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INTEGRATING KNOWLEDGE AND ACTION

A Study of Leadership in the Development of Master's Degree Programs in Liberal Studies

by

Janet L. Littrell

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of San Diego

April, 1996

Dissertation Committee

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ABSTRACT

INTEGRATING KNOWLEDGE AND ACTION: A STUDY OF LEADERSHIP IN THE DEVELOPMENT OF MASTER'S DEGREE PROGRAMS IN LIBERAL STUDIES. Janet L. Littrell, Ed.D., University of San Diego, 1996. Director: Robert Infantino, Ed.D.

Master's degree programs in liberal studies (MALS programs) have proliferated in the United States over the past twenty years. Studying the leadership relationships that faculty and administration form during the MALS program development process provides insight into how non-traditional graduate programs may be developed in the future.

The purposes of the study were to investigate the development of MALS programs, and to examine the leaders and followers who successfully advanced the MALS program development agenda. The specific objectives of the study were (1) to examine the theoretical bases and curricular frameworks of MALS programs; (2) to explore how individuals and groups practiced leadership, implemented change, and successfully developed MALS programs; and (3) to examine the leaders and followers who developed MALS programs. Eight MALS programs were examined against the theoretical framework of Foster's critical leadership, which states that leadership relationships must be characterized by demystification (penetration) of structure, be politically and critically educative, and be attentive to the symbolic and communicative power of language. According to Foster, if these three elements are seen, the praxis of leadership is present. A multiple case study design was used. Eight MALS programs—which varied by geographic region, institution type, and program type—were selected for the study.

MALS program directors described their programs as being inquiry-based, designed to bring new cultural and ethnic voices into the intellectual

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conversation, and intended to offer adult students a broad-based alternative to a career-oriented master's degree. All programs are interdisciplinary on a program level, but not necessarily on a course level. The number of electives determines the interdisciplinary type of a MALS program. In assessing an applicant's suitability for MALS program admission, directors relied much more heavily on personal interviews and application essays than on standardized test scores and undergraduate grade point averages.

The factor most closely identified with successful MALS program development was the presence of an academic champion who also has direct administrative responsibility for the development and operation of the MALS program. Contra-indications to successful MALS program development included having an administrative champion but no academic champion, or experiencing the sudden loss of an administrative and/or academic champion. All three of Foster's essential elements in critical leadership were seen in the development of six MALS programs in the study. There was insufficient information to make a judgment about leadership in the development of the other two programs.

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PREFACE AND ACKNOWLEDGMENTS

At the risk of appearing unscholarly, I must confess that I have probably thought about this section more than any other. So many people have helped to mold this dissertation project—yes, it is very like a lump of clay—and I feel quite indebted. Isn't it ironic that such debts so enrich our lives.

Prior to beginning this research, I had never heard of a master's degree program in liberal studies. The topic was suggested to me by Liz O'Connell over a very ordinary lunch. Within days, I knew I had a wonderful topic on my hands. At my proposal defense, my dissertation chair said, "You have more here than you know." How right he was.

My original intent was to develop a nice, neat framework for the development of non-traditional graduate programs—something manageable. I ended up engaging in interdisciplinary inquiry, which quickly took on a life of its own. Each person I interviewed spoke about "going where the problem takes you." In the course of this research, the problem took me to all sorts of interesting cracks and crevices between the disciplines where, of course, the most interesting findings were lodged. In that sense, I became one of my own subjects.

I was fortunate to conduct a dissertation research project that sustained my interest, even to the bitter end. This is, unhappily, too rare among doctoral students. The entire project has been distinguished by excellent advisement and lots of support. The journey itself has, indeed, been the reward. Working at the School of Education certainly helped. At least a dozen times a day, someone would ask me, "How is the dissertation going?" On days that I was still able to form sentences, I would provide a cheerful

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update. On other days, I would give them "that look" and the question would be withdrawn until another day. I would like to say "thank you" to everybody who cared enough to ask—especially Theresa, Rosie and Bob.

I would also like to thank the following people:

The subjects. The MALS program directors in the study were—without a single exception—accommodating, welcoming and tremendously hospitable. In many cases, they went way out of their way to help me in the conduct of this study. They did so much more than just answer the questions. The elegance of their remarks (in chapters four and five) speaks for itself. I cannot think of a better group of people from whom to learn about leadership. For the richness you provided for this study, I thank you.

AGLSP. The Board of Directors of the Association of Graduate Liberal Studies Programs (AGLSP)—especially the past president, Dr. Charles Strain of DePaul University, and the current president, Dr. Diane Sasson of Duke University—have been enormously helpful in guiding this research. I shudder to think that I may have attempted this research without their guidance. During the summer of 1995, the AGLSP allowed me to participate in a three-week MALS faculty development institute at DePaul University. I learned so much from the MALS faculty at the workshop. I also had more fun than anybody should have while working. Thank you so much—Charles, Diane and Howard—for all of your help.

The members of the committee. To Dr. Robert Infantino—who has cheerfully put up with my obsessive tendencies and "leadership by body block"—thank you for being a wonderful, caring chair who always made me feel absolutely on course. To Dr. Elizabeth O'Connell, thank you for professional mentoring, personal friendship, and countless admonitions to "hang in there." I wish you smooth sailing. And, to Dr. William Piland—who

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had the nerve to give me a B on a paper in 1988—unleashing an intellectual chimera in me that breathes fire to the present day—thank you for strengthening this final product in so many ways.

School of Education colleagues. To Dr. Edward DeRoche, Dean of the School of Education, thank you for reading drafts, for giving me a second chance at USD, and for being an every-day reminder of one simple truth—leadership has everything to do with one's inherent goodness and integrity. And, to Dr. Mary Abascal Hildebrand, thank you for your invaluable help—at the very last minute—on the language section, which just wasn't coming together. It all came together after I talked to you.

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Lastly and most profoundly, I want to express loving gratitude to my husband, Tom, and three children—John, Melissa and Jason. Thank you for the sacrifices you have made for the sake of this intellectual indulgence and for sharing my pain, which was so often exaggerated. Compared to the happiness and great adventure of being your wife and mother, all the scholarship in the world is quite insignificant.

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CHAPTER ONE

INTRODUCTION AND THEORETICAL BASIS OF STUDY

Most master's degree programs are designed to provide students with the advanced education and training they will need to function as specialists in specific career or professional areas. Graduate programs in education prepare teachers, administrators and counselors; master's-level business programs train individuals to become business and financial managers; and graduate training in nursing allows nurses to become more specialized as nurse-practitioners, case managers, administrators and nursing school faculty.

Because a vocational and specialization-related perspective on post-baccalaureate education is widely held, it is somewhat surprising to discover that the number of graduate programs in liberal studies—whose intent is specifically non-professional—has increased nearly 50% since 1985 (Peterson Guide, 1985; 1994). This increasing number of graduate programs in liberal studies may be indicative of a growing need among non-traditional, adult students for an alternative type of graduate program. The trend also suggests that there is a segment of the adult student population that is not served by traditional graduate programs emphasizing specific career training. Finally, since graduate programs in liberal studies are fundamentally different from other graduate programs that emphasize professional specialization, their increasing numbers introduces the

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possibility that interesting, new leadership relationships may be uncovered if individuals involved in the development of non-traditional graduate programs are studied.

Purpose of the Study

The purpose of this study was to investigate the development of master's degree programs in liberal studies (MALS programs), and to examine the leaders and followers who advanced the program development agenda to a successful outcome. The increasing number of master's degree programs in liberal studies attests to the importance of understanding non-traditional, interdisciplinary graduate program development, and also provides the opportunity to learn how the relationship involving leaders and followers emerges and persists during the program development process.

Study Objectives

The objectives of the study are (1) to examine the theoretical bases and curricular frameworks of master's degree programs in liberal studies, (2) to explore how individuals and groups practiced leadership, implemented change and successfully developed master's programs in liberal studies, and (3) to apply Foster's critical leadership theory to the development of MALS programs (1986b).

Importance of the Study

Research in the area of master's programs in liberal studies is limited. Since nearly half the programs are less than 10 years old, the research base is small. Because MALS programs are interdisciplinary, non-traditional, and not designed to train students to participate in a specific professional

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practice, they call into question the prevailing mandate of graduate education—that its purpose be to prepare students for professional specialization. This research will add to the knowledge base of graduate education and be useful to deans and administrators, program directors and faculty members in the following ways: (1) It will help them understand the theoretical and curricular bases of master's degree programs in liberal studies. (2) It will illuminate the program development process for those contemplating the development or improvement of master's degree programs in liberal studies. (3) It will shed light upon how leadership relationships are formed, and how the leadership process unfolds during the MALS Program development process.

Theoretical Basis of the Study

Liberal Arts and Sciences

As a way of organizing knowledge and its acquisition, the liberal arts can be traced back to the time when the Greeks developed and began to convey to their children a creation myth, followed by a cosmology, then a genealogy of the gods, and, ultimately, a rational concept of nature and the universe (Griswold, 1957). In the fifth century B.C., the growth of democracy provided the foundation for the interest in and need for dialectic, logic and rhetoric. At the same time, burgeoning development of the oral tradition led to the development of a linguistic and syntactical framework for the language, or grammar. Ultimately, rhetoric, logic (or dialectic) and grammar formed the *trivium*, or the verbal arts. Somewhat later, the Pythagorean theorem, based on the idea that nature could be understood in terms of numbers, created the need for new knowledge categories based on mathematical relationships and harmonies—geometry, astronomy and music.

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The four disciplines of arithmetic, geometry, astronomy and music made up the 4th century B.C. *quadrivium*, or mathematical arts. Together, the *trivium* and the *quadrivium* became the *septem artes liberales*, or the seven liberal arts (Wagner, 1983).

