 54, page 286)

or whether these programs took resources away that could be used to provide more liberal

education (survey item 30, page 274).

Related to resources and perceptions of respect, one of the liberal arts faculty

participants brought up the "savage inequality" (individual interview with CoLA

participant) between CoHP and CoLA faculty salaries as one of the possible reasons for

conflict between these Colleges. Harpham (2011) notes this disparity at many

institutions, in which "humanists of all kinds are generally the lowest paid" (p. 129)

followed by scientists, then economists, "[b]ut not even economists compare with the

most recent arrivals on the scene, the faculty in the fields of business, law, and medicine"

(p. 129). He goes on to say that while this disparity "is rarely the subject of protest…its effects on the collegial environment of higher education" have not gone "unremarked" (p. 129). This was one of the prompts that focus group participants chose to discuss. One of the health professions focus group participants suggested that the resentment that was associated with this inequality, according to the original liberal arts faculty member who brought this up, might be unknowingly exaggerated by CoLA faculty. Some health professions programs require year-round class attendance by their students, so some of the CoHP faculty is on 12-month contracts rather than the standard 10-month contracts of other faculty on campus. Dr. Waters dismissed this, saying that she already knew about this difference in contracts and that it did not significantly diminish the perception of a large salary differential. Next, the same CoHP faculty member reminded the CoLA participants that recruitment and hiring of CoHP faculty was very, very different than CoLA faculty, in that large numbers of faculty apply for liberal arts vacancies while sometimes there are no qualified applicants for health professions vacancies and they have to actively recruit to fill these positions. Again, the CoLA faculty member said she was well aware of this and that it still did not diminish the impact of the difference for she or her colleagues. She also suggested that she also knew that health professions faculty felt that they deserved higher salaries because of what they 'could make doing clinical work,' but she continued that she felt health professions faculty should accept lower salaries in solidarity with faculty from other departments and as part of the price paid for being part of a university community. Slightly less than half of her colleagues agreed that salary differentials caused resentment (survey item 50, page 284), and one-third said they did not know.

One of the issues raised in interviews with liberal arts participants was Armstrong's current commitment to liberal education. The two prompts related to this commitment also led to a significant amount of discussion in the focus group. I believe this feeling that the institution no longer fully supports them impacts how liberal arts faculty see themselves and their value to the university community and that this, in turn, affects how the see and relate to other Colleges and faculty on campus. "For those in the liberal arts, the fact that they fare so poorly in the competition for respect and money is a big and bitter pill to swallow, for they have not only history on their side…but also the deep-laid sense that they represent the essence, the heart and the soul, of the entire enterprise" (Harpham, 2011, p. 129). It also relates, potentially to whether these faculties feel truly respected within the institution. One participant in the interview stated the concern about a diminishing support, and the other CoLA focus group participants agreed. Three fourths of their CoLA colleagues agreed (survey item 26, page 272). In contrast, a little more than half of the CoHP faculty *disagreed*. It is not clear why this group disagreed when it is not clear how they would be expected to know this.

One of the ways that the same CoLA interview participant felt this diminished commitment was demonstrated was the state of disrepair of Gamble Hall, the building that houses the Department of Languages, Literature and Philosophy. In the focus group, another liberal arts participant spoke of water running down walls, rats coming out of toilets, and furniture being mostly broken. In response to a heath professions faculty member's question about recent renovations, she clarified that the last renovation essentially amounted to a coat of paint and ceiling modifications, which occurred 17 years ago, and is in contrast to four of the five other buildings of similar ages on campus

which have been gutted and truly renovated from the ground up. There was some dispute in the focus group about which department has the worst facility, since the original health professions building on campus, which houses only three of these programs currently, is also in dire need of renovation. Most of the liberal arts faculty (64%) agreed that the poor state of Gamble Hall reflected Armstrong's lack of liberal education commitment (survey item 34, page 276).

Another way that a decreasing commitment to liberal education was demonstrated at Armstrong, according to a focus group participant from the liberal arts, was the increase in class sizes. He was lamenting the fact that one of Armstrong's selling points used to be the very small classes, but that now maximum class sizes seem to be continually increasing. This is another way that institutions of higher education are favoring economic rather than educational considerations. In their defense, administrators may say that they have been forced to make this concession by recent extreme pressures on state appropriations, but the real test will be what happens when the budget is not so constrained. Will administrators insist that class size maximums be decreased back to what favors true and meaningful education and assessment or will they be unable to resist the pull to direct that money to other budget items? Maximum class size reductions may even become non-issues if the administrative push toward increasing online education continues. In online education, many believe the pedagogy shifts away from class size considerations and so larger class sizes are more feasible. This assumption is debatable, however, yet it still may hold enough administrative sway that instead of returning face-to-face class sizes to a more reasonable level, that faculty will be encouraged to move the face-to-face classes to the online environment.

While this participant (from CoLA) understood the economics behind this change, he felt that this was an important and distressing change. One of the CoLA participants dropped his head and shook it slowly when talking about the days of small classes, saying, "I was a better teacher then." Every focus group participant agreed with the concern over increasing class sizes and a few offered examples of how they had been forced to adopt less sophisticated and discriminative teaching and assessment methods as a result While the statement that was constructed in relation to decreasing commitment to the liberal arts did not specify concerns over class size, it is likely that other CoLA faculty saw class size as one of the ways they felt this decreasing commitment was demonstrated when three-fourths of them agreed with it (survey item 26, page 272).

It is likely that issues of respect are present between many different units within nearly every large organization, and this research demonstrates that these two units are no different. These results, however clarify possible sources of these concerns and perceptions, which provide possible opportunities for positive change. Results also seem to indicate that these issues of respect are related to perceptions of tension. This relationship will be discussed in the following section.

Tension is More Apparent to Health Professions Faculty than Liberal Arts Faculty

The issue that sparked this dissertation research was apparent tension that I had observed or heard about between CoLA and CoHP faculty. This was the second part of research question 4, which asked whether there was tension and if so, what were the sources. Compared to how much has been written on liberal education, relatively little has been written on professional education and *very little* has been written on the intersection between them. The most recent of these publications was a chapter that was

originally an address given by Geoffrey Harpham (2011), the Director of the National

Humanities Center, the only American institute for advanced study in the Humanities, in

2008 to a group of faculty, students and administrators at the University of Richmond on

how to effectively integrate liberal education with professional education. He opened his

introduction by writing of the "present disjunction" between liberal and professional

education, and the "long and remarkably durable tradition of opposition," and a query

about why the University cannot "get, or keep, it together" (p. 125). He also asked, "Why

can't we all get along?" He assumed tension between the disciplines.

Kant (1992) actually *intended* that there be ongoing tension between the

disciplines: "This conflict can never end, and it is the philosophy faculty that must always

be prepared to keep it going" (p. 55). The philosophic faculty were to be responsible for

safeguarding the pursuit of truth by all disciplines, not just their own. He realized that the

policing of other disciplines and perhaps curtailing their attempts to stray outside the

appointed purpose would necessitate friction. "[T]he higher faculties must put up the

objections and doubts [the lower faculty] brings forward in public, though they may well

find it irksome, since, were it not for such critics, they could rest undisturbed in

possession of what they have … occupied" (p. 54). Kant specifically did not want the

higher faculties of medicine and law and theology to have autonomy over their curricula,

but rather wanted them to be responsible for their disciplinary content but under the

supervision of the philosophic, or lower, faculty.

It is much more difficult for today's liberal arts faculty to act in this way, but they

still feel highly protective of the core curriculum and the importance of liberal education

to the overall mission of higher education. At Armstrong, this protection has surfaced in

CoLA opposition to proposals to have professional faculty teach courses that appear to be specific to their own discipline as part of the core. It has also surfaced during administrative searches, when CoLA faculty consistently ask candidates for academic administrative positions to articulate their vision of liberal arts education or to demonstrate that they are liberally educated or inclined. Today's health professions faculty might be surprised to know about the historical responsibility placed with those who teach in the liberal arts, but it might be helpful for them to see how important it was that all disciplines in higher education were united in a single mission, that of truth, and why there still needs to be vigilance to see that the overriding concern of higher education is not lost among disciplinary or economic or political considerations.

Armstrong faculty in the two Colleges differed in their responses to the questions about tension in the interviews as well as the survey. The differences observed in the interviews were not consistently divided by College, however, but seemed to differ greatly within (rather than between) Colleges. Some said they were not aware of tension at all, some indicated that they had only recently become aware of tension (especially since the core course issue a couple of years ago), and others indicated that they had seen significant tension. Survey responses did, however, differ by College: a significantly larger proportion of CoHP faculty had both observed and heard about tension than had CoLA faculty (survey items 72 and 73). In fact, half of CoHP had observed tension and two-thirds had heard about it, while only 27% of CoLA faculty had observed it and 40% had heard about it. This is puzzling when one realizes that these two groups are talking about interactions *with each other,* so one would expect their reports to be the same, since they are talking about the same interactions. It is not so puzzling, though, because their

perceptions are actually what were being reported. These disparities about perceptions of interactions with each other suggest that the two groups *perceive* these interactions differently. For example, Dr. Sammons (one of the CoHP participants) described a committee meeting in which the term 'academic' had been used by an unnamed liberal arts professor to refer to a committee member from a discipline that was specifically *not* health professions. This was clearly used in a way that Dr. Sammons perceived to mean that 'academic' was reserved for those teaching in the liberal arts and that their presence was essential at an upcoming meeting, regardless of how many health professions faculty would be in attendance. It was clear in the individual interview that Dr. Sammons was irritated and insulted by this, though it is likely that the offending liberal arts faculty would neither notice her irritation nor perceive the comment as something that anyone would be offended by. I, myself, have been in meetings in which a liberal arts faculty member referred to Armstrong health professions as 'technical' programs, and when I objected and suggested that perhaps she meant to use the term professional instead, she laughed it off with an under her breath comment that suggested that I 'just did not know any better', even though there is a clear distinction between professional education and technical education (S. R. Cruess et al., 2004). I felt disrespected, and this is an example in my mind of a tense interaction, but clearly she was not disturbed in the least. Perhaps this pattern is repeated frequently over campus and contributes to the difference in how CoHP and CoLA faculty perceive the presence of tension differently at Armstrong. Some of the perceptions of tension may result from liberal arts faculty insulting or disrespecting health professions faculty without even realizing how their remarks might be interpreted.

Dr. Sammons also commented during her interview that tension is an opportunity for growth and is an inherent part of any relationship, and therefore shouldn't necessarily be interpreted as a totally negative thing. "Differences between professional education and liberal arts education [will] remain, but can be managed by open and honest airing of concerns about these differences" (Domholdt, 1987, p. 138). This suggests that improved communication might help CoLA faculty realize how their language is being perceived and might help CoHP faculty realize that perhaps no slight is intended by the use of particular terms. Discussion could also presumably clarify and agree on terminology that faculty in both Colleges could use without offense.

Most participants did not know whether students were aware of tension between liberal arts and the health professions (survey item 74, page 296), and nearly the same number did not know whether tension negatively affected students (survey item 75, page 297). Some of the interview comments suggested that the main way that faculty felt this tension surfaced for students was in how they were advised in the core by faculty in the professions. It was felt that perhaps faculty, maybe unintentionally, transmitted and strengthened the idea that the core was just a list of courses to 'get through,' boxes to 'check off your list,' rather than being a critically important part of their educational experience. It was also suggested that students might be advised to choose courses for their ease of completion rather than their merit, because they really 'did not matter' anyway because they weren't part of the professional major. This may relate to CoLA faculty not fully understanding liberal arts and the core curriculum, as discussed earlier. Northrop Frye was defending the importance of students participating in decisions about what courses were most appropriate for them when he said, "The knowledge of most

worth, for a genuine student, is that body of knowledge to which he has already made an unconscious commitment" (Booth, 1967, p. 59). This would seem to relate, though, to professional education and how students may naturally be drawn to the professional phase of their studies but faculty still need to help them see the value of the other parts of their education, especially the core curriculum.

I believe the answer to research question 5, regarding how faculty from both Colleges can create meaningful experiences for students, is in faculty in one College having a better understanding of the other College, as discussed previously. If CoLA faculty understood health professions education better and CoHP faculty understood the core curriculum better then all faculty would be able to articulate to students how they complement each other to provide a complete education. Collaboration between Colleges would result from and strengthen this understanding, and would also provide meaningful, integrated experiences for students.

