



Liberal Education at Harvard and Beyond

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Outline for today

Three framing questions

(Answers for Harvard University)

What Harvard curriculum looks like right now

Challenges & Opportunities for US higher ed

Time for questions



Exercise

1. What kind of school did you attend?
2. What did you specialize in?
3. How is your current job related to your undergraduate speciality?
4. Would you do it the same way again?



Three Questions

- What kind of institutional system is this?
 - What is the structure? What is unique about higher education in Denmark? What's its mission and its history?
- Who are the constituents?
 - Who are your students, your faculty, other stakeholders? What's best for THIS student population, this nation, and THIS faculty (or faculties)?
- Why are you doing this?
 - What do you want your graduates to look like and why?



A Harvard Education

What kind of institution is Harvard?

Harvard is a liberal arts and sciences college, steeped in tradition and situated in a research university



A Harvard Education

Who are Harvard's constituents?

- Undergraduate Students
- Faculty
- Grad Students
- Alumni/Donors
- Popular Perception



A Harvard Education

Why are we doing this? Who do we want our graduates to be?

- Economic answers
- Civic answers



Clarifying Terminology

Liberal Education:

(AACU LEAP initiative: www.aacu.org/leap)

An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It **emphasizes broad knowledge of the wider world** (e.g., science, culture and society) **as well as in-depth achievement in a specific field of interest**. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.



Why A Liberal Education?

•Employers are Raising the Bar and Endorse Liberal Education Outcomes

- 95% of employers put a priority on “hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.”
- 93% of employers agree that “candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- 93% of employers say they are “asking employees to take on more responsibilities and to use a broader set of skills than in the past.”
- 91% of employers say that “the challenges their employees face are more complex today than they were in the past.”

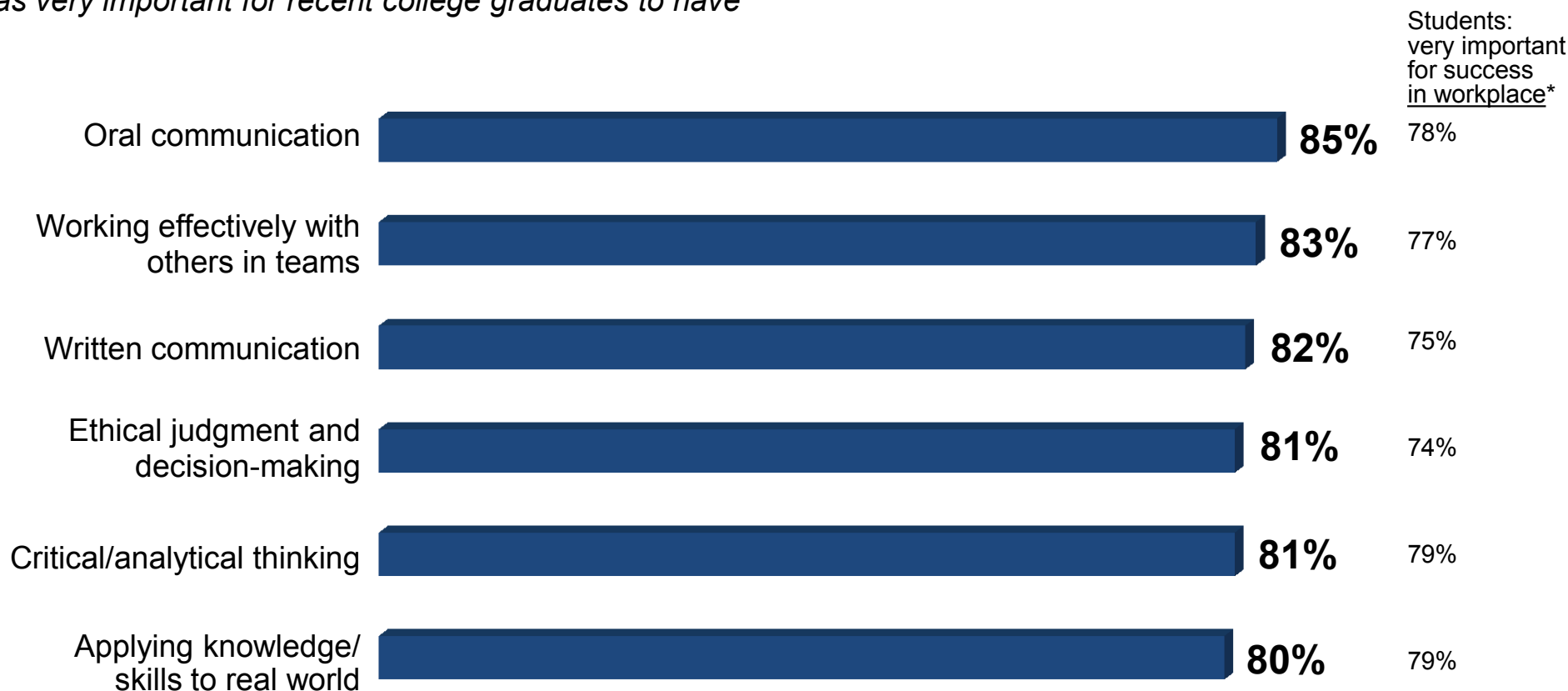
US Economy Defined by Greater Workplace Challenges and Dynamism