Categorizing knowledge into the liberal arts was useful in the development of the Greek philosophies of intellectual and spiritual capacity, seen in the writing of Plato and Aristotle. The concept of the liberal arts as categories of knowledge, combined with the democratic ideal that citizens should have opportunities and responsibilities within a free society, has persisted to the present day (Griswold, 1957).

In the United States in the 17th and 18th centuries, Greek culture and Roman law were adopted as the philosophies of choice for those who sought alternatives to the political and cultural elitism of the Old World. A new society, based on private property ownership and a universal legal system, had its roots in the classical Athenian ideas of citizenry and the public sphere, where free and equal individuals engaged in rational debate concerning public and governmental issues (Oestereicher, 1991). Such participation in the public sphere, however, was only possible if one were educated and had access to information. Therefore, as the democratic theory of culture in the New World replaced the elitist theory in the Old World, a liberal arts education became not only a right, but also the obligation of a free man (Oestereicher, 1991).

Concurrently, instrumentalism, a philosophy of education defined as the "identification of truth with utility" also existed in the ancient world and later played an important role in the medieval guild system. The Sophists emphasized specialized and practical instruction in law, rhetoric and trade and saw occupational mastery as the way for young men to get ahead in the

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world. Occupationalism (defined as education for a specific occupation or profession) has always had a respectable place in society and has, for the most part, peacefully coexisted with the more elite liberal arts tier of higher education (Griswold, 1957).

Toward the end of the 19th century, the writings of Peirce, James and Dewey ushered in a new era of educational pragmatism in the United States, which emphasized the importance of expediency in education. It was a time of booming business and self-conscious nationalism which made ties with the past seem unimportant: "Optimism, improvisation, and Americanism were the orders of the day. It is hard to conceive of a doctrine more perfectly suited to these conditions and attitudes than pragmatism" (Griswold, 1957, p. 22).

Like-minded educators and parents created a very receptive audience for Dewey's instrumental view of education and its application in schools. Speaking tongue-in-cheek (because he was not of the instrumentalist persuasion), Robert Gannon, former President of Fordham University, said, "What good is a horse-and-buggy education—liberal arts and all that—for one who has to live with the ghost of Hiroshima? If an age is materialistic and pragmatic, the only fit preparation for it is one that is materialistic and pragmatic. Education should be content to mirror contemporary society and not try to lead it anywhere" (Gannon, 1961, p. 2).

In the early 20th century, Dewey's "progressive education" had developed a large and devoted following. By 1919, utility had become the single measure of value in education in many circles. The Army and Navy were establishing post-war training centers at many universities and colleges and returning World War I soldiers went to college in record numbers: "Registrations boomed all over the country, money rolled in, and everything began to flourish except the liberal arts" (Gannon, 1961, p. 33). A large

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number of pre-professional courses were developed (pre-medicine and pre-law, for example) and new practical fields of concentration were introduced. At the same time, sports became an increasingly important phenomenon at universities and colleges, and their impact on liberal arts colleges was, according to Gannon, indirect but noticeable:

> In cases where the athletes remained even after the season was over, some sort of provision had to be made for them. Thucydides and Plato were not too popular, the physical sciences had an awkward way of running laboratories in the afternoon and there was no point whatever in scheduling higher mathematics. Some centers of learning were smart enough to solve the problem by offering degrees in Physical Education and were subsequently able to advertise with loudspeakers that the entire backfield was maintaining a B average. (Gannon, 1961, p. 43-44)

The utilitarian view of education was greatly furthered in 1929 by the publication and wide dissemination of Alfred North Whitehead's essay, "The Aims of Education." On the very first page, Whitehead outlined his premise: "A merely well-informed man is the most useless bore on God's earth. What we should aim at producing is men who possess both culture and expert knowledge in some special direction" (Whitehead, 1929, p. 1). A system of education which teaches inert ideas, according to Whitehead, causes "mental dryrot;" he called a liberal arts education "pretentious" and "an aristocratic education implying leisure" (p. 46). Whitehead decried a knowledge base that consisted of nothing but a series of disconnected ideas about the past, and recommended a curriculum which would be seen as more useful for young students. Whitehead believed that intellectual development "mostly takes

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place between the ages of sixteen and thirty" (p. 1). He called education "the acquisition of the art of the utilization of education" (p. 4).

Whitehead also believed that the best way to encourage intellectual curiosity was to foster an intense devotion to one specialized subject area. "Nothing but a special study can give any appreciation for the exact formulation of general ideas, for their relations when formulated, for their service in the comprehension of life. A mind so disciplined should be both more abstract and more concrete. It has been trained in the comprehension of abstract thought and in the analysis of facts" (p. 12).

Whitehead also wrote that one of the important byproducts of education was the development of *style*, which he defined as the "ultimate morality of the mind," and *power*, defined as the means toward attainment of the desired end. According to Whitehead, style (an aesthetic sense of admiration of attainment and restraint) increases power and, accordingly, is only attainable through specialization. "Style is always the product of specialist study, the peculiar contribution of specialism to culture" (Whitehead, p. 13). Whitehead did believe that an undergraduate university education should be a period of generalization and believed that a "spirit of generalization" should permeate the university (p. 25); he also believed, however, that general knowledge should always be applied to concrete cases.

While all this theorizing was going on, some very important practical changes were also taking place. Beginning around the turn of the 20th century, the secondary school population began to experience explosive growth because of child labor law reform and new compulsory school attendance laws. Between 1910 and 1940, the percentage of 14- and 15-year-olds in the labor force went down from 30 percent to 5 percent, the percentage of 17-year-olds attending high school went from 30 percent to 60 percent, and

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the total number of students attending high school rose from 1 million to 7 million. The students who were forced into school attendance by these laws were typically from households with unskilled or semi-skilled parents—immigrants or former slaves who themselves had had little or no formal schooling. Not surprisingly, these families tended to think of education in terms of its potential to increase earning power and probability of economic survival for themselves and their children. Typically, they were not strong proponents of a liberal arts education (Griswold, 1957).

The age-old assumption that young adults should be educated in the liberal arts was diminishing rapidly in favor of a utilitarian education that would ensure future employment. In addition, schools began to be seen as the appropriate place to formalize the teaching of morals and deportment. The result of this trend "was to force into both liberal and vocational curricula subjects previously treated in the home or (at times) behind the woodshed" (Griswold, 1957, p. 26). Increasingly, secondary schools were forced to teach more vocational and "life-adjustment" courses (such as typing, speech, journalism, marriage and family, and personality) while the liberal arts curriculum became more and more diluted. Consequently, students who did enter college were not particularly interested in, or accustomed to, pursuit of the liberal arts. Students entered business and professional programs in increasing numbers, and "in philosophy, we went to sleep" (Griswold, 1957, p. 32).

By 1944, the country was again at war and, with only women and men with deferments registering for college, enrollments dropped dramatically. Right after the World War II, however, the GI Bill of Rights was passed and, with its generous scholarships for returning veterans, college enrollments rebounded. Returning veterans tended to be in a practical frame of mind;

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they demanded less Greek and Latin, and were mostly interested in "getting going" professionally (Gannon, 1957, p. 180).

In 1952, an important idea was actualized which many liberal arts proponents hoped would cause the educational pendulum to begin swinging from vocationalism back in the direction of the liberal arts. A 54-volume set of books called The Great Books of the Western World was introduced and published under the auspices of the University of Chicago and Encyclopedia Britannica. The concept of the series was that within these 54 volumes lay the masterpieces of literature which form the basis of Western thought. In Volume 1, The Great Conversation, editor Robert Hutchins (1952) explained the importance of the Great Books:

> We do not think that these books will solve all our problems. We do not think that they are the only books worth reading. We think that these books shed some light on all our basic problems, and that it is folly to do without any light we can get. We think that these books show the origins of many of our most serious difficulties. We think that the spirit they represent and the habit of mind they teach are more necessary today than ever before. We think that the reader who does his best to understand these books will find himself led to read and helped to understand other books. We think that reading and understanding great books will give him a standard by which to judge all other books. (p. xiii)

In spite of the efforts of Hutchins and other proponents of the Great Books and other approaches to liberal arts study, enrollment in professional subject matter areas has continued to increase steadily from World War II to the present day. Currently, enrollment in business administration, accounting, engineering, agriculture, and mining curricula indicates that

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"practical education" continues to be the preference of the majority of the higher education clientele. Even students majoring in liberal arts are encouraged to add a vocational minor "to go with their less marketable majors" (Scott, p. 18).

Vocationalism in higher education has enjoyed strong support from the federal government. During the Reagan administration, "career education" was subsidized by more than $6 billion. Scott suggested that this was due to much more than "philanthropic largesse" on the part of the administration; corporations and foundations were large stakeholders in the support of vocational curricula. By 1985, corporate-supported education had become a $60 billion-a-year business (Scott, 1991). Many liberal arts colleges and curricula have survived to this point only by infusing a practical focus into existing traditional liberal arts courses of study (Scott, 1991).

At the same time, however, proponents of the liberal arts continued to speak and write with energy and enthusiasm about the importance of the liberal arts. A. Whitney Griswold, then President of Yale University, came down strongly on the side of "massive transfusions of the liberal arts into the training of secondary school teachers" (Griswold, 1959, p. 15). He felt that a broad liberal education would ideally begin in the last two years of high school, then carry on to college. According to Griswold, if one looks at great men* in history, one finds that they were all liberally educated. Griswold believed that liberal learning was the universal "safeguard against false ideas of freedom and a source of true ones" (p. 7). Achilles (1990) pointed out that educators tend to look for quick fixes to problems within education:

---

* I have made no attempt to eliminate gender-specific references in sources (pre-1970) when male bias in standard English was the norm. My assumption is that women were, in fact, <u>not</u> on the minds of scholars like Griswold and that it is more accurate and instructive to convey the author's true meaning faithfully than to indulge the reader with revisionist grammar.