Several reasons were suggested in the interview with Dr. Gordon (one of the CoHP participants) for the *reasons behind* the tension. All of these reasons were converted into survey items. Again, significantly more CoHP faculty agreed with the reason, "CoHP faculty members perceive disrespect from some CoLA faculty members" (survey item 76a, page 297) than did CoLA faculty with the inverse reason (CoLA feeling disrespect from CoHP) (survey item 76b, page 298), 83% and 41% respectively. Half of CoLA faculty agrees that having health professions programs "tacked onto" liberal arts institutions added to tension between the Colleges (survey item 76d, page 299). A slightly smaller proportion of CoHP faculty agreed with this, but the same proportion disagreed, revealing a less homogenous opinion. A majority of all faculty

agreed that funding pressures and the emergence of online education exacerbated tension (survey item 76e and 76g), but they were less unified both between and within colleges about the effect of how Southerners do or do not value higher education (survey item 76f, page 300).

This data reinforces the connection between respect and tension, at least on the part of CoHP participants. Of the CoHP faculty who believed that tension existed at Armstrong, 83% agree that one of the reasons was lack of respect from CoLA, and the same proportion also said that CoLA thought they provided mostly technical education. This last of these items, probably also influences the first item, since technical education is lower in academic status and respect. A much lower proportion of CoLA faculty who perceived tension, less than half as many as CoHP, felt it was due to disrespect from the other College.

Reflections on the Methods

The response rate on the survey, 70%, was above that of most web-based surveys, but I expected it to be relatively high. One reason for this was that my sample was university-based, which has been shown to yield higher than average response rates. Also, many of the people in the population that received the survey invitation were familiar with me and therefore more likely to respond to my request. I left the survey open for an appropriate window of time, and delivered one reminder in an effort to maximize the response rate. Nearly every department was represented in the final survey sample, which suggests that the sample was relatively representative of the population.

This two-phase design allowed me to explore these research questions in what I believe was a thorough way. The small sample size for phase one, three participants from

each College, was balanced by phase two, which provided the entire population of interest an opportunity to respond to nearly seventy survey items. The large number of items combined with responses from 70% of the population provided a broad look at how these two groups viewed themselves, each other, and the intersection between them. The focus group also added an important dimension because it allowed participants to select issues that were particularly salient to them and to explore them further through interactions with each other. It allowed further explanation and probing of these issues, which also led to the introduction of other related topics that had not been raised in individual interviews but which could then be explored in the survey. The focus group provided me a more nuanced and detailed view of some of the responses to interview questions that allowed me to formulate more specific survey items. As with other mixed method designs, it combined the open ended opportunity to explore topics through a qualitative approach with the ability to analyze data from a large number of participants provided by the quantitative approach. The combination of detailed exploration and statistical analysis gave a rich but broad picture of the intersection of liberal and professional education at Armstrong.

As with most research projects, there are limitations to how these results should be interpreted. It is important to recognize that my role as a member of the health professions faculty might have affected how respondents reacted to me during the interviews and focus group. Liberal arts faculty might have been more reticent in their criticisms or comments about the health professions, for fear of offending me, and health professions participants might have felt freer to voice criticisms of liberal arts. These influences could possibly have skewed the content of the survey items toward being less

critical of health professions. As a member of health professions myself, my choices in

formulating discussion prompts and survey items, as well as my interpretation of results,

might have been biased toward my own faculty group.

My role in this project also relates to the concept of intersectionality and

intersectional invisibility. I continue to feel somewhat like I am straddling two identities,

like I have one foot in each of two boats that are floating in different bodies of water, but

I feel that this is an advantage. The liberal arts participants in this project have an

awareness now that I am very interested in how liberal and professional education

intersect and that someone outside of their college appears to be interested in how the

core curriculum is being lived at our institution. Participants from both Colleges may see

me as a potential liaison between the Colleges, a mediator that can perhaps facilitate

more interactions and understanding between these two groups. In other words, my

intersectional invisibility (Purdie-vaughns & Eibach, 2008) may be helping my

colleagues see me in a different, but good, way. This may help "[transform] theory and

practice in higher education across the disciplinary divide" (Dill et al., 2006, p. 629)

Another aspect of intersectionality actually targets the improvement of higher

education through intersectional scholarship (Dill et al., 2006) and is intended to "connect

ideas across disciplines and interlace constructs that have customarily been treated as

separate or distinct" (p. 634). This specifically relates to this research project and the

need for more of an intersection between the disciplines and faculty in order to provide a

better, more synthetic educational experience for professional students.

Another limitation relates to assumed directionality in some of the survey items.

One of the liberal arts faculty members contacted me after she had completed the survey

to tell me that, in response to one of my items about whether she felt the rigor of health professions and liberal arts was equal she disagreed. She went on to explain, however, that she felt sure I would assume she meant that liberal arts was more rigorous, when in fact the reason she disagreed was because she felt that health professions education was more rigorous. In other words, agreement or disagreement to survey items did not necessarily indicate directionality of responses. Yet another survey respondent contacted me to explain his participation. He said he had difficulty answering the questions about the health professions because he had different opinions about different departments within the College of Health Professions. This variation of opinions may have been addressed by different survey respondents in different ways, thus affecting the way responses were selected. Departments in Health Professions are indeed very different from one another. Currently they range from a two-year associate degree program, to a clinical master's degree program to a clinical doctorate, and from clinically oriented programs to a department that has no clinical component and is more oriented toward public health and administration. It is not surprising that respondents may have had difficulty giving opinions about a group that has such disparate elements.

One of the challenges that I encountered in forming my sample for the individual interviews was a lack of diversity among my participants. Part of the reason for this was the lack of diversity of the group from which I initially chose them. The group was all white except for one member, who was Black, but who declined my invitation to participate in my study. When I recruited additional participants from outside of this group, I was choosing from a population that was also mostly White. The few non-White members had not been at Armstrong long enough to have interacted extensively with

other Colleges or belonged to departments that were already represented within my

previously selected participants. I am White and I do not know whether the outcomes of

the interviews or focus group would have been different with a more diverse group or if a

non-White researcher would have interpreted these findings differently. My assumption

is that the issues discussed varied mostly be participant's higher education discipline and

work history and would not have varied much by racial background of the participant, but

I have no way of knowing for sure, therefore the results need to be regarded with this

possibility in mind.

CHAPTER 6

CONCLUSIONS

The main themes and the relationships between them are illustrated in Figure 4. The themes are related to each other and I believe that inadequate communication exists at the intersection of these themes and exacerbates the aspects that are felt to be problematic.

The faculty at Armstrong feel that higher education, particularly liberal education, provide extremely important foundational knowledge to students, but they are concerned about recent trends that they feel have allowed assessment and economic forces to fundamentally change the college experience for students. The faculty also perceives that students approach the core largely as an obstacle to be overcome and that students do not understand the nature or intent of the Armstrong core curriculum, and yet they feel that the core curriculum is extremely important. They also agree that health professions education is important, in fact, equally as important as liberal education.

The link between one of the higher education problems identified by participants and the importance of both liberal and professional education is inadequate communication. Students see the core as an obstacle to completing courses in their major, and yet the faculty agrees on the importance of liberal and professional education. It would seem that students see the core as an obstacle at least partially because they do not understand why it is important or how the core curriculum and professional education relate to each other. Specific instruction to students about the core and its relationship to their major courses would help them value to core more and see it less as an obstacle and more as a crucial part of their higher education experience. The faculty agrees that they

want Armstrong students to have specific instruction about the liberal arts core. In fact, a significant proportion of faculty feels that they do not really understand the core either, so perhaps they also need instruction. Learning more about the core and thus being able to advise students more effectively would seem to be part of an essential "willingness to be responsible, not to pretend that professors do not have the power to change the direction of our students' lives" (hooks, 1994, p. 206). Also, in relation to goals of higher education and the role of communication, faculty felt the need for more reflection on, and conversation about fundamental aspects of higher education.

Again, faculty agree that liberal and professional education are both important parts of higher education but most liberal arts faculty do not know much about what is involved in providing health professions education, what is involved in preparing health professions faculty, or the rigor of these programs. Again, a lack of communication would seem to link these two themes. Learning more about health professions programs and faculty would demonstrate that liberal arts faculty indeed value these programs and what they provide to Armstrong students. Even though the health professions faculty believe they know what is involved in providing liberal education, one-fourth of them said that they did not thoroughly understand the core, so, as was previously noted, the health professions faculty also need to learn more about the other College through achieving a better understanding of the core curriculum.

The combination of liberal arts faculty not knowing much about health professions education and issues of respect on campus combine to create tension between faculty in the two Colleges and this tension is exacerbated by inadequate communication. Issues of respect are present in both colleges. The liberal arts faculty felt that the
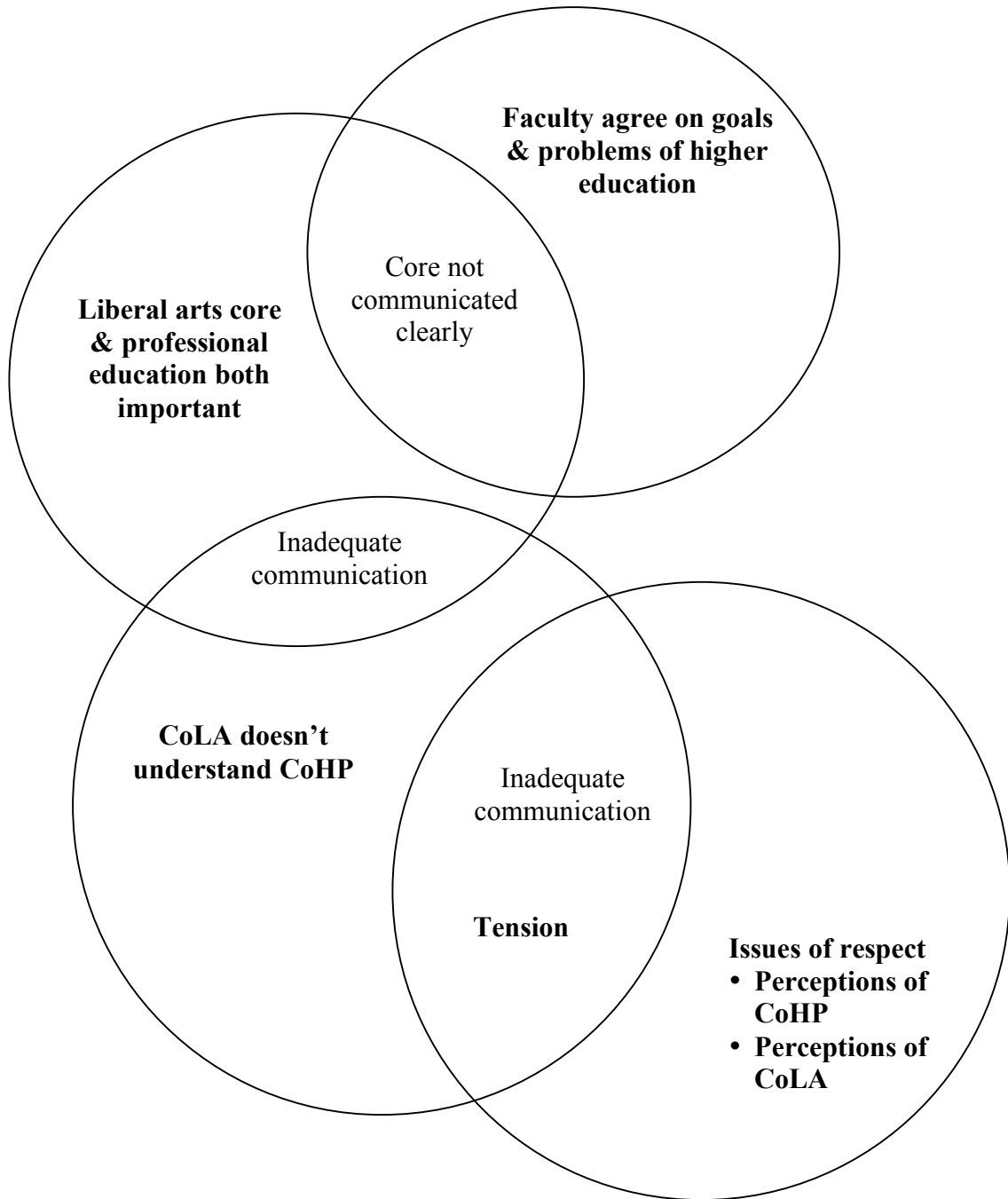
Figure 4. Intersection of the main themes.
Bold text indicates main themes and standard text indicates that communication problems are common between themes. Tension results from inadequate communication combined with inadequate understanding and issues of respect.