- Every year, more than 1/3 of the entire US labor force changes jobs.
- Today's students may have between 10-14 jobs by the time they are 38.
- 50% of workers have been with their company less than 5 years.
- Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.

Source: U.S. Bureau of Labor Statistics

Learning Outcomes that at Least Four in Five Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

Employers are in broad agreement on college learning outcomes for all students, regardless of their chosen field of study¹²

Employers' agreement with statements about college learning aims regardless of student's chosen field of study

■ Strongly agree ■ Somewhat agree

All college students should have educational experiences that teach them how to **solve problems with people whose views are different from their own**

Students/
total agree



All college students should gain an **understanding of democratic institutions and values**



Every college student should take courses that build the **civic knowledge, skills, and judgment** essential for contributing to our democratic society



Every college student should acquire broad **knowledge in the liberal arts and sciences**



All college students should gain **intercultural skills** and an understanding of societies and countries outside the United States





<https://www.aacu.org/leap>



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Harvard University

- Founded in 1636

Oldest institution of higher education in the US

- Richest institution of higher education in the US
endowment worth US\$35.7B as of July 2016

- 12 Schools plus 1 research institution

- Only one school with undergraduates

Faculty of Arts & Sciences/Engineering

6700 undergraduates (3500 graduates)

Approx 50 undergraduate specialites

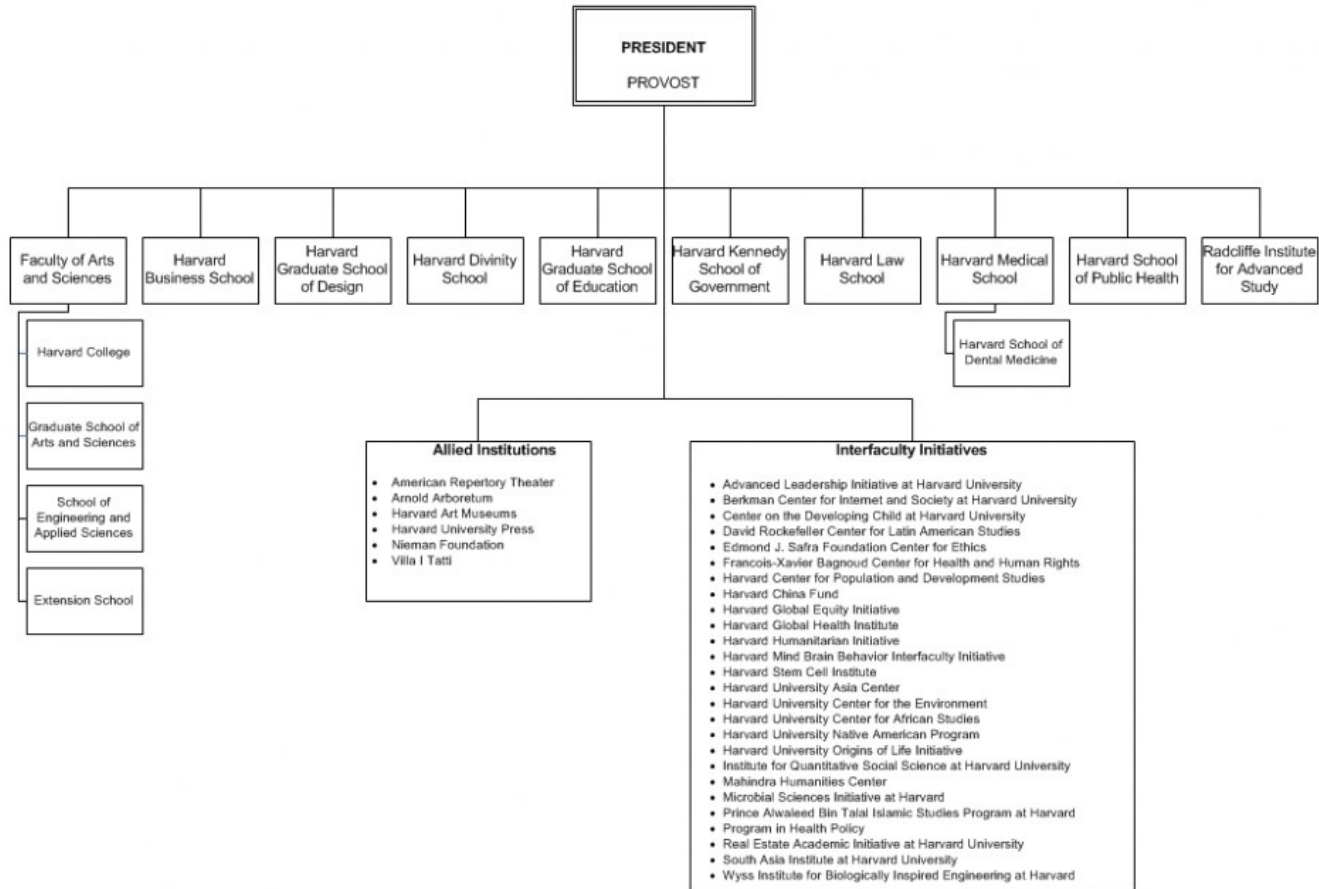
- Private; approx. US\$43,000 tuition; \$63,000 tuition, room & board
- Financial aid: 55% some; 20% all; 42% don't ask