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"Americans have a penchant for solutions that are easy to understand, easy to do, aimed at a specific goal and fast—ten non-threatening steps to nirvana in 30 days. It's easy to explain, easy to understand, and it doesn't work" (p. 5). He also cast doubt on the notion that societal problems are caused by poor and under-educated people. "Did uneducated . . . people cause the S&L crisis, insider trading, decline in payback for guaranteed education loans . . . ?" (p. 6). Achilles proposed study of the humanities as a partial solution to seemingly intractable problems.

Thus, over the course of a few generations, the political and social principals that had informed Western ideals of classical democracy and culture had faded in importance in the minds of individuals who developed and pursued higher education in the United States. Being part of an on-going liberal arts tradition had ceased to be the prevailing mandate for higher education.

Ironically, the decline in interest in the liberal arts was brought about by the very same New World ideals of individual freedom and democracy (the notion of "pulling oneself up by the bootstraps") which had so inspired 17th- and 18th-century Americans to turn to the liberal arts for intellectual guidance and practical problem-solving. The question that must be answered in the 1990s is, will a specialized technical education prepare individuals to solve complex technical problems that are global in scope and multidimensional in nature?

Graduate Education

From the early days of the American colonies through the Civil War years, master's degrees in the United States were largely honorary, as was the custom in Europe. A master's degree was automatically awarded to any

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college graduate three years post-baccalaureate, primarily in the areas of theology, law and medicine (Snell, 1965; Arlt, 1965). According to Rudolph (1962), the M.A. was awarded to "all college men who three years after graduation were not in jail" (p. 336).

Following some unsuccessful attempts to establish graduate programs at Harvard, New York University, Columbia, the University of Virginia and the University of Michigan in the early 1860s, Yale awarded the first Ph.D. degree in 1861 (Rudolph, 1962; Snell, 1965; Storr, 1973; Conrad et al., 1993). Harvard University and Johns Hopkins University established graduate programs in 1872 and 1876 respectively, and the University of Chicago followed shortly thereafter in 1891.

In 1870-90, master's degrees appealed mainly to men interested in pursuing teaching positions at colleges. At the same time, however, these early graduate programs also stimulated government, business and industry to achieve progress through research (Snell, 1965; Walters, 1965a). The traditional divisions of arts and sciences were developed in the 1890s. In addition, graduate departments of education began to replace "normal schools" as sites of teacher training (Walters, 1965b). Also, land-grant state universities—serving largely agricultural and industrial constituents—were made possible by the Morrill Act of 1862. Because of these developments, higher education became increasingly utilitarian in order to serve social and professional, rather than scholarly and intellectual needs (Berelson, 1960; Rudolph, 1962).

Between 1900 and 1940, undergraduate programs in the areas of agriculture, business and engineering were greatly expanded, and graduate programs in these areas were developed. Harvard University developed a Doctor of Business Administration degree and a Doctor of Science degree. At

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the same time, master's programs were also greatly expanded, giving rise to the Master of Education, Master of Arts and Master of Science degrees (Walters, 1965).

Graduate programs in the United States experienced explosive growth after World War II, largely because of the availability of government funds for education, particularly the GI bill. The "modern miracle" of atomic fission, the role of scientific research in World War II, and the government's renewed willingness to fund scientific research at universities for projects related to the space race (sharply exacerbated by the Soviet Union's development of Sputnik), positioned graduate programs for rapid expansion over the next few decades (Walters, 1965b). "Progress through discovery" became a multi-billion dollar industry by mid-century. According to Carmichael (1961), superiority in science and technology was the major emphasis of graduate studies after World War II because research was seen as vital to U.S. national security. Carmichael saw this emphasis on research as problematic, saying, "it must not blind us to the fact that long-range needs suggest that intelligent faith in our humanistic and social heritage is also a basic element in national defense and integrity" (p. 26).

New interest in science and technology put enormous pressure on universities to conduct research, teach a whole new generation of scientists and engineers, and keep up with the demand for new master's and doctoral programs. From 1947 to 1963, the number of master's degrees awarded in the United States more than doubled (from 42,449 in 1947-48 to 87,900 in 1962-63) (Snell, 1965).

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Master's Degree Programs in Liberal Studies

In The Great Conversation, Hutchins (1952) spoke of the need for liberal arts education for older adults:

> We confess that we have had principally in mind the needs of the adult population, who, in America at least, have as a result of the changes of the last fifty years the leisure to become educated men and women. They now have the chance to understand themselves through understanding their tradition. Our principal aim in putting these books together was to offer them a means of doing so. (p. xvi)

Although MALS programs may be seen on some campuses as innovative and alternative—counter to the conventions of graduate education—in many ways they are the most traditional of graduate programs. The philosophy of graduate liberal studies comes from the classical commitment to learning and intellectual growth and the curriculum, generally speaking, is rooted in classical forms (Meyer, 1988). Courses in MALS programs typically start with a problem, or an over-arching question or issue; the discussion and reading are organized around the problem rather than around an academic discipline (Arnold, 1988). This problem-centered approach to learning transcends typical academic boundaries, allowing students to draw upon all manner of personal experience, professional expertise and academic knowledge. As a result, MALS students are able to engage in lively and far-ranging exploration of any subject matter, far beyond that which would be possible in a single academic area or in an atmosphere of applied knowledge. This promise of intellectual engagement and debate is often what attracts applicants to MALS programs. The resultant self-selection process virtually ensures that all participants will be enthusiastic contributors to discussions (Arnold, 1988).

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The first of two distinguishing features of MALS programs is the curriculum. This discussion of the MALS curriculum can be divided into two parts: (1) the importance and implementation of interdisciplinarity in MALS courses, and (2) the modes of teaching in MALS courses.

Although concepts of interdisciplinarity differ from program to program, all graduate liberal studies programs are interdisciplinary by definition. Alfred North Whitehead (1929), while holding no affection for the liberal arts, was very much in favor of interdisciplinary learning. He called for eradication of "the fatal disconnection of subjects which kills the vitality of our modern curriculum" (p. 6):

> There is only one subject-matter for education, and that is Life in all its manifestations. Instead of this single unity, we offer children— Algebra, from which nothing follows; Geometry, from which nothing follows; Science, from which nothing follows; History, from which nothing follows; a Couple of Languages, never mastered, and lastly, most dreary of all, Literature, represented by plays of Shakespeare, with philological notes and short analyses of plot and character to be in substance committed to memory. Can such a list be said to represent Life, as it is known in the midst of the living of it? The best that can be said of it is, that it is a rapid table of contents which a deity might run over in his mind while he was thinking of creating a world, and has not yet determined how to put it together. (Whitehead, 1929, pp. 6-7)

Meyer (1988) called interdisciplinarity a "fundamental movement in academia" to counteract the "Balkanization of disciplines and sub-fields [which] served to constrain their power and impact" (p. 87). As an alternative to specialization and narrow expertise, courses in graduate liberal studies advance the notion that "a true vision of the world and/or the self can

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come only by seeing the way in which a variety of disciplines impinge upon another and interact with one another" (Hands, 1988, p. 38-39). The idea is to develop habits of the mind, a practiced open-mindedness, which will permit people to make decisions and solve complex problems from a variety of perspectives.

Modes of teaching, not just the juxtaposition of subject areas, also distinguish interdisciplinary courses. A typical MALS instructor has received academic training within a single academic discipline. Strain (1988) pointed out that, before these instructors can move beyond disciplinary teaching (which he called "a form of private enterprise"), even the language used to describe this new paradigm for teaching had to be addressed.

> By having to articulate rather than assume [the context of teaching], teachers who plan Graduate Liberal Studies programs become clearer about the overall purposes of teaching. Rarely, if ever, beyond the department level do we have to ask ourselves how all the pieces fit together and in what frame. The exercise of creating a Graduate Liberal Studies program is a tutorial in the relativity of all our intellectual frameworks." (Strain, 1988, p. 68)

Faculty members are forced to become students again, to venture forth beyond the comfortable, safe parameters of expertise, and to consider the problems of re-entry adult students. Strain calls this the process of developing a "learned ignorance," a quality seen in the finest graduate liberal studies faculty members. In the world of interdisciplinary teaching, team-teaching is common and, in some programs, required. It is this "practice of disciplined interloping," moving freely about in a world of thought not your own, that distinguishes true interdisciplinary teaching (1988).

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The second distinguishing feature of MALS programs is the students. In "The useful useless," Hands (1988) discussed the forces that tend to beckon students back to graduate school after they have been away for some time. Sometimes men and women have professional requirements for skills or knowledge that must be met; at other times they are merely responding to a generalized anxiety that the intellectual world is passing them by. Students in the former category are likely to pursue a professional graduate degree; students of the latter type may well choose graduate liberal studies. Perhaps they don't know what they want to do, or maybe they are afraid that they won't be qualified for any particular area of graduate specialization. Some may simply be feeling that graduate study "can't hurt," or perhaps they miss the academic routine of reading, writing and thinking. According to Hands, these are the types of students who frequently find their way to the MALS office on campus (1988).

Students are typically described as "non-traditional," which, as Meyer pointed out, only tells us what they are not. Typically, they are not coming directly from undergraduate programs and do not see themselves as moving toward clear professional goals. They are often older, with numerous other responsibilities encroaching upon their time and attention, usually work and family. They are also different from friends and colleagues who see education as strictly utilitarian and professional goal-oriented. Finally, they are truly voluntary; that is, they are not being sent to school by parents, employers or anyone else (Meyer, 1988).