Armstrong commitment to their discipline was decreasing and health professions faculty object to the belief of liberal arts faculty that their discipline is the equivalent of job training and technical education. Many health professions faculty thus do not feel respected by their colleagues in the liberal arts, and most have either witnessed or heard about tension between health professions and liberal arts faculty. Some of this tension is the result of differences in terminology, technical versus professional education, for example, and how the faculty in the two Colleges interprets these terms differently.

This project generated much interest among participants, as reflected in the spontaneous informal comments and e-mails that I received from them during and after data collection. One liberal arts survey respondent wrote, "Interesting survey. One of the few surveys about which I would like to know results." I have been asked informally on a few different occasions to summarize my results. Faculty seem to want more information about how they and other issues in higher education are perceived by their colleagues and, like me, are interested in the intersection between the health professions and the liberal arts as it is lived by faculty at Armstrong.

Participants have suggested, and in fact requested, that I continue this conversation on campus. One way to do this, as mentioned in the e-mail text above, would be through the monthly faculty lecture series at which these results could be presented. Another would be through an interdisciplinary faculty reading group that could continue to discuss prompts that had been used in my focus group. I also would like to see the introduction of a large-scale method of routinely orienting Armstrong freshmen

and faculty to the *real* nature and intent of the liberal arts core. These activities would give students and faculty alike a more unified and consistent understanding of the importance and goals of the core, which will facilitate advisement, course selection, integration between the core and the professional majors, which will improve the outcomes of the university experience.

I have actually already begun to introduce my concerns about student knowledge of the intent of the core and the purpose of higher education in training sessions for student and faculty orientation leaders. The orientation coordinators took my concerns seriously and some good discussion among these students, faculty, and administrators resulted. Several members of the orientation faculty told me afterwards that they appreciated the questions and concerns that I had raised and that they agreed with the importance of these discussions. This is a small step but I am encouraged by the response, and I believe it illustrates the usefulness of this research. I have become an effective and passionate advocate for liberal education, and for real and effective integration of liberal and professional education. I have also come to believe that higher education can only continue its role in the development of students who are, as stated in the quote from *Great Expectations* (1849/1997) at the beginning of this dissertation, "happy and useful" to themselves and in the positive effects they can have on the larger society if *all* faculty, including those in health professions, also become knowledgeable advocates of liberal education.

I believe that the results of this study have illuminated in a broad and rich way the intersection between liberal education and professional education. This project is consistent with the activities of curriculum theorists, who "devote most of their

professional time and energy to proposing, developing, studying, defending, and/or criticizing the content and experiences taught and learned in schools and other educative situations" (Schubert, 1986b, p. 25). This project investigated the perceptions of two groups of faculty at one University but the outcomes may be beneficial to those at other institutions as well. The results may prompt reflection on one's own relationship with faculty from other Colleges within the same institution and on how groups of faculty interact.

In closing his chapter subtitled "Thoughts on the Integration of Liberal and Professional Education", Harpham (2011) described an idea for a project that would examine the professions and "open up the professions to the kinds of questions that the liberal arts ask about their subjects." He wrote,

> I can…imagine a course, a symposium, on ongoing multidimensional project that took as its object the ways in which the professions were represented, both by themselves and by others. How, such a project might ask, do professionals understand and represent themselves? How do others understand and represent them? How do professionals in one discipline distinguish themselves from professionals in others, both with the university and beyond? How have such representations changed over time? (Harpham, 2011, p. 137)

Exploring representations of the professions, including health professions, within and outside might give the Armstrong community a better understanding of the College of Health Professions and the disciplines within it, which might have positive impact on relationships with the College of Liberal Arts, and that would "show the way to a more perfect performance by each" (Van Doren, 1943, p. 139). In other words, opening a

discourse about both health professions education and about liberal education would lead to *all* parties, those within as well as outside of each College, gaining a deeper knowledge of both of these approaches which would strengthen and clarify the mission of both. Most importantly, though, this understanding would also encourage exploration of the *intersection between them*. This intersection is perhaps the only part of the higher education experience of the health professions student that is still malleable, still soft enough to shape and refine. Health professions education is rigidly circumscribed, walled off by the ever-increasing knowledge bases of each discipline and by the requirements of accrediting bodies and licensure examinations; liberal education has hardened through prolonged exposure to the harsh scrutiny of various entities that demand constant justification for their continued presence. The intersection has been left untended, though, waiting for several decades to be shaped and fired. And yet this may be the part of the educational experience for health professions students that has the greatest potential for meaningful improvement because it can show them how their liberal education has enabled them to *see* and *think* and *evaluate* and *act* in every part of both their personal *and* their professional lives.

Recommendations for Future Research

My project design should be replicated at other institutions, but with the creation of focus group prompts from interviews with that faculty, and the creation of survey items from that faculty's interviews and focus group. Because each institution has a different faculty and different leadership, the relationships between the members of professional colleges and members of liberal arts colleges will likely be unique, although in some aspects they may be similar to the relationship between Health Professions and

Liberal Education at Armstrong. More explorations at each institution would begin to allow one to hypothesize and perhaps generalize understandings of some aspects of the relationship between the two faculties at similar institutions within at least the American system of higher education. Harpham (2011) wrote, "An educational system that managed to broker imaginative and intellectually serious partnerships between the liberal arts and professional education would be the envy of the world" (Harpham, 2011, p. 144) Clearly, more collaboration and understanding between these units would be an important and ambitious goal.

   This methodology could also be used to explore different types of issues within Armstrong. For example, how do faculty perceive the College of Education? Dr. Schmitz (one of the CoLA participants), for example, hinted that his responses to my interview questions would have been very different if they referred to the College of Education and not the College of Health Professions. This distinction is important to recognize, because it suggests that generalizing about relationships between liberal arts faculty and the generic 'professional' faculty may be inappropriate because various types of professional programs and faculty may be perceived very differently. Another possible avenue for exploration would be the perceptions of the tenure process and how it may or may not contribute to issues of respect and tension between different Colleges.

   The same methodology could be applied to other types of large organizations, also. In large corporations, it may be important to find out how employees in one division be perceived and/or explore the relationship between employees in one division relate to those in another division. This interest may be the result of observations of problematic interactions or of suspicions of antagonism or because divisions seem to be working at

cross-purposes, despite a clear need for cooperation and support. Exploring the

relationship using this method would, as it did in the current study, provide the

opportunity for a small group of individual participants to express in a full and nuanced

way their opinions and concerns, to further develop these during interactions with other

members of the small group, and then to have all of the population of interest reveal

whether or not they agree with those of the small group. This provides an insight that is at

once narrow enough to be specific to an individual organization, but broad enough that it

can provide a base on which meaningful interpretations can be made.

REFERENCES

100 classic books about higher education: A compendium and essays. (2001). .

    Bloomington, Ind: Phi Delta Kappa Educational Foundation.

2008 National Sample Survey of Registered Nurses. (n.d.). Retrieved February 21, 2011,

    from http://www.bhpr.hrsa.gov/healthworkforce/rnsurvey/2008/

AACN - Media - Nursing shortage resource. (2010, September 23). Retrieved October

    12, 2010, from http://www.aacn.nche.edu/media/shortageresource.htm

Albano, D. (2007). *The examination of the pedagogical tenets within the professional*

    studies division as it relates to the mission of a liberal arts college. Rowan

    University, Glassboro NJ.

Altbach, P. G. (2005). Patterns in higher education development. In *American higher*

    education in the twenty-first century: Social, political, and economic challenges

    (2nd ed.). Baltimore, MD: The Johns Hopkins University Press.

Armstrong Atlantic State University Savannah, GA. (2010, September 12). Retrieved

    September 12, 2010, from http://www.armstrong.edu/

Armstrong quick facts & fact book - About AASU - Armstrong Atlantic State University

    Savannah, GA. (2010). Retrieved November 29, 2010, from

    http://www.armstrong.edu/About/armstrong_facts/aasu_facts

Arvantes, J. (2010, August 18). Commission Is likely to set nation's health workforce

    Policies, say experts -- AAFP news now -- American Academy of Family

    Physicians. Retrieved October 12, 2010, from

    http://www.aafp.org/online/en/home/publications/news/news-now/government-

    medicine/20100818workforcecommission.html

Ayers, W. (2005). *Teaching toward freedom*. Boston, MA: Beacon Press.

Ayers, W. (2006). Trudge toward freedom: Educational research in the public interest. In *Educational Research in the Public Interest*. New York: Teachers College Press.

Ayers, W., Quinn, T., Stovall, D. O., & Scheiern, L. (2007). Teachers' experience of curriculum. In P. M. F. Connelly, M. F. He, & D. J. Phillion (Eds.), *The SAGE Handbook of Curriculum and Instruction* (pp. 306-326). Thousand Oaks, CA: Sage Publications, Inc.

Bastedo, M. N. (2005). Curriculum in higher education: The historical roots of contemporary issues. In *American higher education in the twenty-first century: Social, political, and economic challenges* (2nd ed.). The Johns Hopkins University Press.

Bell, D. (1968). *The reforming of general education; the Columbia College experience in Its national setting*. Doubleday & Company.

Booth, W. C. (1967). *Knowledge Most Worth Having*. Chicago: University of Chicago Press.

Bottoms, M. (1983). *Competencies of liberal and professional education and registered nurses' behavior*. The University of Iowa, Iowa City.

Bragg, M. (n.d.). The Medieval University. In Our Time. Retrieved from http://www.bbc.co.uk/podcasts/series/iot/all

Brenner, M. E. (2006). Interviewing in Educational Research. In *Handbook of complementary methods in education research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Brubacher, J. S. (1982). *On the philosophy of higher education*. San Francisco: Jossey-

Bass.

Carnegie classifications | Undergraduate instructional program classification. (2009, December 3). Retrieved December 4, 2009, from http://classifications.carnegiefoundation.org/descriptions/ugrad_program.php

Carnegie Foundation for the Advancement of Teaching. (1977). *Missions of the college curriculum: A contemporary review with suggestions: A commentary of the Carnegie Foundation for the advancement of teaching* (1st ed.). San Francisco: Jossey-Bass.

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, *64*(3), 170-180.

College Enrollment Hits All-Time High, Fueled by Community College Surge - Pew Research Center. (n.d.). Retrieved February 24, 2011, from http://pewresearch.org/pubs/1391/college-enrollment-all-time-high-community-college-surge

Connelly, P. F. M., He, M. F., & Phillion, D. J. (2007). *The Sage handbook of curriculum and instruction*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage.

Cruess, S. R., Johnston, S., & Cruess, R. L. (2004). "Profession": A working definition for medical educators. *Teaching and Learning in Medicine, 16*(1), 74-76.

Derkson, D., & Whelan, E. (2010, January 15). Closing the health care workforce gap. Retrieved October 12, 2010, from http://www.americanprogress.org/issues/2010/01/health_workforce.html

Dewey, J. (1916). *Democracy and education*. New York: The Macmillan Company.

Dewey, J. (1931). *The way out of educational confusion*. Cambridge, MA: Cambridge
University Press.

Dewey, J. (1960). *A common faith*. New Haven, CT: Yale University Press.

Dewey, J. (1989). *Freedom and culture*. Amherst, NY: Prometheus Books.

Dewey, J. (2001). *The school and society & the child and the curriculum*. Mineola, NY:
Dover.

Dickens, C. (1849). *David Copperfield*. New York: Penguin.

Dill, B. T., McLaughlin, A. E., & Nieves, A. D. (2006). Future directions of feminist
research: Intersectionality. In *Handbook of Feminist Research: Theory and
Praxis*. Thousand Oaks, CA: Sage.

Domholdt, E. (1987). *Professional education and the liberal arts: Physical therapy
programs at liberal arts institutions*. Indiana University, Bloomington, IN.

Donoghue, F. (2008). *The last professors: The corporate university and the fate of the
humanities* (3rd ed.). Bronx, NY: Fordham University Press.

Dressel, P. L. (1968). *College and university curriculum*. Berkeley, CA: McCutchan Pub.
Corp.

Dressel, P. L. (1979). Liberal education: Developing the characteristics of a liberally
educated person. *Liberal Education*, *65*, 313-22.