Harvard University



Harvard University Faculties and Allied Institutions (as of 11/3/2015)





Specialties by Division

Arts & Humanities

- Classics
- Comparative Literature
- East Asian Studies
- English
- Folklore and Mythology
- Germanic Languages and Literatures
- History and Literature
- History of Art and Architecture
- Linguistics
- Music
- Near Eastern Languages and Civilizations
- Philosophy
- Religion, Comparative Study of
- Romance Languages and Literatures
- Slavic Languages and Literatures
- South Asian Studies
- Theater, Dance, and Media
- Visual and Environmental Studies

Social Sciences

- African and African American Studies
- Anthropology
- Economics
- Environmental Science and Public Policy
- Government
- History
- History and Science
- Psychology
- Social Studies
- Sociology
- Women, Gender, and Sexuality
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Specialties by Division

Natural Sciences

- Astrophysics
- Chemical and Physical Biology
- Chemistry
- Chemistry and Physics
- Earth and Planetary Sciences
- Human Developmental and Regenerative Biology
- Human Evolutionary Biology
- Integrative Biology
- Mathematics
- Molecular and Cellular Biology
- Neurobiology
- Physics
- Statistics

Engineering

- Applied Mathematics
- Biomedical Engineering
- Computer Science
- Electrical Engineering
- Engineering Sciences
- Mechanical Engineering

Special Concentrations



Specialization trends

Primary Concentrators by Division

For the third year in a row, STEM concentrators comprise the largest fraction of Harvard undergraduates (Table 1). The increase in STEM concentrators is being driven by a substantial increase in engineering students (Tables 2-4).