Beyond these generalizations, MALS student are not easily characterizable. Ages, professional backgrounds, motivations to return to school, professional aspirations and expectations vary widely. They may share a generalized anxiety about returning to school because they are older

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and long removed from the "continuous socialization" of schooling. Feelings of uncertainty, accompanied by a rich background of experience and maturity, create a pedagogical challenge unique to graduate liberal studies programs because of their interdisciplinary teaching/learning mandate. This challenge may elicit some unexpected and uncomfortable responses from students. Because the "classically subversive" aim of graduate liberal studies is to get students to see things in a new way, students sometimes resist letting go of long-held and firmly entrenched background assumptions; others may let go of these assumptions and end up feeling vulnerable or threatened. To give such students an academic focus and to develop commonality among students in spite of diverse backgrounds and experience, Meyer (1988) suggests that all first-semester graduate liberal studies students take a core seminar. This allows students to form a common identity with others who share the problems inherent in being a returning student.

Graduate liberal studies courses call upon students to do more than just know; they must also use what they know and relate what they know to other areas of knowledge. To this end, course material is thematically linked in a way that incorporates different disciplines. This approach encourages a variety of analytical approaches, which allows students to find an "intellectual home from which to reach out to less familiar terrain" (Meyer, 1988, p. 88).

Leadership

Although nearly everyone has an idea about what leadership is, developing a universal and lasting definition of leadership that satisfies everyone has proven to be difficult. In Leadership for the twenty-first century, Rost (1991) conducted historical research on definitions and theories

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of leadership. He pointed out that the term *leadership* was (and still is) quite often used retrospectively to explain what happened to produce a particular outcome, or as a way of explaining effectiveness or ineffectiveness after the fact. Many practitioners still characterize leadership as good management, a definition of leadership that stands for the "industrial paradigm" of leadership, according to Rost (1991).

In 1978, Leadership, by James MacGregor Burns was published. This seminal volume closely examined the dynamics of power and conflict in leadership and asserted that leadership, although it is inseparable from power, can be better characterized as "power to" rather than "power over." Exchange was the basis of Burns' model of transactional leadership, but he also described a higher form of leadership which he called transformational leadership: "When one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20).

The critical approach to leadership and power stresses the relational and dialectic dimensions of leadership. It also acknowledges the importance of underlying constructions of reality and recognizes the importance of human agency in organizations (Watkins, 1989).

Foster has studied leadership within organizations (Foster, 1986b), in educational administration (Foster, 1986a, 1989), and in postgraduate education (1991). He has concluded that "the leadership idea should be reconstructed" (Foster, 1986b, p. 7). Rather than seeing leadership as a "disguise for maintaining persistent patterns of exploitation, and which refuses to grapple with the tensions of freedom and equality, politics and economy" (1986b, p 8), Foster believed that a new view of leadership was needed. He called this new view "critical leadership," a concept of leadership

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which promotes the creation of new social realities and is morality- and values-driven (Foster, 1989).

Foster agreed with Burns (1978) and Rost (1991,1994) that individuals engage in the leadership process, sometimes as leaders and sometimes as followers, episodically throughout their lives. Foster rejects the functionalist paradigm of leadership, which is built upon the following three erroneous assumptions: (1) Society is real, consistent and based upon a core value structure. (2) Knowledge is objective and discoverable by positivistic means. (3) Scientific training is an incontestable authority about what is real and true (Foster, 1986b). Because of these false assumptions, leadership frameworks that focus on the hierarchical and productive consequences of leadership are short-sighted. Foster suggests that a new, non-positivistic paradigm should govern the understanding of leadership. Specifically, a dialectical framework through which we can conceptualize leadership in a new way—beyond the limits of a reductionist approach—is needed.

To Foster, the transformative power of leadership compels us to look closely at the social system which defines it. Since leadership involves pursuit of goals, on what basis do we determine what these goals should be? A critical model of leadership requires that these goals be reflected upon, challenged and analyzed. It is this critical model of leadership advanced by Foster that is being tested in this research study.

Foster defines critical leadership as consisting of the following three essential qualities: (1) demystification of structure, (2) being critically educative, and (3) being conditioned upon language (1986b). These three elements shall be examined individually.

(1) *Leadership involves the demystification (penetration) of structure.* The social and organizational structures within which leadership occurs are

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not historically determined; they are created by people. Therefore, people can change these structures. Sometimes long-term organizational norms take on a "mystic" and perpetual quality. Rituals, symbols, and background assumptions are constructed by individuals but are seen as reality. It is the task of leadership to question this constructed reality by asking "Why?" and "Who says?"

(2) *Leadership involves being politically critical and critically educative.* Part of constructed reality is that some groups will have power over other groups; there is clear benefit to those in power from this arrangement. According to Foster, leadership involves being "critically political," analyzing organizational systems and asking if they are not more political than organizational. This question must be asked: Does the division of power benefit one group at the expense of the other? Leadership means also being "critically educative," in that it combines analysis with practice, the result of which is the empowerment of followers. In critical leadership, leaders and followers are empowered through the educative use of leadership. Leaders, in concerning themselves with the development of followers, ensure that followers will one day, in another situation perhaps, become leaders themselves.

According to Foster (1986a), empowering people through leadership, by educating, penetrating, challenging and the presentation of "alternative universes," is a political act requiring courage:

> It is a political act to educate people; it is a political act to demystify structures and penetrate 'normal' conditions; it is a political act to argue for participation in decision making. Leadership involves the careful interplay of *knowledge and action*: knowledge of organizations

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and action on behalf of undistorted communication. In this respect we all can exercise leadership. (Foster, 1986a, p. 187)

(3) *Leadership is conditioned upon language.* Leadership processes are, in large part, made up of communication and are mediated by words and symbols; as such, processes may be distorted by language to suit individual purposes. As individuals and groups attempt to make sense of the world through language, they embed assumptions masquerading as truth, deception masquerading as fact and unequal systems masquerading as norms of fairness.

Sometimes organizational structures themselves impede communication. Perhaps the bureaucracy is hampering democratic participation, reducing potential leadership to mere power-wielding. In leadership, a context of equal participation and rational discussion must exist in order for transformation to be possible (Foster, 1986b). In organizations, language may develop to conceal problems, hence the use of euphemisms and half-truths. Various socially-constructed organizations (schools, military bases, corporations and prisons, to name a few) have characteristically distorted language that dictates reality.* Since linguistic labeling and distortion of the language create social and organizational norms within which leadership takes place, it is important to be able to uncover examples of language-mediated reality.

In Paradigms and promises: New approaches to educational administration, Foster (1986b) made specific suggestions for how these

* The insidious effect of biases embedded into the language and their potential to mediate reality can be illustrated by pointing out the difference between telling a child she has a "learning disability" as opposed to telling her she has a "a different learning style." The former renders the child as powerless, victimized by a functional deficit over which she has no control; the latter does not reflect on the child at all, but rather invites teachers, parents and scholars to broaden their view of teaching to include expanded and creative approaches to meeting the needs of all children, including those who learn differently.

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elements may be actualized in a school setting. Leaders and followers may penetrate existing educational structures and create a new, more shared culture that does not advance the power of only one or two individuals. Leaders are concerned about empowering followers, rather than just their own empowerment. Hierarchical titles such as principal or dean are irrelevant when viewing leadership in this way; these words are indicators of positional power but not necessarily of leadership. Critical leadership is seen when fundamental change occurs as a result of leaders' and followers' goals that are truly shared (Foster, 1986a).

Because of Foster's work on critical leadership and its application to education generally and to graduate education specifically, it is an appropriate theoretical lens through which to study the program development process of master's programs in liberal studies.

Praxis is the unifying concept of leadership, according to Foster (1986a). All leadership acts become parts of a new construct committed to the idea of praxis and the perseverance of relationships that are more democratic and less hierarchical.

Karl Marx (1965) illustrated the notion of praxis using a spider as an example:

> A spider conducts operations that resemble those of a weaver, and a bee puts to shame many an architect in the construction of her cells. But what distinguishes the worst of architects from the best of bees is this, that the architect raises his structure in imagination before he erects it in reality. At the end of every labour process we get a result that already existed in the imagination of the labourer at its commencement. He not only effects a change of form in the material on which he works, but he also realises a purpose of his own. (p. 178)

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According to Marx, thinking is one activity among many that human beings engage in every day (walking, working, eating, sleeping, etc.). Therefore, thinking is an integral part of the daily life of a purposeful person. Thinking is what differentiates an act from a reflex. Marx was concerned about escaping the pure idealism of Hegel by focusing on the totality of human experience. He insisted that human thought was inextricably part of human activity. Marx said, "Philosophers have only *interpreted* the world in various ways, the point however is to *change* it" (1965, p. 178). It was important to Marx that one link ones thoughts to activity; this is praxis. Praxis is the actualization of theory within patterns of human activity. The answer to the question, "Is it leadership?" can only be answered by the extent to which structures are demystified, participants reflect and learn, and language is deconstructed.

According to Foster (1986b), "Politics becomes the search for a just and equal state, and praxis is transformative action which will yield this. Praxis, in this respect, stands for the ability of all persons to engage in acts of leadership which help in the transformation to a way of life which incorporates participative principles; leadership, in this regard, is both a critical and a shared leadership" (p. 18).

Power, and the extent to which it is shared, according to Foster, is a primary concern of leadership: "The test of theory is its eventual relevance to improving the human condition" (1986b, p. 18). Also referred to as "transformative action," the praxis of leadership emphasizes the necessity of leaders and followers to engage in leadership for the purpose of bringing about a shared transformation. The "critical" aspect of leadership refers to the absolute necessity for all participants in leadership to be self-reflective. In addition, a shared purpose must underlie all leadership processes.