DuBois, W. E. B. D. (1903). *The souls of black folk*. Mineola, NY: Dover Publications.

Fish, S. (2008). *Save the world on your own time*. New York: Oxford University Press.

Freire, P. (2000). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham,
MD: Rowman & Littlefield.

Freire, P. (2007). *Daring to dream: Toward a pedagogy of the unfinished*. Boulder, CO:

> Paradigm Publishers.

Georgia Southern University Ed.D. curriculum studies mission statement. (n.d.).

> Retrieved July 25, 2010, from

> http://coe.georgiasouthern.edu/foundations/edd/mission_statement.htm

Graff, P. G. (2003). *Clueless in academe: How schooling obscures the life of the mind*.

> New Haven, CT: Yale University Press.

Greene, M. (1997). Exclusions and Awakenings. In *Learning From Our Lives: Women,

> Research, and Autobiography in Education*. New York: Teachers College Press.

Gregory, M. (2003, September 12). A liberal education is not a luxury. *The Chroncle of

> Higher Education Review Section*, *50*(3), B16.

Hacker, A., & Dreifus, C. (2010). *Higher education?: How colleges are wasting our

> money and failing our kids---and what we can do about it*. New York: MacMillan.

Harpham, G. G. (2011). *The Humanities and the Dream of America*. Chicago: University

> Of Chicago Press.

Harvard University. (1966). *General education in a free society: Report of the Harvard

> committee*. Cambridge: Harvard University Press.

Harvard University, N. Y. (1933). In *The obligations of Universities to the social order*.

> Presented at the Conference of Universities, New York: New York University

> Press.

He, M. F. (2010). Curriculum Inquiry. In *Encyclopedia of Curriculum Studies*. Thousand

> Oaks, CA: Sage.

Healthcare. (2010, February 2). Retrieved September 25, 2010, from

http://www.bls.gov/oco/cg/cgs035.htm

Heidegger, M. (n.d.). On the essence of truth. In *Basic Writings*. New York:

HarperCollins.

Henderson, J. G., & Kesson, K. R. (2009). Curriculum Work at the Intersection of

Pragmatic Inquiry, Deliberation, and Fidelity. *Educational Researcher*, *38*, 132-

143.

Heritage, A. (1987). *The American heritage dictionary*. Brooklyn, NY: Laurel.

Historical look at the liberal arts education - Guilford College. (n.d.). . Retrieved

December 2, 2010, from

http://www.guilford.edu/campus_community/profiles/faculty/historical.html

hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New

York: Routledge.

hooks, B. (2009). *Teaching critical thinking: Practical wisdom*. New York: Routledge.

Huxley, T. H. (1964). *Science and education*. New York: Citadel.

Illich, I. (1971). *Deschooling society*. London: Marion Boyars.

Indicator 41 (2010) Undergraduate Fields of Study. (n.d.). Retrieved February 24, 2011,

from http://nces.ed.gov/programs/coe/2010/section5/indicator41.asp

Kant, I. (1992). *The conflict of the faculties*. Lincoln, NE: University of Nebraska Press.

Kutner, J. S., Steiner, J. F., Corbett, K. K., Jahnigen, D. W., & Barton, P. L. (1999).

Information needs in terminal illness. *Social Science & Medicine*, *48*, 1341-1352.

Kvale, S., & Brinkmann, S. (2008). *InterViews: Learning the craft of qualitative research

interviewing* (2nd ed.). Thousand Oaks, CA: Sage.

LEAP | What is liberal education? (2010). Retrieved December 17, 2010, from

http://www.aacu.org/leap/what_is_liberal_education.cfm

Levi, E. H. (1967). In W. C. Booth (Ed.), *Knowledge Most Worth Having.* Chicago: Univ

of Chicago Press.

Liberal Education Resources Educational Assessment. (n.d.). Retrieved February 21,

2011, from http://assessment.voices.wooster.edu/liberal-education-outcomes-

practices/

Loewen, J. W. (2009). *Teaching What Really Happened: How to Avoid the Tyranny of*

Textbooks and Get Students Excited About Doing History. New York: Teachers

College Press.

Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York: Palgrave

Macmillan.

van Manen, M. (1976). Notes on the relationship between the language of the practical,

the meaning of experience and the methodology of curriculum development. In

Curriculum Inquiry: Three perspectives on the realization of integrative concepts

of the critical. Presented at the American Educational Research Association, San

Francisco, CA. Retrieved from

http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?acc

no=ED130388

Menand, L. (2010). *The marketplace of ideas: Reform and resistance in the American*

university. New York: W. W. Norton & Company.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and*

analysis. San Francisco, CA: Jossey-Bass.

Miller, G. E. (1988). *The meaning of general education: The emergence of a curriculum*

paradigm. New York: Teachers College Press.

Murphy, Y. (2009). *Incorporating Intersectionality in Social Work Practice, Research,*
Policy, and Education. Des Moines, IA: National Association of Social Workers.

Newfield, C. (2003). *Ivy and industry: Business and the making of the American*
university, 1880–1980. Durham, NC: Duke University Press.

Nordenhaug, T. (2000). *The complete idiot's guide to liberal education (and some other*
things). Lecture presented at the Faculty Lecture Series, Armstrong Atlantic State
University.

Nussbaum, M. C. (1998). *Cultivating humanity: A classical defense of reform in liberal*
education. Cambridge, MA: Harvard University Press.

Nussbaum, M. C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton,
NJ: Princeton University Press.

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (n.d.). Focus group
research: A new model for collecting and analyzing focus grop data.

Ortega y Gasset, J. (1944). *Mission of the university*. Princeton, NJ: Princeton University
Press.

Patton, M. Q. (2001). *Qualitative research & evaluation methods* (3rd ed.). Sage.

Pinar, W. F. (2003). *What Is Curriculum Theory?* Routledge.

Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (1995). *Understanding*
curriculum: An introduction to the study of historical and contemporary
curriculum discourses. New York: Peter Lang Publishing.

Plotnitsky, A. (2002). *The knowable and the unknowable: modern science, nonclassical*
thought, and the "two cultures". Ann Arbor, MI: University of Michigan Press.

Postman, N. (1996). *The end of education: Redefining the value of school*. Vintage.

Preseller, S. (1984). *Occupational therapy education: Yesterday, today and tomorrow*. Boston University, Boston, MA.

Purdie-vaughns, V., & Eibach, R. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, *59*, 377.

Readings, B. (1997). *The university in ruins*. Cambridge, MA: Harvard University Press.

Rose, M. (2009). *Why school?* New York: New Press.

Rosenstock, L., Silver, G., Helsing, K., Evashwick, C., & Katz, R. (2008). On linkages: Confronting the public health workforce crisis: ASPH statement on the public health workforce. *Public Health Reports*, *123*(3), 395-398.

Rowe, N. M. (1996). *A study of baccalaureate nursing students' linking of liberal education with their professional nursing education*. The Ohio State University, Columbus, OH.

Schubert, W. (1986a). Portrayal: The Curriculum Field. In *Curriculum: Perspective, Paradigm and Possibility*. New York: Macmillan.

Schubert, W. (1986b). *Curriculum: Perspective, Paradigm, and Possibility*. New York: MacMillan.

Schubert, W. (2007). Curriculum inquiry. In F. M. Connelly, M. F. He, & J. Phillion (Eds.), *The SAGE handbook of curriculum and instruction* (p. 604). Thousand Oaks, CA: Sage.

Schubert, W. (2009a). Currere and Disciplinarity in Curriculum Studies: Possibilities for Education Research. *Educational Researcher*, *38*, 132-143.

Schubert, W. (2009b, May 30). *Curriculum studies*. Presented at the Advanced

Dissertation Writing class meeting, Statesboro, GA.

Schubert, W. (2009c). *Love, justice, and education: John Dewey and the utopians*.

Charlotte, NC: Information Age Publishing.

Shulman, L. S. (1997). Professing the liberal arts. In *Education and democracy: Re-

imaging liberal learning in America*. College Entrance Examination Board.

Sidwell, M., & O'Hear, A. (2009). *The school of freedom: A liberal education reader

from Plato to the present day*. New York: Imprint Academic.

Snow, C. P. (1959). *Two cultures & the scientific revolution*. Cambridge, England:

Cambridge University Press.

SPSS Techniques Series: Statistics on Likert Scale Surveys | SPSS | Help & Support |

Information Technology Services | University of Northern Iowa. (n.d.). Retrieved

January 24, 2011, from http://www.uni.edu/its/support/article/604

Stewart, A. J., & Cole, E. R. (2006). Narratives and numbers: Feminist multiple methods

research. In *Handbook of feminist research: Theory and praxis* (1st ed.). Sage.

Sullivan, W. M., & Rosin, M. S. (2008). *A new agenda for higher education: Shaping a

life of the mind for practice*. San Francisco, CA: Jossey-Bass.

Taubman, P. M. (2009). *Teaching by numbers: Deconstructing the discourse of

standards and accountability in education*. New York: Routledge.

Taylor, M. C. (2010). *Crisis on campus: A bold plan for reforming our colleges and

universities*. New York: Knopf.

University System of Georgia. (2009, October 5). Retrieved from University System of

Georgia Institutions.

http://www.usg.edu/inst/profile/armstrong_atlantic_state_university/

Van Doren, M. (1943). *Liberal education*. New York: H. Holt and Company.

Warner, L. R. (2008). A best practices guide to intersectional approaches in

psychological research. *Sex Roles*, *59*, 454-463.

Weaver, J. A. (2010). *Educating the posthuman*. Rotterdam, The Netherlands: Sense

Publishers.

Whitehead, A. N. (1967). *Adventures of ideas*. New York: MacMillan.

APPENDIX A

TIMELINE OF KEY EVENTS IN HIGHER EDUCATION WITH EMPHASIS ON

EVENTS SIGNIFICANT TO LIBERAL AND PROFESSIONAL EDUCATION

Region	Time Period	Key Historical Event or Emphasis
Europe	Medieval	The University focused on preparation for the professions of law, medicine and clergy; the Seven Liberal Arts composed of trivium and quadrivium.
	Renaissance	Dualism develops, which separates humanistic disciplines from science and nature.
America	1636	Puritans found Harvard University primarily for training of clergy; Medieval idea of classical curriculum imported from Europe. In young America, higher education expanded, yet was still reserved for the privileged.
Europe	Late 1700's	Kant proposes a new model for higher education in which universities serve more than just church; designated higher (theology, medicine and law) and lower faculties (liberal arts); not implemented until 1810.
America	1819	Thomas Jefferson founds University of Virginia; meritocratic approach; 8 programs of study, including medicine and law; student-oriented but largely utilitarian curriculum.

Region	Time Period	Key Historical Event or Emphasis
		Higher education expands rapidly.
		Medical and legal training takes place mainly in professional offices or later, in unregulated private professional schools.
	1828	Yale report reinforces value of liberal education; advocates separation between liberal, professional and vocational education.
	1862	Graduate professional education included at universities, based on German model.
		Land-grant institutions emphasized practical, vocational education.
		Compulsory education increased demand for teachers necessitating an increase in teacher -education programs, first at private training institutes, then normal schools, then added to pre-existing higher education institutions.
		Conflict between Booker T. Washington's utilitarian approach and W.E.B. Dubois' classical approach to education for African Americans.
	1876	Johns Hopkins founded; followed Kant's model.
		Harvard included programs in medicine and law but graduation requirements minimal and no undergraduate degree required.

Region	Time Period	Key Historical Event or Emphasis
		More utilitarian and vocational shift begins.
America	Late 1800's -early 1900's	Charles Eliot made reforms at Harvard, including emphasis on research by faculty, replacing recitation with lectures and labs, adding electives and individualized courses of study to undergraduate curriculum, requiring an undergraduate degree for entrance into medicine and law; kept liberal and professional education strictly separated.
		Humanist approach to education founded, partially as backlash against reforms, such as electives.
	Post-WWI	General education re-examined in an attempt to make more relevant; response to increase in increased vocationalism in higher education.
		Higher education began to attract larger numbers of students.
	1930's	The depression forces some of the unemployed into education; these students want practical education to prepare them for employment; Junior Colleges began to absorb large numbers of students.
		Hutchins develops Great Books program at University of Chicago; emphasizes traditional liberal arts approach.
	Post WWII	GI benefits bring large influx of students who wanted

Region	Time Period	Key Historical Event or Emphasis
		vocational training to get them back into the workforce quickly; advancing democracy an important goal of education and society; Truman commission advances social reconstructionist approach as an antidote to vocationalism.
	1950's	Space race and fighting communism drives educational emphasis away from philosophy and other traditional liberal arts subjects and toward science and math.
	1960's	Social protest and change dominates college campuses.
	1970's	Vocationalism increases; social and economic motives for education replace individual approach; population shifts increase demand for health professionals, resulting in expansion of health professions programs onto college campuses.