Figure 1. % Primary Concentrators by Division

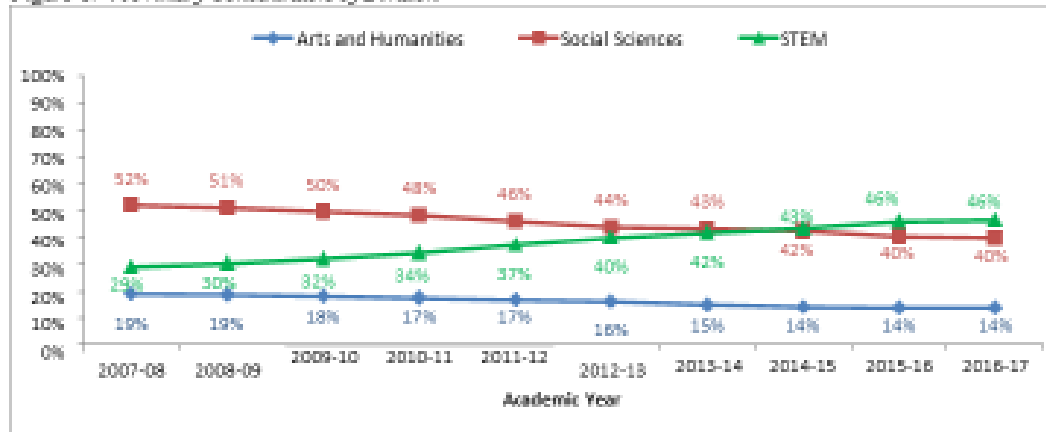


Figure 2. Concentrators in LS

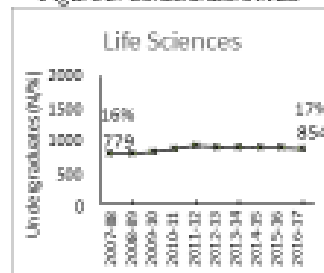


Figure 3. Concentrators in PS

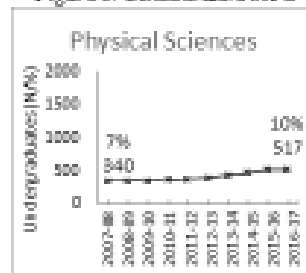
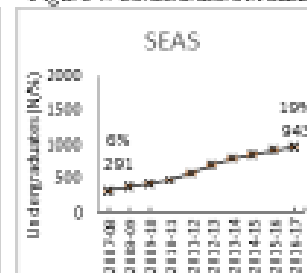


Figure 4. Concentrators in SEAS





General Education at Harvard

- General Education for a Free Society
 - 1946-1980
- The Core Curriculum
 - Ways of Knowing, 1980-2009
- Program in General Education
 - Connecting the classroom to life outside
 - 2009-2019; 2019-



Mission of Harvard College

The mission of Harvard College is to educate the citizens and citizen leaders of our country through the transformative power of a liberal arts & sciences education. We do this through the combination of: intellectual transformation that takes place in the classroom; a social transformation that happens in the residential houses, and the individual, personal transformation that happens through the developmental stages of a 4 year residential college experience



Curriculum – 32 courses

Breadth (9-12)

- General Education & Distribution
- Expository Writing
- Language Requirement

Depth (9-17)

- Concentration (Specialization)

Electives (3-14)

Secondary Field (minor), Study Abroad, Foreign Language Citation, Advanced Work in Field, Exploration



Curriculum – 32 courses

Depth (9-17)

- Concentration
(Specialization)



Specialities at Harvard

- [African and African American Studies](#)
- [Anthropology](#)
- [Applied Mathematics](#)
- [Astrophysics](#)
- [Biomedical Engineering](#)
- [Chemical and Physical Biology](#)
- [Chemistry](#)
- [Chemistry and Physics](#)
- [Classics](#)
- [Comparative Literature](#)
- [Computer Science](#)
- [Earth and Planetary Sciences](#)
- [East Asian Studies](#)
- [Economics](#)
- [Electrical Engineering](#)
- [Engineering Sciences](#)
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- [Mathematics](#)
- [Mechanical Engineering](#)
- [Molecular and Cellular Biology](#)
- [Music](#)
- [Near Eastern Languages and Civilizations](#)
- [Neurobiology](#)
- [Philosophy](#)
- [Physics](#)
- [Psychology](#)
- [Religion, Comparative Study of](#)
- [Romance Languages and Literatures](#)
- [Slavic Languages and Literatures](#)
- [Social Studies](#)
- [Sociology](#)
- [South Asian Studies](#)
- [Special Concentrations](#)
- [Statistics](#)
- [Theater, Dance, and Media](#)
- [Visual and Environmental Studies](#)
- [Women, Gender, and Sexuality, Studies of](#)



Curriculum – 32 courses

Breadth (9-12)

- General Education & Distribution
- Expository Writing
- Language Requirement



General Education

General Education

Four Perspectives

- Aesthetics and Culture
- Histories, Societies, Individuals
- Science and Technology in Society
- Ethics and Civics

Distribution

One course in each of the main divisions

- Arts & Humanities
- Social Sciences
- Natural Sciences & Engineering
- Quantitative Facility



Curriculum – 32 courses



Electives (3-14)

Secondary Field (minor), Study Abroad, Foreign Language
Citation, Advanced Work in Field, Exploration



A Harvard Education

Higher Education in the US:
Challenges & Opportunities



Three Questions

- What kind of institutional system do you have, and how has it changed over time?
- Who are your constituents, and how have they changed over time?
- What is your educational mission, and how has it changed over time?



Closing Exercise

1. What do you want for your students 10 years from now? What qualities do you want them to have as members of civic society?
2. What do you wish your institution could offer them now that would help them to be engaged members of their communities in the future?
3. What is in the way of creating these kinds of opportunities for your students?