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Without this critical element, leadership becomes mere power-wielding (Foster, 1986b). Therefore, praxis is the integration of critical reflection (*knowledge*) and purposeful transformation (*action*). Thus, when reflective knowledge and transformative action are evident in an educational program development process, that process has been distinguished by leadership.

Definition of Terms Used

Critical leadership: Analytical reflection and action involving leaders and followers that involves demystification of structure, being educative and political, and the analysis of language which may lead to distorted communication.

Interdisciplinarity: Inquiry that is distinguished by the use and integration of more than one academic discipline.

Graduate program in liberal studies: Although most of the programs in this study use the term "liberal studies" to identify the academic program area, a variety of other terms are also used. These terms include liberal arts, interdisciplinary studies, individualized study, general studies and interdisciplinary humanities. For the sake of simplicity and clarity, the term "master's degree program in liberal studies" (shortened to "MALS Program") is used throughout this study, and includes all of the master's and certificate programs in the study.

Liberal education: In The graduate school and the decline of liberal education, McGrath (1959) defined liberal education as comprised of the following three elements: (1) it encompasses the physical sciences, social sciences and the humanities (including the fine arts), (2) it emphasizes the cultivation of reasoning and communication for the purpose of problem-solving, and (3) it nurtures the mind and spirit to allow individuals to view

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themselves within the complex world in which they live. Hutchins (1952) defined liberal education as a thorough understanding of "the leading ideas that have animated mankind" (p. 83), learning to think for oneself, and the development of one's highest human potential. McMurrin (1976) defined liberal education as education that "liberalizes," or "frees [a person] from the bondage of ignorance, incompetence, bigotry, superstition, habit, and irrationality" (p. 9). In this study, liberal education is defined as a broad-based educational program that encompasses the humanities, science, and the arts for the purpose of learning and developing one's intellectual potential through reading and studying the ideas of others.

Non-traditional student: Non-traditional students are defined by Junker (1985) as students who (a) have multiple commitments, and (b) have more life experience with different stages of psychological development than traditionally-aged students. Junker also emphasized that the needs of this group of students are far different from those of traditionally-aged students and that these needs suggest a fundamentally different approach. In this study, a traditional student is defined as a student who goes directly to college from high school without interruption, and who pursues higher education in a linear fashion without stopping out until the ultimate educational goal is reached. A non-traditional student is defined as a student who does not follow a linear path through high school and college.

Praxis: The integration of critical reflection (*knowledge*) and purposeful transformation (*action*). In leadership, praxis refers to the extent to which leader and follower transformation is actualized through patterns of human activity.

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In chapter two, I will review the literature in the areas of liberal arts, graduate education, interdisciplinarity, the adult learner, master's degree programs in liberal arts/liberal studies, academic program development and administration, managing the change process in higher education, and leadership. Following a discussion of methodology in chapter three, I will present the study findings in chapter four (MALS program descriptions), chapter five (MALS program development) and chapter six (leadership in MALS program development). Finally, I will present the study conclusions and recommendations in chapter seven.

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CHAPTER TWO
REVIEW OF THE LITERATURE

The literature review has been organized so that the societal and institutional factors that contribute to understanding of leadership in the development of MALS programs can be examined individually and in relation to each other. The literature will be reviewed in each of the following areas: liberal arts and graduate education, interdisciplinarity, adult learners, master's degree programs in liberal studies (MALS programs), academic program development, managing the change process in higher education, and leadership. Reviewing the scholarly groundwork that has been laid by others will facilitate a broader understanding of the state of the literature in these areas, and will allow us to see how previous research illuminates the present study.

The literature review will begin with enrollment predictions and recent demographic findings affecting higher education and MALS Program enrollments.

Demographics and Higher Education

In 1980, the Carnegie Foundation issued a report of higher education called Three thousand futures: The next twenty years for higher education. The report included the "Checklist of Imperatives for Colleges and Universities" in order to meet the challenges of the next two decades, and

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noted that enrollment gains had been made in professional areas and had been lost in the humanities: "The vocational emphasis of today may pass, and student interests may again shift back to the liberal arts. Thus, it would be wise for institutions to maintain a reasonable level of capacity to adjust to such a possible shift. We also note that colleges have a responsibility to preserve contact with all major aspects of the cultural heritage" (p. 100).

According to the Digest of Education Statistics (1994), higher education enrollment increased by 35% between 1972 and 1982, and by only 17% between 1982 and 1992. Part-time and women's enrollments account for most of this increase. From 1982 to 1992, men's enrollment rose by 8% while women's enrollment rose by 25%.

The student population has also gown older. Between 1980 and 1990, the enrollment by students under 25 years old rose by 3% while enrollment by students 25 and over rose by 34%. From 1990 to 1998, the National Center for Educational Statistics projects a 14% increase in the number of students age 25 and above, compared to a 6% increase in students under age 25 (Digest of Education Statistics, 1994).

Both undergraduate and graduate enrollment rose by 16% from 1986 to 1992. Women have outnumbered men in graduate program enrollments since 1984. Between 1982 and 1992, the number of women in graduate programs rose by 54% compared to 25% for men (Digest of Education Statistics, 1994).

In 1991-92, the largest number of bachelor's degrees conferred were in the areas of business management and administrative services, followed by social sciences, education, engineering, psychology and health professions. At the master's level, the largest degree field was education, followed by

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business management and administrative services. According to the Digest of Education Statistics:

> The pattern of bachelor's degrees by field of study has shifted significantly in recent years. The pace of growth in areas such as business management and administrative services has subsided [rising only 7% between 1991-1992 compared to a rise of 13% between 1986-1987], and declines are significant in male majority fields such as engineering [declining by 16% in 1991-1992 compared to a 16% rise in 1986-87] and computer and information sciences [declining by 38% in both 1986-87 and 1991-92]. . . . In contrast, some fields such as social sciences and psychology that had been declining began to increase [rising by 39% in 1991-92 compared to a 3% drop in 1986-87].
>
> Psychology also increased by 48% in both 1986-87 and 1991-92 (Digest of Education Statistics, 1994, p. 168-169).

Enrollment in higher education is projected to rise by 9% between 1993 and 2005 at an annual growth rate of .07%.* Although the population of 18- to 24-year-olds is projected to decline by 5% between 1993 and 1997, enrollment is expected to increase 14% by 2005. Enrollment of women in higher education is expected to increase by 8% between 1993 and 2005, when women are projected to comprise 55% of the college population. During the same period, men's enrollment is expected to increase by only 7%.

Graduate enrollment is expected to increase at an annual rate of 0.2% per year, or a 2% increase for the period 1993-2005. Undergraduate enrollment is expected to increase at an annual growth rate of 0.8% from 1993 to 2005 (Projections of Education Statistics to 2005, 1995).

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*This projection is the U.S. Department of Education's "middle alternative" projection, a mid-range set of assumptions about possible population changes between 1993 and 2005.

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By 2005, the age distribution of college and university students will have shifted noticeably. During the period of 1993 to 2005 , the 18- to 24-year-old student population is projected to increase by 15%,* while the group of students who are 25 and older is projected to remain stable through the year 2005.** In the over-25 group, however, decline is projected in the 25- to 29-year old group and in the 30- to 34-year-old group. Of the 25 and older group, only the 35- to 44-year-old population is expected to increase. Overall, the proportion of over 25-year-olds in the total population of students in higher education is projected to be 40.7% by the year 2005 (Projections of Education Statistics to 2005, 1995).

In summary, projections point to increased enrollment of women and/or students age 35 and over, groups which are already heavily represented in MALS Programs.

Liberal Arts and Graduate Education

In 1959, Earl McGrath, while United States Commissioner of Education, wrote that the proliferation of graduate programs of study was concurrent with and, in fact responsible for, the decline in the liberal arts. Because of the advent of graduate education, liberal arts colleges began emphasizing research in narrow scholarly areas rather than in teaching. According to McGrath, remediation of the inherent incompatibility of liberal education with advanced graduate study "cannot happen until the coercive power of the graduate faculties over these institutions is exposed to public view and then ameliorated" (p. 15). He advocated for greater integration of colleges and graduate/professional schools (McGrath, 1959).

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* This group of students fell from 56.5% of the student population in 1985 to 54.5% in 1993, and is expected to increase to 57.5% by the year 2005.
** The 25 years and over student group increased 28% from 1985 to 1993

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McGrath called for the complete revision and reconceptualization of graduate education. McGrath's "required changes" include the following: (1) Make courses for aspiring college teachers different from courses in the same subject matter for students who intend to do research; (2) Broaden the training of aspiring college teachers so that it extends beyond their single subject matter specialization; (3) Alter the requirements for the doctoral degree so that programs have "more realism and candor;"* (4) Aspiring college teachers should be seminar-taught for at least one year; (5) Prospective teachers should serve an apprenticeship in a college classroom.

Carmichael (1961) called the decline of liberal arts," the most disturbing fact of American higher education" (p. 89), and indicated that emphasis on specialization and narrowness of focus leads to triviality. He was a strong proponent of a broader course of study at the graduate level, since this was the only way to "trace the basic ideas in literature, history and philosophy and the ideals developing from them in our present complex civilization" (p. 81-82). Carmichael suggested that abstract concepts from a variety of disciplines should be used as objectives of research for graduate students and felt that the highest priority should be placed on the articulation between college and graduate education.

In 1965, Everett Walters, Vice President for Academic Affairs at Boston University and editor of Graduate Education Today, decried the narrow vocationalism and specialization of graduate schools. He pointed out that most graduate programs were research-oriented when, in fact, most graduates went into areas where they did little or no research (Walters, 1965a, p. vi). In tracing the history of graduate programs in the United

* By this, McGrath meant that the meaning of scholarship should not mean research exclusively. (The world has enough research scholars, according to McGrath.) It could also mean "scholars teachers" should be required to demonstrate broad understanding rather than narrowly specialized knowledge.