.

APPENDIX B

ARMSTRONG ACADEMIC ORGANIZATION, ACADEMIC YEAR 2010-2011

College	Departments*	Number of Full-time Faculty Members, by Department (including Department Heads)	Total Number of Full-Time Faculty Members, by College
College of Education (COE)	Childhood and Exceptional Students	22	58
	Adolescent and Adult	36	
College of Health Professions (COHP)	Communication Sciences and Disorders*	3	73
	Dental Hygiene**	4	
	Health Sciences	12	
	Medical Technology	8	
	Nursing	26	
	Physical Therapy	8	
	Radiologic Sciences	10	
	Respiratory Therapy	3	

College	Departments*	Number of Full-time Faculty Members, by Department (including Department Heads)	Total Number of Full-Time Faculty Members, by College
College of Liberal Arts (COLA)	Art, Music & Theatre	20	86
	Criminal Justice, Social & Political Science	13	
	Economics	4	
	History	16	
	Languages, Literature & Philosophy	33	
College of Science and Technology (COST)	Biology	21	82
	Chemistry & Physics	20	
	Computer Science & Information Technology	10	
	Engineering	4	

College	Departments*	Number of Full-time Faculty Members, by Department (including Department Heads)	Total Number of Full-Time Faculty Members, by College
	Mathematics	18	
	Psychology	9	

*Communication Sciences and Disorders was designated as a program rather than a department beginning in AY 2010-2011

**Dental Hygiene moved to another institution beginning in AY 2011-2012

APPENDIX C

INTERVIEW PROTOCOL

Briefing: I am interested in exploring the perceptions of faculty in the Armstrong's College of Liberal Arts and College of Health Professions about various topics, including the purposes of higher education, liberal education and professional education. I will be recording this interview but you will not be identified by your real name or with any identifying description beyond your academic department. Excerpts of this interview may be cited during later interviews or surveys but, again, these excerpts will not be attributed to you. Do you have any questions before we begin?

Topics of questions will include:

1. Demographics

    a. How long have you been teaching in this discipline (history, nursing, etc)?

    b. How long have you been teaching at Armstrong?

2. Higher Education

    a. What is the purpose of higher education?

3. Liberal education

    a. What does the term "liberal education" mean to you?

    b. What is the role of the liberal arts at Armstrong?

    c. How important would you say a liberal arts education is for students?

    d. Are there any other reasons that a liberal arts education might be important?

4. Professional education

    a. What does the term "professional education" mean to you?

    b. What is the role of professional education at Armstrong?

    c. How important would you say professional education is for students?

    d. Are there any other reasons that professional education might be important?

5. For COLA faculty

    a. Tell me what you think is involved in teaching in the health professions?

    b. Are there any differences in the type or quality of education provided to students in the health professions when compared to students in the liberal arts?

    c. What challenges do faculty members in the liberal arts face?

    d. What challenges do faculty members in the health professions face?

    e. How does the educational preparation of health professions faculty compare to that of liberal arts faculty?

6. For COHP faculty

    a. Tell me what you think is involved in teaching in the liberal arts?

    b. Are there any differences in the type or quality of education provided to students in the liberal arts when compared to students in the health professions?

    c. What challenges do faculty members in the health professions face?

    d. What challenges do faculty members in the liberal arts face?

    e. How does the educational preparation of liberal arts faculty compare to that of health professions faculty?

7. For all respondents

    a. Are you aware of tension between faculty in liberal arts and faculty in the health professions?

    b. If yes,

        i. Can you give some examples of this tension?

        ii. Do you have any ideas about what might be the source of the tension?

        iii. Do you think the tension is a necessary or typical part of higher education?

        iv. Do you think the tension affects students in any way?

        v. If you have taught in other institutions, how does this (tension or lack of tension) compare to your previous institution?

Initial summary of main points and ask for feedback

Debriefing: I have no further questions. Do you have any questions? Do you have any other general comments to add or would you like to say anything further about these topics? If you think of anything later that you would like to add, feel free to send my your additional comments by email (give them my business card with contact information).

This list of questions is intended to be a guide and questions may be added or deleted depending on the course of the respondents' contributions. Further clarification of responses to these questions may be sought through the use of follow-up or probing questions (Kvale & Brinkmann, 2008; Patton, 2001) as needed during the interview.

APPENDIX D

DISCUSSION PROMPTS FOR FOCUS GROUP

Card 1

1. Liberal education would mean somebody who is pursuing the life of the mind. No matter what their profession will be, that should always be informing them.

2. Professional education means largely job training.

3. It's all about retention, it's about churning and moving through and, and another term that I dislike, that universities have adopted to their detriment, is the idea that the university is an economic engine. We're not economic engines. We're here to sustain and maintain civilization.

4. I would keep professional programs out of the liberal arts core altogether. They have no place in it and they have no place determining it.

5. All majors could be thought of as professional education.

Card 2

6. I feel like liberal education is changing very rapidly out from under us. I feel like the administration is moving us away from our previous commitment to a liberal education, which wasn't a very powerful commitment at all.

7. COHP drives the bus around here. When financial decisions are made it's to protect that investment, it is seen as sort of the golden haired child, by at least science and technology and liberal arts.

8. …and then look at the salary so-and-so in health professions is bringing down. Only an assistant professor making more than I do, I've been here 14 years.

9. The prep work that goes into teaching the liberal arts is an enormous amount of work and I think that's invisible labor. It's assumed to be in the classroom and then grading but the prep, even for topics, books, films that you have taught before, takes an enormous number of hours.

10. I think when department closings started happening the COLA faculty thought that our people were going to be first in line. Because it always seems like that's what's in jeopardy first.

11. I don't know that this is true, but I fear that not only do our students in the professional disciplines treat the liberal aspect of their educations this way, but sometimes they're encouraged to do so. They treat it as a set of hurdles that they must overcome -- like medicine they have to take before they get on to their real education.

Card 3

12. Probably vital parts of what it means to be a faculty member in CHP is behind some kind of curtain. Because we assume that their classroom looks like ours. The science faculty have labs but essentially their days are like ours, their committee work is like ours; faculty in CHP are different.

13. I think, my perception is that COLA faculty see themselves as more important than the majors, especially the professional schools like PT, and respiratory, and nursing. I think they feel that they're providing a higher quality and more useful education that is more important academically than professional education. I think they feel that, at least, a number of people that I've had the experience of being on

committees and such with, feel, and some have even said that professional

education has no place at the university.

14. I still feel there's great misunderstanding about what professional education is.

Instead of them seeing us as partners working towards the same goal I think they

see us as taking resources away that could be used to educate more people in the

traditional liberal arts and sciences.

15. Many faculty believe we're technicians and they have basically said we should be

classified as technical programs, not professional programs.

Card 4

16. I have been on a committee where a liberal arts professor made a comment about

the fact that we needed to be sure and have an academic at a meeting; this person

clearly used the term academic to mean the committee members that were not

from health professions.

17. I think it may have been because, traditionally, health professions education had

been, you know, hospital, clinical level and when they moved it to higher ed it

was like, you know, I don't think you really need to be here because you've never

been here before.

18. I think COLA faculty are still stuck in those old images of what professional

education, particularly college of health professions, is all about. I never think I

understand a chemist, or a political scientist, or an ethicist. I don't for a minute

think I understand anything being a mathematician. However, the opposite is true

for people in liberal arts. They all think they know what a nurse does because

they've all had someone that's been nursed, or they know exactly what PT does.

You know, 'I go to physical therapy and believe me, they're just technicians.' And
I find it personally offensive and professionally offensive, but I think that's also
part of where that difficulty stems from is they all believe they know what we're
doing.

19. I don't know if it would be particularly unique to professional education but I
    think yes, we have to work harder at trying to help our students connect all the
    dots and remember that this is just a piece of that seamless continuum. And we
    have to continually remind our students that, you know, you didn't take two years
    of a liberal arts education and then two years of a professional education. You
    took four years of higher education.

Card 5

20. I think the liberal arts and professional education are equally important and I think
    the liberal arts, just as the professional disciplines, need to do a much better job of
    understanding the liberal components of what they do. I call them liberal
    components even though I don't like that term. Similarly, the liberal arts need to
    do a better job of connecting with the society in which they operate.

21. I have seen increased communication across the colleges, which I think has been
    for the greater good, and a greater understanding that the professions also
    contribute to the intellectual capital here. So, uh, I think that there has been
    increased respect for the liberal arts on this campus from the professional schools,
    and part of that is because people in the liberal arts have not been as insular.

22. It's a perennial discussion once we get to the land of higher education. Like, how
    do we, we have both of these sort of approaches to our society through education.

Why isn't there some way to bring this into conversation? It's always cast as a debate rather than a conversation.

23. And what I have argued is that from a truly academic standpoint there is no difference and that the battle between the liberal arts and the vocational arts is a battle that is a false battle. Um, those people who sit down and think about it will quickly discover that the professional education can be a liberal education and that a liberal education can be a professional education.

APPENDIX E

SURVEY

The following items were inserted and formatted for use in a web-based survey

instrument.

Indicate your level of agreement with the following list of statements.

Please address all sections of the survey, regardless of the College to which you belong.

Survey items are organized into seven sections:

- Demographics – simple background information about you

- Higher Education – general comments on the intent of higher education

- Liberal Education - statements regarding the nature and intent of a liberal arts
  education

- Liberal Education at Armstrong – more specific statements about how
  Armstrong's approach to the liberal arts

- Health Professions Education – General statements on higher education
  programs that train health professionals

- Health Professions Education at Armstrong – more specific comments on
  Armstrong's approach to health professions education

- The Armstrong Context – these statements relate to overall aspects of faculty
  life at Armstrong, including the intersection between health professions
  education and liberal education

COHP = College of Health Professions

CLA = College of Liberal Arts

Response Options:

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

If you do not have an opinion on an item, select "Don't Know."

I understand that completion and return of this survey implies that I agree to participate and my data may be used in this research.

Demographics: Answers to these questions will only be used to group responses made to the rest of the survey items by various categories that might reveal patterns. No attempt will be made to identify individuals.

6   My age group (20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89)

7   My sex (male, female)

8   My college (COLA, COHP)

9   My home department is: (listed all COHP & COLA except dental hygiene)

Higher Education

1. The purpose of higher education is the maintenance of civilization.

2. The overall purpose of higher education is to prepare citizens to accept positions of leadership and fulfill roles that ultimately improve the quality of life for all citizens.

3. The purpose of higher education is to give [students] the tools they need to live the lives that they envision for themselves and perhaps to show them things that they haven't envisioned already as possibilities. Higher education also attempts to give them meaningful, productive lives where they can, in the reckoning, look at

their own work and be proud of it and feel like they've really accomplished what they set out to do.

4. The purpose of higher education is to participate in Democracy, to create a citizenry that is well informed, critically thinking, and able to make ethical, political, social judgments not merely via whim, personal preference, or maybe even tradition but really through an informed, educated sense of what the society is that they want to create.

5. Higher education today seems to be all about retention, about churning and moving students through.

6. Assessment measures such as tests and simple statistics do not reflect the real outcomes of higher education.

7. Many universities describe their function as an 'economic engine.' Institutions of higher education are not economic engines.

8. Economic forces subordinate deep notions of what higher education should be.

Liberal Education, in General

9. Liberal education provides a foundation of knowledge that helps students have a broader, more eclectic view of the world and helps them solve academic, professional, and personal problems.

10. Liberal education means pursuing the life of the mind.

11. Through liberal education one is inducted into the intellectual world of society, as opposed to simply being a laborer in that society.

12. I think liberal education is extremely important.

13. A liberal arts foundation is essential for students seeking a professional degree.

14. I support liberal education but believe one of the ways to express that humanity is through a professional career.

15. I understand what is involved in providing liberal education.

Liberal Education at Armstrong

16. Most Armstrong freshmen seem more focused on earning a credential than they do on the real experience of learning.

17. Armstrong students largely perceive the core curriculum as 'something you've just got to get through.'

18. Armstrong students who plan to major in professional disciplines appear to treat the liberal aspect of their educations as a set of hurdles that they must overcome -- like medicine they have to take before they get on to their *real* education.