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States, Storr (1973) concluded that "more and more students appear to have little or no interest in taking degrees except as a need to meet job specifications" (p. 69). Storr proposed that administrators of graduate programs pay close attention to the growth of interdisciplinary fields and emphasize the "blurred meaning of graduate degrees" in areas in which innovation is especially needed (p. xv).

Carmichael (1961) argued strongly for a new kind of graduate program and pointed out that, while undergraduate programs had undergone great change and improvements, graduate programs had not. He blamed the decline in ideological content (and, specifically, the increased triviality of doctoral dissertations) on lack of leadership in graduate education:

> If the colleges have failed to stimulate an interest in the great issues of our time, it is still largely the responsibility of the graduate schools, whose products constitute the college teaching personnel. Surely the time has come for educational leadership to forsake the narrow specialization on essentially trivial subjects and to begin to direct the research efforts of youth toward basic ideas, general concepts, and issues that have relevance in the modern world. (Carmichael, 1961, p. 25)

In 1961, Carmichael was one of the first to pose the question, "What have the liberal arts to do with graduate education?" Carmichael's answer was to have teachers well-versed in the liberal arts rather than being highly focused subject-matter experts prepared to teach in liberal arts undergraduate programs. "The specialized, analytical approach to knowledge of the graduate school, where college teachers are trained, is the opposite of the approach of the arts college; hence, the unhappy result" (p. 42).

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While specific vocational preparation is important in producing employable graduates in many fields, some educators feel that the interdisciplinary orientation of graduate programs in liberal studies better prepares graduates to manage the complex problems of the modern world. A knowledge of the liberal arts and sciences may be particularly important for individuals who have completed professionally-oriented undergraduate programs (such as business or engineering), or for students who intend to become teachers or professors. There is evidence to suggest that the next century will require us to think in terms of connections, interdependence, and systems thinking; these over-arching themes tend to cross the traditional boundaries of academic departments. Bauman (1987) expressed concern about academic "myopia," stating that politicians, researchers and planners tend to be out of touch with larger "social structures, culture, resources and ecology " (p. 41).

In an Occasional Paper prepared for the Council of Graduate Schools in the U.S., Pellegrino (1981) argued that the humanities were not only helpful but absolutely necessary for educated individuals as they pursue any profession. He used his own field of medicine as an example of this, saying that "the humanities, science and technology need to be substantially connected" via the humanities:

> In the last decade or so, we have witnessed a remarkable example of the ways medicine and the humanities can connect with each other. The whole remarkable growth of the field of bioethics is testimony to the fact that questions of value, ends and purpose are at the heart of every important medical decision and that medicine *qua* medicine does not possess the means for making ethical judgments. (p. 2)

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According to Pellegrino, value judgments heavily color decision-making; the liberal arts are the working tools needed to make educated decisions. This is why, according to Pellegrino, humanities must be taught in medical schools, even though most medical students study humanities as undergraduates. "Literature has proven an effective way to teach empathy for the sick, suffering and dying. Through the creative words of George Eliot, Tolstoi, Chekhov, Camus, or Thomas Mann, the experience of being ill, being a doctor, or dying can be powerfully evoked and vicariously felt" (1981, p. 5).

Pellegrino also argued that the arts and humanities are important in preventing too narrow a focus on technical demands in graduate programs of medicine, nursing, business and engineering. He wanted to see the traditional specialist boundaries transcended in graduate programs, cautioning that discussion of such boundary-crossing is one of "the most difficult discussions to initiate and sustain on a university campus" (1981, p. 9). Pellegrino was one of the first to specifically advocate for studying the liberal arts at the master's level: "Greater emphasis must be placed on the liberal education of future humanists and this cannot be confined to the undergraduate years. Involvement of graduate students in university-wide seminars, task forces, or committees on crucial issues should be formalized and encouraged" (1981, p. 9).

The problem with specialization, according to Arnold (1988), is that an expert "learns more and more about less and less until he knows everything about nothing. . . . the parameters of judgment used by an expert are often too limited to provide for alternatives or, when alternatives are offered, to accept them as reasonable" (p. 7).

Brookfield (1985) agreed that graduate education curricula and practice should also reflect wider societal ideologies. He warned that the

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American educational system has become too responsive to the demands of the for-profit sector, and that educators and administrators must guard against this distinctly American perspective on education. He said:

> Students enrolled for a master's or doctoral degree in adult education will typically be required to take courses on Program Planning, Methods of Instruction, Organization and Administration of Adult Education, Evaluation, and Staff Development and Training. A course on the history, philosophy and sociology of adult education would most likely be viewed as an introductory, ground clearing exercise before beginning the 'real' business of improving technique. . . . This is very different from the curriculum of graduate adult education found in British universities. (p. 189)

Conrad et al. (1992) reported that, since 1970, there has been a 48 percent increase in the number of master's degrees awarded every year; more than half of all master's degrees ever awarded have been awarded since 1970. The student profile of individuals receiving master's degrees has also changed quite dramatically since the 1980s. Over ninety percent of master's degrees have been awarded in professional areas; half were awarded to women, and 12 percent were awarded to members of minority groups. Half of all individuals receiving a master's degree were age 30 or over, and two-thirds attended graduate school part-time (Conrad, et al., 1992).

In interviewing 781 graduate students enrolled in master's programs between 1989 and 1991, Conrad et al. (1992) collected an enormous amount of information on master's education in the United States. This group of researchers reported that many universities are exploring new options to accommodate working and place-bound graduate students who are unable to

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enroll full-time in traditional graduate programs. In increasing numbers, these programs are taking the form of external degree programs, weekend programs, and off-campus programs.

In determining which program elements were related to quality in the master's programs under study, Conrad et al. found that culture, although rarely mentioned in the literature, was one of the most important characteristics of successful master's programs:

> In particular, a unity of purpose among program stakeholders and a rich learning environment—one that stresses cooperation and support among program participants while they engage in rigorous, challenging learning experiences—were important attributes that significantly enhanced the vitality of master's education for all stakeholders. (p. 312)

Foster (1991) urges a reconceptualization of postgraduate education in a moral context:

> One can ask whether the purpose of postgraduate education lies in the technical training of individuals or in their overall education in a social agenda. Ultimately, it is both, of course. However, I suggest that the technical dimension of training has come to be detached and free of the social or moral dimension of education. Postgraduate programs see themselves as sites for skill development regardless of the moral context within which they find themselves. (p. 117)

Foster further argued that postgraduate programs should be more concerned with creating "competent practitioners than technical specialists, for it is the competent practitioner that will make a difference. A competent professional is one who maintains a sense of the issues and problems facing

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the field, who develops a practice designed to address these, and who has control over the technical demands of his or her career" (1991, p. 120).

Interdisciplinarity

Interdisciplinarity—its importance or even what it means—is at the heart of every MALS Program. Much of what is known about the theory and practice of interdisciplinarity can be found in Klein's Interdisciplinarity: History, Theory and Practice: (1990), a comprehensive volume which provides a synthesis of existing scholarship and theoretical exploration of interdisciplinarity.

"Interdisciplinarity" remains an ambiguous term. According to Klein, interdisciplinarity defies definition in the modern world except to say it is a unifying, synthesizing concept that educators use to meet the following objectives: to answer complex questions, to address broad issues, to explore disciplinary and professional relations, to solve problems that are beyond the scope of any one discipline, and to achieve unity of knowledge, whether on a limited or grand scale (Klein, 1990, p. 11).

The concept of interdisciplinary inquiry is quite old, rooted in ancient assumptions about knowledge as being unified and integrated. As higher education became more organized, the idea of academic subject areas gained popularity because it was an organizational scheme that was used in medieval schools. As the modern university evolved, academic divisions were organized around the seven liberal arts, as discussed in Chapter 1. Klein argued, however, that academic divisions were not formed for the sake of developing specialized knowledge, but for the sake of a communitarianism: "The integration of knowledge was to be the occasion for the union of men, an ideal embodied in the twin nations of a community of disciplines of knowledge

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(*universitas scientiarum*) and a community of teachers and students (*universitas magistrorum et scholarium*)" (1990, p. 20).

By the late Middle Ages, the term "discipline" was commonly applied to the areas of theology and the arts (in Paris), law (at Bologna) and medicine (at Salerno), and pressures to professionalize the curriculum were already starting to build. The concept of unity prevailed, however, largely due to the efforts of the Renaissance Humanists, who were committed to preserving classical heritage. Eventually, however, a more empirical view of knowledge organized around specific disciplines prevailed. Klein (1990) described this gradual paradigm shift:

> There was, in the nineteenth century, a strong synthetic thrust to several movements, including the theory of internal relations, vitalism, creative evolution, and organicism. However, the cumulative effect of the growing particularization of knowledge was to accelerate the forces of differentiation, slowing down conceptual assimilation. More and more the problem of *Wissenschaft*—the totality of institutionalized scholarly and scientific pursuits—was perceived as no longer readily solvable in either theoretical or practical terms. (p. 21)

In 1826, James Marsh became president of the University of Vermont. A transcendentalist, Marsh proposed curricular reform that would "turn the classroom into an arena of wide-ranging discussion and inquiry" (Rudolph, 1962, p. 121). Specifically, he wanted to divide the university into four academic departments and to allow non degree-seeking students to pursue studies in any one of these four departments. Marsh wanted to make higher education available to individuals who wanted to learn something about something, not just to individuals who wanted to learn everything about everything and then get a degree. His idea was to retain students, subjects,

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and standards and let go of the rest—"stultifying adherence to textbooks and recitations," Greek and Latin admissions requirements, and the categorization of students by level and academic goal. Marsh favored an organizational structure that would allow any student to pursue a bachelor's degree or certificate, depending upon the student's interests and level of effort (Rudolph, 1962).

By the end of the 19th century, academic disciplines were firmly established in higher education, and "publish or perish" become the norm. The necessity to publish research findings—which created entirely new parameters for promotion and tenure—put pressure on faculty members to conquer "new frontiers of knowledge" within their areas of academic specialization. In this way, universities made disciplinary specialization essential for a successful academic career and further galvanized the segregation of academic disciplines. According to Rudolph (1962), "without research, there would be no departments, no departmental chairmen, no hierarchy—only teachers" (p. 404).

According to Klein, the creation of the modern university reinforced disciplinarity in two important ways: (1) industries wanted to hire specialists, and (2) the body of knowledge within individual areas of specialization was growing dramatically. By the beginning of the modern period, specific disciplines were an institutional norm (i.e., a system of *Wissenschaft*) (Rudolph, 1962; Klein, 1990).

In the 1920s, the Social Science Research Council (SSRC) was created to promote interdisciplinarity in the social sciences. By the 1940s, the "interactionists" at the University of Chicago—those who railed against specialization in the curriculum—were gaining momentum. At the same time, the Hutchins reforms of Chicago—along with similar small-scale

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experiments at Columbia and Harvard—were underway at the undergraduate level (Klein, 1990).

Although interdisciplinary inquiry is not the norm in higher education today, evidence of interest in interdisciplinarity is widely seen. The most visible manifestation of a growing interest in interdisciplinarity in the 1960s was the rise of American Studies, which developed out of the English and history departments. The 1960s and 1970s became "the watershed era" for interdisciplinary studies, an era with which many people still associate the very concept of interdisciplinarity. During this time, many "experimental," "cluster," and "satellite" programs developed as universities looked for new ways to renew themselves. A variety of agencies—including the Carnegie Foundation, the National Endowment for the Humanities (NEH), and the Fund for the Improvement of Post-Secondary Education (FIPSE)—became interested in funding interdisciplinary programs. In 1979-80, two professional associations for interdisciplinary studies—The Association for Integrative Studies (AIS) and the International Association for the Study of Interdisciplinary Research (INTERSTUDY)—were formed (Klein, 1990).

Klein cited several reasons for the widespread perception of academic marginality in interdisciplinary programs. There is a general uncertainty among practitioners about what "interdisciplinarity" actually means, especially since people tend to define it in terms of their own interests and experiences. To a physicist, interdisciplinary inquiry may take the form of converging principles of physics, chemistry and biology; to an engineer it may mean medicine, law and business coming together to solve an environmental problem. There is no general agreement about whether interdisciplinarity is a new or an old idea. To some it is a unifying concept; to others, it is a matter of exploring entirely new intellectual areas. There is also "a general

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disinclination to place individual activities within a larger conceptual framework or wider body of knowledge." (Klein, 1990, p. 13) This has resulted in a fear and insularity among interdisciplinary scholars. Finally, there is also no "unifying body of discourse" about interdisciplinarity. Discussions of interdisciplinarity tend to be located within certain themes, such as academia, government and industry (Klein, 1990).

According to Klein, there are six kinds of interdisciplinary curricula: (1) interdisciplinary universities, (2) four-year undergraduate programs, (3) core curricula and clustered courses, (4) individual courses, (5) independent studies, and (6) graduate and professional studies. At the undergraduate level, interdisciplinary liberal studies programs take the form of foundation programs and core curricula, integrative minors and majors, graduate programs and faculty seminars. Although every one is different, the following elements are typically seen:

1. Programs are centered around major ideas, important topics and/or issues that are regarded as socially and/or intellectually important.
2. Courses are organized around a theme, problem, issue, region, cultural, period, idea, figure or institution.
3. Programs are organized around three clusters of disciplines—social sciences, natural sciences and humanities.
4. There are usually (but not always) two types of courses—courses promoting breadth and courses examining disciplinary and interdisciplinary methods, concepts and theories.
5. Programs usually emphasize addition to one's understanding of the disciplines at the lower levels and synthesis at the upper levels.

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6. Students usually work on individualized interdisciplinary projects guided by an advisor or group of advisors (Klein, 1990).

Klein noted that there was both optimism and pessimism about the future of interdisciplinary education in the late 1980s:

> The flexibility and economic largess that sped innovation in the 1960s and 1970s have now faded. Moreover, then as now, interdisciplinary programs have been limited in three major ways: by the lack of a long-standing tradition for education, by the power of disciplinary and departmental boundaries, and by the influence of conditions outside the university. (p. 179)

Finally, Klein explored the question, "What are the characteristics of an interdisciplinary person?" Conventional wisdom holds that senior faculty were best suited for participation in interdisciplinary programs, since they could afford to go on hiatus outside the disciplinary mainstream. However, many junior faculty value the creative possibilities that an interdisciplinary program offers. Klein's approach to determining the qualities of the interdisciplinary individuals is threefold: to look at biographies and autobiographies of those engaged in solving interdisciplinary problems, to look at biographies and autobiographies in general, and to look at the actual work of individuals known for their interdisciplinary work. Having done so, she has concluded that interdisciplinary individuals tend to have the following characteristics: reliability, flexibility, patience, resilience, sensitivity to others, risk-taking, a thick skin, and a preference for diversity and new social roles. Other researchers have determined the following characteristics of the ideal person for interdisciplinary work: ". . . . a high degree of ego strength, a tolerance for ambiguity, considerable initiative and

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assertiveness, a broad education, and a sense of dissatisfaction with monodisciplinary constraints" (p. 183).

Klein described the "interdisciplinary individual" as having . . .

> . . . not only the general capacity to look at things from different perspectives but also the skills of differentiating, comparing, contrasting, relating, clarifying, reconciling, and synthesizing. Since interdisciplinarians are often put in new situations, they must also know how to learn. They need to know what information to ask for and how to acquire a working knowledge of the language, concepts, information, and analytical skills pertinent to a given problem, process, or phenomenon. (1990, p. 183)

The Adult Learner

K. Patricia Cross has studied adult learners since the Commission on Non-Traditional Study was convened in the 1970s. At that time, adult students were beginning to be seen as a lucrative new market for colleges and universities, filling the seats left vacant by a dwindling number of 18-year-old new high school graduates continuing on to college. The Commission found that, although the United States population had always been numerically dominated by young people (except during World War II), and that children under the age of 15 had always been the largest age group in the country, the largest age group was 15-29 year olds in 1980. By the year 2000, it is predicted that the largest age group will be 30-44 year olds, with the number of 45-64 years olds rising sharply (Cross, 1991).

From the late 1940s to the 1960s, college admissions had been intensely competitive. In the 1970s and 1980s, this competition shifted to the job market, making entry-level jobs extremely competitive—a baby-boom

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cohort domino effect. This "career ladder congestion" forced many adults back to school out of frustration with or lack of opportunity in the job market (Cross, 1991).

Participation in adult education peaked somewhere around 1972. Although the participation rates between 1969 and 1972 have not been repeated and the rate of participation is slowing, the rate of participation in adult education has remained higher than the increase in the entire eligible population. (The eligibility years for participation in adult education spans more than 50 years in the average adult, considerably more than the four- to six-year span of participation expected from the traditional undergraduate.) Changing roles for women and ongoing occupational obsolescence also ensure continued participation in adult education (Cross, 1991).

The whole picture of the adult work life has changed dramatically. Unemployment has been a seemingly intractable social problem for decades. There have not been enough jobs for those who wish to work (in peacetime) for the past 50 years. Also, adults are spending more years in school than they ever did before. In 1900, the average male spent 13 years in school and had only three years of retirement; in 1976, the average male spent 17 years in school and had 10 years of retirement. This compression of work into the middle years and nonwork into the early and late years has turned a previously *linear* life plan into a *cyclical* life plan; i.e., work, education and leisure are distributed over the life span in a cyclical rather than linear pattern. This cycle suggests that adult education needs to be concurrent with (rather than just at the beginning of) the entire adult life span. Between 1966 and 1976 there was a 120 percent increase in part-time student attendance, as opposed to a 51 percent increase in full-time student attendance; between 1976 and 1986, the ratio was 45 percent increase in

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part-time attendance and one percent decrease in full-time attendance. Most part-time attenders were full-time workers and were often former full-time attenders. All of these factors create what Cross called a "blended life plan," which has now become commonplace in American life (Cross, 1991).

The question, "How do you predict the success of adult learners?" was addressed by Powers and Enright (1987) in a study of analytical reasoning skills needed for successful academic performance in graduate school. Two hundred fifty-five graduate faculty members in six academic subject areas—chemistry, computer science, education, engineering, English and psychology—rated a variety of skills in terms of their importance for success in their programs. The skills deemed most important included reasoning skills, judging the seriousness of reasoning errors, and determining important "critical incidents." The researchers concluded that "a common core of analytical skills can appropriately be included in an 'all-purpose' measure like the GRE General Test." * They also concluded, however, that "the diversity that characterizes graduate education necessarily renders the results of this study incomplete" (Powers and Enright, 1987, p. 680). Furthermore, they seemed to hedge their bets about test predictiveness (or even usefulness) by drawing this somewhat confusing conclusion:

> In closing, we note that in many areas, particularly in employment testing, jobs or tasks are often analyzed in order to define the knowledge, skills, or abilities required for successful on-the-job performance. This analysis, in turn, typically provides the primary empirical basis for developing a test to predict or to evaluate success in the area. This kind of job or task analysis has been used far less often,

*It should be noted that both Powers and Enright are research scientists at the Educational Testing Service, the purveyors of the GRE General Test.