19. Armstrong freshmen need to be taught about the purpose and importance of the core curriculum.

20. Armstrong students don't get enough liberal education.

21. Liberal arts at Armstrong wouldn't exist without the professional disciplines.

22. I feel leadership at Armstrong is moving us away from our previous commitment to a liberal education.

23. Professional programs at Armstrong should not have courses specifically for their majors in the liberal arts core.

24. It is appropriate for professional faculty members to have input on Armstrong core courses but they should not try to dictate content in those courses.

25. There's great misunderstanding at Armstrong about what health professions education really is.

26. COHP is taking resources away that should be used to educate more people in the traditional liberal arts and sciences.

27. COLA faculty members provide a higher quality and more useful education than professional education.

28. The liberal arts need to do a better job of connecting with the society in which they operate.

29. Some COLA departments are first and foremost service departments,

30. One can tell the relative value that Armstrong places on the liberal arts by comparing Gamble Hall to the buildings that house the professional colleges.

Professional Education, in General

31. The health professions faculty trains students for specific tasks, which kind of paints students into a corner, because those tasks and the nature of problems that our society has to solve are going to change in the next 20 years.

32. Professional education has no place at the university.

33. Professional education means largely job training.

34. True professional education is infused with biology, economics, philosophy, and other liberal arts components.

35. True professional education is not separate from liberal education; it isn't a dichotomy.

36. I understand what is involved in providing health professions education.

Health Professions Education at Armstrong

37. COHP programs produce technicians and they should be classified as technical

    programs, not professional programs.

38. COHP faculty members are not true academics.

39. COHP faculty preparation is just as rigorous as COLA faculty preparation.

40. People in liberal arts think they know, for example, what a nurse does because

    they've all had someone that's been nursed, or they know exactly what a physical

    therapist does because they've been to physical therapist.

41. COHP faculty work hard to help students remember that their professional

    education is just a piece of that seamless continuum; not two years of a liberal arts

    education and then two years of a professional education, but four years of higher

    education.

42. COHP intellectual standards are very high.

43. The rigor of professional education is the same as that of liberal arts education.

44. COHP 'drives the bus' around here. It is sort of the golden haired child.

45. Financial decisions are made at Armstrong to protect the investment in COHP.

46. I resent the salary differential between COLA and COHP faculty.

47. The day-to-day teaching and professional responsibilities of COHP faculty are

    significantly different than those of COLA faculty.

48. There's more to health professions education than simply mastering technical

    skills.

49. Health professions education has evolved a great deal since the 1970's when it

    was largely technical level education.

50. Professional programs take a disproportionate amount of Armstrong's overall budget.

51. Faculty members from outside COHP are qualified to assess the scholarly value of publications in peer reviewed health professions journals.

52. COHP is an important part of Armstrong.

53. The health professions contribute to the intellectual capital at Armstrong.

Overall Armstrong Context

54. I think liberal education and professional education are equally important.

55. I think that there is an increasing respect for the liberal arts from the professional schools.

56. The closing or near-closing of health professions programs earlier this year demonstrated that the administration does not favor health professions over liberal arts.

57. The battle between the liberal arts and the professions is a false battle. Professional education can be a liberal education and a liberal education can be a professional education.

58. I have a thorough understanding of the nature and intent of the Armstrong core curriculum.

59. I have recently engaged in collaborative teaching activities with a faculty member from COLA / COHP (whichever is not your home College).

60. I resent that our first doctoral degrees were in the health professions instead of more traditional disciplines.

61. Health professions professors and liberal arts professors are more alike than they are different.

62. Problems between liberal education faculty and professional education faculty are no different on this campus than on other similar university campuses.

63. Armstrong faculty members need to reflect more on fundamental aspects of higher education.

64. Armstrong faculty members need to converse more about fundamental aspects of higher education.

65. I feel respected by my faculty colleagues at Armstrong.

66. I want my faculty colleagues in COHP / COLA (whichever one is not your home College) to have higher respect for what I do.

67. I want my faculty colleagues in COHP / COLA (whichever one is not your home College) to have better understanding of what I do.

68. I have observed tension between liberal arts faculty and health professions faculty at Armstrong.

69. I have heard about but have not personally experienced tension between liberal arts faculty and health professions faculty at Armstrong.

70. Students at Armstrong are aware of tension between the professions and the liberal arts.

71. Students at Armstrong are negatively affected by tension between the professions and the liberal arts.

72. If you believe that tension exists between health professions and liberal arts
    faculty at Armstrong, please indicate which of the following factors contribute to
    this tension. If you do not believe tension exists, leave these questions blank.

    a. COHP faculty members perceive disrespect from some COLA faculty
        members

    b. COLA faculty members perceive disrespect from some COHP faculty
        members

    c. Faculty outside COHP assume that programs are still mostly technical

    d. Health professions programs have been sort of tacked onto what was a
        traditional liberal arts institution

    e. Higher education funding pressures

    f. Southerners don't place a high value on liberal education

    g. The emergence of online education

    h. The presence of long-term faculty members who have an outdated perception
        of health professions education

    i. Other:

APPENDIX F

STATISTICAL TABLES

Table 4: Results of Chi-square Test and Descriptive Statistics for Survey Item 5, Maintenance of Civilization, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	9 (20.5%)	18 (40.9%)
Agree	23 (52.3%)	18 (40.9%)
Don't Know	5 (11.4%)	3 (6.8%)
Disagree	6 (13.6%)	5 11.4%)
Strongly Disagree	1 (2.3%)	0 (0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.201$, df $= 4$, p $= 0.267$

Table 5: Results of Chi-square Test and Descriptive Statistics for Survey Item 6, Purpose is Preparing Citizens, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (36.4%)	20 (45.5%)
Agree	26 (59.1%)	18 (40.9%)
Don't Know	1 (2.3%)	1 (2.3%)
Disagree	0 (0.0%)	4 (9.1%)
Strongly Disagree	1 (2.3%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.899$, df $= 4$, p $= 0.207$

Table 6: Results of Chi-square Test and Descriptive Statistics for Survey Item 7, Purpose is Giving Students Tools, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	23 (53.5%)	30 (62.4%)
Agree	15 (34.9%)	11 (26.2%)
Don't Know	3 (7.0%)	1 (2.4%)
Disagree	2 (4.7%)	0 (0.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 4.529$, df = 3, p = .210

Table 7: Results of Chi-square Test and Descriptive Statistics for Survey Item 8, Purpose is Participation in Democracy, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	17 (39.5%)	29 (65.9%)
Agree	22 (51.2%)	14 (31.8%)
Don't Know	1 (2.3%)	0 (0.0%)
Disagree	3 (7.0%)	0 (0.0%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 9.898$, df = 4, p = .042*

Table 8: Results of Chi-square Test and Descriptive
Statistics for Survey Item 9, Higher Education About Retention, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	13 (30.2%)	13 (29.5%)
Agree	14 (33.6%)	20 (45.5%)
Don't Know	1 (2.3%)	1 (2.3%)
Disagree	12 (27.9%)	8 (18.2%)
Strongly Disagree	3 (7.0%)	2 (4.5%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 2.048$, df = 4, p = .727

Table 9: Results of Chi-square Test and Descriptive
Statistics for Survey Item 10, Assessment Doesn't Reflect Real Outcomes, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	15 (34.1%)	20 (45.5%)
Agree	23 (52.3%)	18 (40.9%)
Don't Know	2 (4.5%)	0 (0.0%)
Disagree	3 (6.8%)	6 (13.6%)
Strongly Disagree	1 (2.3%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.324$, df = 4, p = .256

Table 10: Results of Chi-square Test and Descriptive Statistics for Survey Item 11, Universities Not Economic Engines, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	9 (20.5%)	15 (34.1%)
Agree	14 (31.8%)	18 (40.9%)
Don't Know	6 (13.6%)	3 (6.8%)
Disagree	12 (27.3%)	7 (15.9%)
Strongly Disagree	3 (6.8%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.316$, df = 4, p = .256

Table 11: Results of Chi-square Test and Descriptive Statistics for Survey Item 12, Economics Subordinate Higher Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	13 (29.5%)	14 (31.8%)
Agree	19 (43.2%)	24 (54.5%)
Don't Know	7 (15.9%)	4 (9.1%)
Disagree	5 (11.4%)	2 (4.5%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 2.722$, df = 3, p = .436

Table 12: Results of Chi-square Test and Descriptive
Statistics for Survey Item 13, Liberal Education Provides Broader View, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (37.2%)	36 (81.8%)
Agree	25 (58.1%)	8 (18.2%)
Don't Know	1 (2.3%)	0 (0.0%)
Disagree	1 (2.3%)	0 (0.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 18.441$, df = 3, p = .000*

Table 13: Results of Chi-square Test and Descriptive
Statistics for Survey Item 14, Pursuing the Life of the Mind, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	11 (25.6%)	23 (52.9%)
Agree	20 (46.5%)	15 (34.1%)
Don't Know	6 (14.9%)	3 (6.8%)
Disagree	6 (14.0%)	3 (6.8%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 6.939$, df = 3, p = .074

Table 14: Results of Chi-square Test and Descriptive
Statistics for Survey Item 15, Intellectual World Instead of Laboring, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	11 (26.8%)	26 (59.1%)
Agree	17 (41.5%)	13 (29.5%)
Don't Know	2 (4.9%)	1 (2.3%)
Disagree	11 (26.8%)	4 (9.1%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 10.121$, df = 3, p = .018*

Table 15: Results of Chi-square Test and Descriptive
Statistics for Survey Item 16, Liberal Education Extremely Important, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	17 (39.5%)	38 (86.4%)
Agree	20 (46.5%)	6 (13.6%)
Don't Know	1 (2.3%)	0 (0.0%)
Disagree	4 (9.3%)	0 (0.0%)
Strongly Disagree	1 (2.3%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 21.548$, df = 4, p = .000*

Table 16: Results of Chi-square Test and Descriptive Statistics for Survey Item 17, Liberal Arts Essential for Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (38.1%)	28 (63.6%)
Agree	15 (35.7%)	13 (29.5%)
Don't Know	2 (4.8%)	0 (0.0%)
Disagree	7 (16.7%)	3 (6.8%)
Strongly Disagree	2 (4.8%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 8.974$, df = 4, p = .062

Table 17: Results of Chi-square Test and Descriptive Statistics for Survey Item 18, Liberal Education Expressed Through Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	21 (48.8%)	14 (31.8%)
Agree	18 (41.9%)	25 (56.8%)
Don't Know	1 (2.3%)	2 (4.5%)
Disagree	3 (7.0%)	3 (6.8%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 2.862$, df = 4, p = .413

Table 18: Results of Chi-square Test and Descriptive Statistics for Survey Item 19, Understand Liberal Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	8 (19.0%)	22 (50.0%)
Agree	28 (66.7%)	20 (45.5%)
Don't Know	6 (14.3%)	2 (4.5%)
Disagree	0 (0.0%)	0 (0.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 9.825$, df $= 2$, p $= .007*$

Table 19: Results of Chi-square Test and Descriptive Statistics for Survey Item 20, Freshmen Focused on Credential, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	18 (41.9%)	14 (31.8%)
Agree	14 (32.6%)	24 (54.5%)
Don't Know	8 (18.6%)	4 (4.5%)
Disagree	2 (4.6%)	2 (4.6%)
Strongly Disagree	1 (2.3%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.454$, df $= 4$, p $= .244$

Table 20: Results of Chi-square Test and Descriptive
Statistics for Survey Item 21, Core Just Something to Get Through, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	20 (46.5%)	19 (43.2%)
Agree	18 (41.9%)	19 (43.2%)
Don't Know	3 (7.0%)	4 (9.1%)
Disagree	2 (4.7%)	2 (4.5%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 0.184$, df = 3, p = .980

Table 21: Results of Chi-square Test and Descriptive
Statistics for Survey Item 22, Professional Students Treat Core Like Medicine, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (37.2%)	10 (23.3%)
Agree	19 (44.2%)	24 (55.8%)
Don't Know	4 (9.3%)	5 (11.6%)
Disagree	4 (9.3%)	4 (9.3%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 2.077$, df = 3, p = .557

Table 22: Results of Chi-square Test and Descriptive Statistics for Survey Item 23, Freshmen Need to Be Taught Core, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	18 (42.9%)	21 (48.8%)
Agree	20 (47.6%)	17 (39.5%)
Don't Know	1 (2.3%)	3 (7.0%)
Disagree	3 (7.1%)	1 (2.3%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 3.463$, df = 4, p = .484

Table 23: Results of Chi-square Test and Descriptive Statistics for Survey Item 24, Students Don't Get Enough Liberal Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	4 (9.3%)	10 (22.7%)
Agree	5 (11.6%)	19 (43.2%)
Don't Know	6 (14.0%)	4 (9.1%)
Disagree	22 (51.2%)	11 (25.0%)
Strongly Disagree	6 (14.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 20.796$, df = 4, p = .000*

Table 24: Results of Chi-square Test and Descriptive Statistics for Survey Item 25, Liberal Education Wouldn't Exist Without Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	10 (25.0%)	4 (9.5%)
Agree	5 (12.5%)	1 (2.4%)
Don't Know	10 (25.0%)	8 (19.0%)
Disagree	14 (35.0%)	14 (33.3%)
Strongly Disagree	1 (2.5%)	15 (35.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 17.672$, df = 4, p = .001*

Table 25: Results of Chi-square Test and Descriptive Statistics for Survey Item 26, Moving Away From Previous Commitment, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (7.1%)	11 (25.0%)
Agree	3 (7.1%)	22 (50.0%)
Don't Know	13 (31.0%)	7 (15.9%)
Disagree	19 (45.2%)	3 (6.8%)
Strongly Disagree	4 (9.5%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 34.220$, df = 4, p = .000*

Table 26: Results of Chi-square Test and Descriptive
Statistics for Survey Item 27, Professional Courses Not in Core, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	5 (11.6%)	13 (29.5%)
Agree	11 (25.6%)	13 (29.5%)
Don't Know	6 (14.0%)	5 (11.4%)
Disagree	12 (27.9%)	12 (27.3%)
Strongly Disagree	9 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 10.203$, df = 4, p = .037*

Table 27: Results of Chi-square Test and Descriptive
Statistics for Survey Item 28, Professional Influence on Core Curriculum, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	7 (16.3%)	12 (27.9%)
Agree	32 (74.4%)	24 (55.8%)
Don't Know	1 (2.3%)	3 (7.0%)
Disagree	2 (4.7%)	4 (9.3%)
Strongly Disagree	1 (2.3%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.125$, df = 4, p = .275

Table 28: Results of Chi-square Test and Descriptive Statistics for Survey item 29, Misunderstandings About Health Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	21 (50.0%)	1 (2.3%)
Agree	7 (16.7%)	10 (22.7%)
Don't Know	10 (23.8%)	22 (4.5%)
Disagree	4 (9.5%)	10 (22.7%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 26.751$, df = 4, p = .000*

Table 29: Results of Chi-square Test and Descriptive Statistics for Survey item 30, Health Professions Taking Resources, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.3%)	1 (2.3%)
Agree	2 (4.7%)	7 (16.3%)
Don't Know	4 (9.3%)	21 (48.8%)
Disagree	12 (27.9%)	11 (25.6%)
Strongly Disagree	24 (55.8%)	3 (7.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 30.715$, df = 4, p = .000*

Table 30: Results of Chi-square Test and Descriptive Statistics for Survey item 31, Liberal Arts Provides Better Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	4 (9.3%)	2 (4.7%)
Agree	1 (2.3%)	6 (14.0%)
Don't Know	3 (7.9%)	13 (30.2%)
Disagree	16 (37.2%)	20 (46.5%)
Strongly Disagree	19 (44.2%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 24.694$, df = 4, p = .000*

Table 31: Results of Chi-square Test and Descriptive Statistics for Survey item 32, Liberal Arts Need to Connect Better, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	9 (20.9%)	4 (9.5%)
Agree	15 (34.9%)	21 (50.0%)
Don't Know	12 (27.9%)	4 (9.5%)
Disagree	4 (9.3%)	9 (21.4%)
Strongly Disagree	3 (7.0%)	4 (9.5%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 8..978$, df = 4, p = .062

Table 32: Results of Chi-square Test and Descriptive Statistics for Survey item 33, Some Liberal Arts Departments Service, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	2 (4.7%)	3 (6.8%)
Agree	10 (23.3%)	6 (13.6%)
Don't Know	23 (53.5%)	15 (34.1%)
Disagree	6 (14.0%)	13 (29.5%)
Strongly Disagree	2 (4.7%)	7 (15.9%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 8.231$, df = 4, p = .083

Table 33: Results of Chi-square Test and Descriptive Statistics for Survey item 34, Facilities Reflect Relative Value, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	6 (14.0%)	16 (36.4%)
Agree	9 (20.9%)	12 (27.3%)
Don't Know	11 (25.6%)	7 (15.9%)
Disagree	8 (18.6%)	8 (18.2%)
Strongly Disagree	9 (20.9%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 12.253$, df = 4, p = .016*

Table 34: Results of Chi-square Test and Descriptive
Statistics for Survey item 35, Health Professions Training Too Specific, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.4%)	1 (2.3%)
Agree	4 (9.5%)	13 (30.2%)
Don't Know	1 (2.4%)	13 (34.9%)
Disagree	14 (33.3%)	12 (27.9%)
Strongly Disagree	22 (52.4%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 33.828$, df = 4, p = .000*

Table 35: Results of Chi-square Test and Descriptive
Statistics for Survey item 36, , Professional Education Not at University, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	2 (4.8%)	1 (2.3%)
Agree	0 (0.0%)	2 (4.7%)
Don't Know	8 (19.0%)	29 (67.4%)
Disagree	32 (76.2%)	11 (25.6%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 24.500$, df = 3, p = .000*

Table 36: Results of Chi-square Test and Descriptive Statistics for Survey item 37, Professional Education Means Job Training, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	2 (4.8%)	4 (9.3%)
Agree	4 (9.5%)	20 (46.5%)
Don't Know	0 (0.0%)	1 (2.3%)
Disagree	12 (28.6%)	15 (34.9%)
Strongly Disagree	24 (57.1%)	3 (7.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 28.992$, df = 4, p = .000*

Table 37: Results of Chi-square Test and Descriptive Statistics for Survey item 38, Professional Education Infused With Liberal Arts, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	22 (52.4%)	20 (46.5%)
Agree	17 (40.5%)	21 (48.8%)
Don't Know	2 (4.8%)	2 (4.7%)
Disagree	1 (2.3%)	0 (0.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 1.505$, df = 3, p = .681

Table 38: Results of Chi-square Test and Descriptive
Statistics for Survey item 39, Professional Education Not Separate, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	24 (57.1%)	12 (28.6%)
Agree	13 (31.0%)	23 (54.8%)
Don't Know	2 (4.8%)	6 (14.3%)
Disagree	3 (7.1%)	1 (2.4%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 9.778$, df = 3, p = .021*

Table 39: Results of Chi-square Test and Descriptive
Statistics for Survey Item 40, Understand Health Professions Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	34 (81.0%)	1 (2.3%)
Agree	5 (11.9%)	13 (30.2%)
Don't Know	2 (53.5%)	15 (34.9%)
Disagree	0 (0.0%)	10 (23.3%)
Strongly Disagree	1 (2.4%)	4 (9.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 56.407$, df = 4, p = .000*

Table 40: Results of Chi-square Test and Descriptive
Statistics for Survey Item 41, Health Professions Produce Technicians, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (7.1%)	0 (0.0%)
Agree	1 (2.4%)	10 (23.3%)
Don't Know	2 (4.8%)	17 (39.5%)
Disagree	8 (19.0%)	12 (27.9%)
Strongly Disagree	28 (66.7%)	4 (9.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 41.000$, df = 4, p = .000*

Table 41: Results of Chi-square Test and Descriptive
Statistics for Survey Item 42, Health Professions Faculty Not Academics, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.4%)	1 (2.3%)
Agree	0 (0.0%)	4 (9.3%)
Don't Know	2 (4.8%)	8 (18.6%)
Disagree	10 (23.8%)	24 (55.8%)
Strongly Disagree	29 (69.0%)	6 (14.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 28.471$, df = 4, p = .000*

Table 42: Results of Chi-square Test and Descriptive Statistics for Survey Item 43, Health Professions Faculty Preparation, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	29 (69.0%)	3 (7.0%)
Agree	9 (21.4%)	10 (23.3%)
Don't Know	2 (4.8%)	23 (53.5%)
Disagree	1 (2.4%)	6 (14.0%)
Strongly Disagree	1 (2.4%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 42.383$, df = 4, p = .000*

Table 43: Results of Chi-square Test and Descriptive Statistics for Survey Item 44, Liberal Education Thinks They Know Health Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	10 (23.8%)	3 (7.0%)
Agree	14 (33.3%)	7 (16.3%)
Don't Know	12 (28.6%)	6 (14.0%)
Disagree	3 (7.1%)	19 (44.2%)
Strongly Disagree	3 (7.1%)	8 (18.6%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 22.003$, df = 4, p = .000*

Table 44: Results of Chi-square Test and Descriptive
Statistics for Survey Item 45, Health Professions Faculty Work Hard to Integrate, by
College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	19 (45.2%)	0 (0.0%)
Agree	11 (26.2%)	8 (18.6%)
Don't Know	7 (16.7%)	30 (69.8%)
Disagree	5 (11.9%)	4 (9.3%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 34.875$, df = 4, p = .000*

Table 45: Results of Chi-square Test and Descriptive
Statistics for Survey Item 46, Health Professions Intellectual Standards High, by
College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	24 (57.1%)	5 (11.6%)
Agree	13 (31.0%)	8 (18.6%)
Don't Know	2 (4.8%)	25 (58.1%)
Disagree	3 (7.1%)	5 (11.6%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 33.724$, df = 3, p = .000*

Table 46: Results of Chi-square Test and Descriptive Statistics for Survey Item 47, Rigor of Professional Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	20 (47.6%)	2 (4.7%)
Agree	7 (16.7%)	12 (27.9%)
Don't Know	6 (14.3%)	19 (44.2%)
Disagree	5 (11.9%)	8 (18.6%)
Strongly Disagree	4 (4.7%)	2 (7.1%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 24.154$, df = 4, p = .000*

Table 47: Results of Chi-square Test and Descriptive Statistics for Survey Item 48, Health Professions Drives The Bus, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	2 (4.8%)	1 (2.3%)
Agree	1 (2.4%)	11 (25.6%)
Don't Know	9 (21.4%)	17 (39.5%)
Disagree	12 (28.6%)	12 (27.9%)
Strongly Disagree	18 (42.9%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 23.920$, df = 4, p = .000*

Table 48: Results of Chi-square Test and Descriptive Statistics for Survey Item 49, Financial Decisions Protect Health Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	0 (0.0%)	1 (2.3%)
Agree	2 (4.8%)	15 (34.9%)
Don't Know	11 (26.2%)	22 (51.2%)
Disagree	9 (21.4%)	4 (9.3%)
Strongly Disagree	20 (47.6%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 33.714$, df = 4, p = .000*

Table 49: Results of Chi-square Test and Descriptive Statistics for Survey Item 50, Resent Salary Differential, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (7.1%)	8 (19.0%)
Agree	7 (16.7%)	12 (28.6%)
Don't Know	18 (42.9%)	14 (33.3%)
Disagree	5 (11.9%)	7 (16.7%)
Strongly Disagree	9 (21.4%)	1 (2.4%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 10.822$, df = 4, p = .029*

Table 50: Results of Chi-square Test and Descriptive
Statistics for Survey Item 51, Day-to-day Responsibilities Differ, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	18 (42.9%)	4 (9.5%)
Agree	8 (19.0%)	12 (28.6%)
Don't Know	11 (26.2%)	23 (54.8%)
Disagree	4 (9.5%)	3 (7.1%)
Strongly Disagree	1 (4.7%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 15.087$, df = 4, p = .005*

Table 54: Results of Chi-square Test and Descriptive
Statistics for Survey Item 52, More Than Technical Skills, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	37 (88.1%)	6 (14.0%)
Agree	4 (9.5%)	24 (55.8%)
Don't Know	0 (0.0%)	11 (25.6%)
Disagree	0 (0.0%)	2 (4.7%)
Strongly Disagree	1 (2.4%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 50.630$, df = 4, p = .000*

Table 55: Results of Chi-square Test and Descriptive
Statistics for Survey Item 53, Health Professions Has Evolved, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	28 (66.7%)	3 (7.1%)
Agree	9 (21.4%)	13 (31.0%)
Don't Know	5 (11.9%)	25 (59.5%)
Disagree	0 (0.0%)	1 (2.4%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 35.222$, df = 3, p = .000*

Table 56: Results of Chi-square Test and Descriptive
Statistics for Survey Item 54, Professional Programs Take Disproportionate Amount of Budget, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.4%)	2 (4.7%)
Agree	3 (7.3%)	12 (27.9%)
Don't Know	13 (31.7%)	25 (58.1%)
Disagree	13 (31.7%)	4 (9.3%)
Strongly Disagree	11 (26.8%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 25.254$, df = 4, p = .000*

Table 57: Results of Chi-square Test and Descriptive Statistics for Survey Item 55, Other Faculty Qualified to Assess, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (7.1%)	1 (2.3%)
Agree	10 (23.8%)	9 (20.9%)
Don't Know	5 (11.9%)	16 (37.2%)
Disagree	11 (26.2%)	15 (34.9%)
Strongly Disagree	13 (31.0%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 15.487$, df = 4, p = .004*

Table 58: Results of Chi-square Test and Descriptive Statistics for Survey Item 56, Health Professions Important Part, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	40 (95.2%)	16 (37.2%)
Agree	2 (4.8%)	23 (53.5%)
Don't Know	0 (0.0%)	3 (7.0%)
Disagree	0 (0.0%)	1 (2.3%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 31.918$, df = 3, p = .000*

*Table 59: Results of Chi-square Test and Descriptive
Statistics for Survey Item 57, Health Professions Contribute to Climate, by College*

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	36 (85.7%)	13 (30.2%)
Agree	4 (9,5%)	20 (46.5%)
Don't Know	1 (2.4%)	6 (14.0%)
Disagree	1 (2.4%)	4 (9.3%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 28.826$, df = 3, p = .000*

*Table 60: Results of Chi-square Test and Descriptive
Statistics for Survey Item 58, Liberal and Professional Education Important by
College*

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	19 (45.2%)	5 (11.6%)
Agree	18 (42.9%)	22 (51.2%)
Don't Know	1 (2.4%)	2 (4.7%)
Disagree	4 (9.5%)	13 (30.2%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 14.655$, df = 3, p = .005*

Table 61: Results of Chi-square Test and Descriptive Statistics for Survey Item 59, Increasing Respect for Liberal Arts, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	8 (19.5%)	1 (2.3%)
Agree	13 (31.7%)	7 (16.3%)
Don't Know	15 (36.6%)	21 (48.8%)
Disagree	4 (9.8%)	9 (20.9%)
Strongly Disagree	1 (2.4%)	5 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 12.794$, df = 4, p = .012*

Table 62: Results of Chi-square Test and Descriptive Statistics for Survey Item 60, Closing Health Profession Departments, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (38.1%)	0 (0.0%)
Agree	13 (31.0%)	7 (16.7%)
Don't Know	9 (21.4%)	16 (38.1%)
Disagree	2 (4.8%)	18 (42.9%)
Strongly Disagree	2 (4.8%)	1 (2.4%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 32.893$, df = 4, p = .000*

Table 63: Results of Chi-square Test and Descriptive
Statistics for Survey Item 61, False Battle, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	14 (34.1%)	14 (32.6%)
Agree	7 (17.1%)	19 (44.2%)
Don't Know	10 (24.4%)	5 (11.6%)
Disagree	6 (14.6%)	5 (11.6%)
Strongly Disagree	4 (9.8%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 11.255$, df = 4, p = .024*

Table 64: Results of Chi-square Test and Descriptive
Statistics for Survey Item 62, Thorough Understanding of Core, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	11 (28.2%)	14 (33.3%)
Agree	16 (38.1%)	22 (52.4%)
Don't Know	5 (11.9%)	7 (4.8%)
Disagree	8 (19.0%)	4 (9.5%)
Strongly Disagree	2 (4.8%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 5.926$, df = 4, p = .205

Table 65: Results of Chi-square Test and Descriptive Statistics for Survey Item 63, Have Recently Collaborated, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	2 (4.9%)	1 (2.3%)
Agree	8 (19.5%)	9 (20.9%)
Don't Know	3 (7.3%)	2 (4.7%)
Disagree	20 (48.8%)	21 (48.8%)
Strongly Disagree	8 (19.5%)	10 (23.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = .792$, df $= 4$, p $= .940$

Table 66: Results of Chi-square Test and Descriptive Statistics for Survey Item 64, Resent First Doctorate, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.4%)	3 (7.0%)
Agree	2 (4.8%)	4 (46.5%)
Don't Know	1 (2.4%)	3 (7.0%)
Disagree	16 (38.1%)	18 (41.9%)
Strongly Disagree	22 (52.4%)	15 (34.9%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 4.097$, df $= 4$, p $= .393$

Table 67: Results of Chi-square Test and Descriptive Statistics for Survey Item 65, More Alike Than Different, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	8 (19.0%)	7 (16.7%)
Agree	17 (40.5%)	14 (33.3%)
Don't Know	11 (26.2%)	11 (26.2%)
Disagree	5 (11.9%)	10 (23.8%)
Strongly Disagree	1 (2.4%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 3.024$, df = 4, p = .554

Table 68: Results of Chi-square Test and Descriptive Statistics for Survey Item 66, Problems Are No Different, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	7 (16.7%)	4 (9.3%)
Agree	17 (40.5%)	14 (32.6%)
Don't Know	17 (40.5%)	24 (55.8%)
Disagree	0 (0.0%)	1 (2.3%)
Strongly Disagree	1 (2.4%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 4.292$, df = 4, p = .368

Table 69: Results of Chi-square Test and Descriptive Statistics for Survey Item 67, Faculty Need to Reflect, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	11 (26.2%)	13 (30.2%)
Agree	11 (26.2%)	17 (39.5%)
Don't Know	14 (33.3%)	5 (11.6%)
Disagree	5 (11.9%)	8 (18.6%)
Strongly Disagree	1 (2.4%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 7.397$, df = 4, p = .116

Table 70: Results of Chi-square Test and Descriptive Statistics for Survey Item 68, Faculty Need To Converse, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	314 (33.3%)	17 (39.5%)
Agree	16 (38.1%)	18 (41.9%)
Don't Know	8 (19.0%)	2 (4.7%)
Disagree	4 (9.5%)	6 (14.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 28.8264.397$ df = 4, p = .222

Table 71: Results of Chi-square Test and Descriptive Statistics for Survey Item 69, I Feel Respected By Colleagues, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	5 (11.9%)	4 (9.3%)
Agree	16 (38.1)	20 (46.5%)
Don't Know	6 (14.3%)	14 (32.6%)
Disagree	8 (19.0%)	3 (7.0%)
Strongly Disagree	7 (16.7%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 8.796$, df = 4, p = .066

Table 72: Results of Chi-square Test and Descriptive Statistics for Survey Item 70, Want More Respect, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	15 (35.7%)	6 (14.3%)
Agree	19 (45.3%)	18 (42.9%)
Don't Know	6 (14.3%)	9 (21.4%)
Disagree	2 (4.8%)	8 (19.0%)
Strongly Disagree	0 (0.0%)	1 (2.4%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 9.084$, df = 4, p = .059

Table 73: Results of Chi-square Test and Descriptive Statistics for Survey Item 71, Want Better Understanding, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	16 (42.9%)	7 (16.3%)
Agree	21 (50.0%)	6 (60.5%)
Don't Know	2 (4.8%)	4 (9.3%)
Disagree	1 (2.4%)	5 (9.3%)
Strongly Disagree	0 (0.0%)	1 (2.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 9.695$, df $= 4$, p $= .046$*

Table 74: Results of Chi-square Test and Descriptive Statistics for Survey Item 72, Have Observed Tension, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	13 (31.7%)	3 (7.0%)
Agree	7 (17.1%)	6 (18.6%)
Don't Know	10 (24.4%)	21 (48.8%)
Disagree	2 (4.9%)	5 (11.6%)
Strongly Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 13.362$, df $= 3$, p $= .010$*

Table 75: Results of Chi-square Test and Descriptive Statistics for Survey Item 73, Heard About Tension, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	7 (17.1%)	1 (2.3%)
Agree	20 (48.8%)	16 (37.2%)
Don't Know	6 (14.6%)	4 (9.3%)
Disagree	5 (12.2%)	17 (39.5%)
Strongly Disagree	3 (7.3%)	5 (11.6%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 12.349$, df $= 4$, p $= .015$*

Table 76: Results of Chi-square Test and Descriptive Statistics for Survey Item 74, Students Aware of Tension, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	1 (2.6%)	1 (2.3%)
Agree	3 (7.7%)	4 (9.3%)
Don't Know	28 (71.8%)	22 (51.2%)
Disagree	3 (7.7%)	14 (32.6%)
Strongly Disagree	4 (10.3%)	2 (4.7%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 8.472$, df $= 4$, p $= .076$

Table 77: Results of Chi-square Test and Descriptive Statistics for Survey Item 75, Students Negatively Affected, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (7.1%)	2 (4.7%)
Agree	5 (11.9%)	8 (18.6%)
Don't Know	25 (59.5%)	23 (53.5%)
Disagree	5 (11.9%)	7 (16.3%)
Strongly Disagree	4 (9.5%)	3 (7.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 1.440$, df = 3, p = .837

Table 78: Results of Chi-square Test and Descriptive Statistics for Survey Item 76a, Factors Contributing to Tension: Disrespect From Liberal Arts, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	25 (83.3%)	5 (23.8%)
Don't Know	4 (13.3%)	15 (71.4%)
Disagree	1 (3.3%)	1 (4.8%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 18.696$, df = 2, p = .000*

Table 79: Results of Chi-square Test and Descriptive Statistics for Survey Item 76b, Factors Contributing to Tension: Disrespect From Health Professions, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	11 (37.9%)	9 (40.9%)
Don't Know	14 (48.3%)	12 (54.5%)
Disagree	4 (13.8%)	1 (4.5%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 1.216$, df $= 2$, p $= .544$

Table 80: Results of Chi-square Test and Descriptive Statistics for Survey Item 76c, Factors Contributing to Tension: Assume Technical

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	25 (83.3%)	8 (36.4%)
Don't Know	5 (16.7%)	14 (63.6%)
Disagree	0 (0.0%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 12.076$, df $= 2$, p $= .001$*

Table 81: Results of Chi-square Test and Descriptive
Statistics for Survey Item 76d, Factors Contributing to Tension: Health Professions
Tacked On, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	12 (41.4%)	11 (50.0%)
Don't Know	5 (17.2%)	10 (45.5%)
Disagree	12 (41.4%)	1 (4.5%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 10.250$, df = 2, p = .006*

Table 82: Results of Chi-square Test and Descriptive
Statistics for Survey Item 76e, Factors Contributing to Tension: Funding Pressures,
by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	19 (65.5%)	14 (60.9%)
Don't Know	9 (31.0%)	9 (39.1%)
Disagree	1 (3.4%)	0 (0.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 1.080$, df = 2, p = .583

Table 83: Results of Chi-square Test and Descriptive Statistics for Survey Item 76f, Factors Contributing to Tension: Southerners, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	3 (10.3%)	7 (31.8%)
Don't Know	9 (31.0%)	9 (40.9%)
Disagree	17 (58.6%)	6 (27.3%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 6.013$, df = 2, p = .049*

Table 84: Results of Chi-square Test and Descriptive Statistics for Survey Item76g, Factors Contributing to Tension: Online Education, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	18 (60.0%)	9 (40.9%)
Don't Know	10 (33.3%)	11 (50.0%)
Disagree	2 (6.7%)	2 (9.1%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 6.013$, df = 2, p = .049*

Table 85: Results of Chi-square Test and Descriptive Statistics for Survey Item 76h, Factors Contributing to Tension: Long-term Faculty, by College

Survey Response	College	
	Health Professions	Liberal Arts
Strongly Agree	19 (65.5%)	4 (19.0%)
Don't Know	7 (24.1%)	13 (61.9%)
Disagree	3 (10.3%)	4 (19.0%)

Note. Numbers in parentheses indicate column percentages.
$\chi^2 = 10.720$, df = 2, p = .005*