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however, in academic contexts than in employment settings, possibly because, having been students at one time or another, most of us presume to know what the job of "studenting" entails. Consequently, tests used for academic purposes, including graduate admissions decisions, are seldom based very directly on analyses of what is expected of students." (Powers and Enright, 1987, p. 680)

Schlossberg, et al. (1989) suggested that the following questions be posed to adult students as part of the application process in an effort to encourage self-selection:

- What kind of life do you want to be leading five or ten years from now?
- What are your long-range vocational and professional plans?
- What are your current responsibilities and obligations? Which of these will be continuing?
- What resources for learning do you think would be helpful to you?
- Are there persons, places, instructional materials, or other resources you wish to use in addition to those available here?
- What sequence of learning activities might you undertake to pursue your goals?
- How will you schedule your time?
- What current interests or commitments will you give up? (pp. 72-73).

These questions, according to Schlossberg, allow the adult learner to reflect on the investment of time, money and effort he or she is investing, allowing him or her to be more effectively self-selective. The researchers

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concluded that the evaluation strategies shown on Table 1 are desirable and undesirable.

The great majority of degree-seeking adult students are from working-class backgrounds, and many are first-generation college students. Generally speaking, they are better educated and better paid than their counterparts in the general population. They also express a strong drive to be "upwardly-mobile." Beyond these, few generalizations are possible. Attempts to profile "the adult student" may obscure the reality that adults are an extremely heterogeneous group, whose lives get increasingly dissimilar from one another over time (Cross, 1991).

Chickering (1969) identified seven vectors of development—or tasks—for young adults—develop competence, manage emotions, develop autonomy, establish identity, develop interpersonal relationships, develop purpose, and establish integrity. Schlossberg et al. (1989) suggested that these vectors may apply to older adults returning to education:

Lynch and Chickering (1984) have applied these vectors to the agenda of adult learners and drew the following conclusions about how adult learners are different from traditionally-aged learners. Adult learners are different because they have:

- A wider range of individual differences, more sharply etched;
- Multiple demands and responsibilities in terms of time, energy, emotions and roles;
- More—and more varied—past experiences;
- A rich array of ongoing experiences and responsibilities;
- More concern for practical applications, less patience with pure theory, less trust in abstractions;

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- Greater self-determination and acceptance of responsibility;
- Greater need to cope with transitions and with existential issues of competence, emotions, autonomy, identity, relationships, purpose, and integrity (1984, p. 49).

According to Schlossberg et al. (1989), the need to matter is a critical dimension for adult learners, and that this alone can keep adult students engaged in learning.

Table 1

Evaluation Strategies for Returning Adult Students

Desirable Strategies	Undesirable Strategies
Close evaluation of recent performance on the job.	Giving significant weight to previous grade point averages when the adult learner has long been out of school.
Giving credit for participation in civic and community affairs.	Giving significant weight to academically-oriented recommendations when the adult learner has long been out of school.
Demonstrated motivation toward learning.	Giving significant weight to scores on standardized tests.
Possession of basic skills (regardless of the method used to measure and consider this).	Using exactly the same admissions standards for adult learners that are used with traditional-aged students.
Using different admission requirements for different categories of adult learners.	Evaluating all categories of adult learners according to exactly the same criteria.

(Schlossberg, et al., 1989)

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Master's Degree Programs in Liberal Arts/Liberal Studies

Generally speaking, interdisciplinary liberal arts programs have not been a prominent part of graduate education. Nevertheless, interdisciplinary graduate programs in liberal studies are being developed, steadily and in increasing numbers, all over the United States. The first graduate program in liberal studies in the United States was begun at Wesleyan University in Middletown, Connecticut in 1952. Originally, it was a summer program to complement liberal arts education for teachers. Eventually, however, it grew into a full-blown academic program. By 1975, there were twelve graduate programs in the liberal arts/liberal studies, and the Graduate Liberal Studies Programs Association was born (O'Callaghan, 1982).

The Association of Graduate Liberal Studies Programs described the character of graduate liberal studies programs this way:

> Although the programs represented by the Members of the Association vary considerably in size, organization, sponsoring institutions, and details of curriculum, they share a common purpose: to offer mature students a graduate degree which is interdisciplinary in nature and non-professional in intent. (O'Callaghan, 1985, p. 30)

According to O'Callaghan, all programs share the following two characteristics: they are created for adult learners, and they are dedicated to interdisciplinary learning. These two characteristics distinguish master's programs in liberal studies from other master's programs because they allow students to take intellectual approaches to problem solving, and to apply a values-oriented approach to addressing age-old questions of humanity, identity, national and international conflicts (O'Callaghan, 1985).

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Non-traditional in format also means non-traditional in goals, character and student body, according to O'Callaghan (1985):

> In traditional, discipline-based master's programs you learn more and more about less and less, or you learn more and more about a confined area of knowledge, thus to become a professional in a discipline and in a particular area of that discipline. You are analytical rather than synoptic; a scientist rather than a Toynbee. (p. 28)

Allie Frazier, then President of the Association of Graduate Liberal Studies Programs, presented a conceptual overview of graduate liberal studies programs in the March, 1982 issue of The Forum for Liberal Education. She pointed out that students who pursue such programs tend to be "non-traditional" in the sense that they are typically students who are re-entering the educational process after varying lengths of absence, and that they bring to graduate education "a heightened awareness of the limits of their college training and of the unanswered questions that confront any inquiring mind" (Frazier, 1982, p. 2). According to Frazier, non-traditional students force a re-conceptualization of current approaches to education. She urged graduate program directors to adopt new approaches that emphasize education as a process of lifelong learning instead of a rite of passage to maturity. She also noted that master's programs in liberal studies are flourishing in every demographic and geographic region, and in a widely diverse group of institutions.

Frazier pointed out that many institutions may embrace programs that attract non-traditional students in an effort to counteract economic problems brought about by the shrinking of the more traditional undergraduate population. In so doing, program administrators may not acknowledge the

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particular demands upon programming and teaching that are incumbent in this type of program. Non-traditional programs, according to Frazier, require a fundamentally different approach from more traditional graduate programs (Frazier, 1982).

Cohn (1987) wrote that his MALS students tend to be people who are at a turning point in their lives, and that their reasons for choosing a master's program in liberal arts vary from pre-professional to intellectual, "from teaching certification to exploration of an interest awakened (but left behind) in college or triggered by the women's movement" (p. 372). According to Cohn, the high attrition rate of his graduate program in liberal studies actually attests to the value and rigor of the program. He explained that the program is a means, for many students, to make a transition from one phase of their lives to another. If their lives veer off into a more interesting course, they may no longer need the structure and support of the program.

On the opposite side of the coin, Pula (1987) referred to the high rate of completion as evidence of program success. According to Pula, the individualized plan of study, which accommodates the students' backgrounds and educational goals, enhances the chances of success for adult learners. This is because graduate level adult students have far more diverse educational or experiential backgrounds than do undergraduate students. Because students are encouraged to be very involved in the development and implementation of their educational plans, there is a high incentive to complete. According to Pula, graduate students in liberal arts are "the most enthusiastic, most loyal graduate students I have ever met" (p. 390).

Frazier (1988) calls the interdisciplinary course "the educational center of most Graduate Liberal Studies curricula" (p. 57). She described the limits

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of a particular academic perspective when examining seminal ideas in our civilization and emphasized the importance of interdisciplinary study, which encourages us to cut through traditional academic boundaries and look at problems and solutions in a new way. Interdisciplinary courses, according to Frazier, are particularly well-suited to the needs of re-entry adult students, who may have doubts about their competency to re-enter the world of rigorous academic study (Frazier, 1988).

In 1980, the Rockefeller Commission on the Humanities recommended "integrative courses" but cautioned against designing courses that were shoddy and/or diluted. Frazier deconstructed the terms "diluted" and "watered down" as applied to interdisciplinary courses:

> Following the implications of the metaphor "watered down" to its logical conclusion, we discover that disciplinary courses, by contrast, are the distillation of knowledge, the concentrated essence. Just as there is dishonesty in the bartender who "waters down" his spirits, there is also the suspicion that the professor who strays from the essence of a discipline is engaged in a form of intellectual dishonesty. Suppose, however, for the sake of argument, I am a gardener. Then the metaphor takes on a radically different and powerful connotation. To "water down" my plants means to supply them with the essential ingredients for their continuing health and growth. Let us explore the thesis that the watering down of disciplinary knowledge by interdisciplinary inquiry is precisely providing that critical nourishment that disciplines require if they are not to wither and die, i.e., become 'inert' knowledge. (p. 59)

Frazier also pointed out that the Latin prefix *inter*, meaning between or among, combined with the knowledge organized into *disciplines* forms an

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active process of inquiry into the interstices, boundaries and limits of disciplines, which is where the most interesting questions and paradoxes are found. When several disciplines are juxtaposed within a single interdisciplinary course, imagination and the ability to synthesize are required for adequate exploration of the problem. Interdisciplinary courses help students develop interdisciplinary thought, allowing them to transcend organized (albeit completely arbitrary) boundaries of knowledge. In so doing, they learn what cannot be learned within a particular academic discipline (Frazier, 1988).

Hands (1988) described what is meant by a "core course" in graduate liberal studies and how it differs from an introductory course leading to the study of a major. Although core courses "come in all shapes and sizes," they usually introduce understandings (as opposed to facts) which will be developed in courses that are to follow. Hands refers to understandings as "the vision, a way of looking at things" (p. 38). Subsequent courses will expand on this vision, which will lead to ever-broadening understandings and more fully-realized intellectual connections (Hands, 1988).

In 1990, the most common means of offering the opportunity for interdisciplinary synthesis at the graduate level was to offer a core seminar, thus ensuring "interdisciplinarity" rather than "multidisciplinarity." Many programs required a capstone seminar, thesis or project. Many graduate program directors preferred to discuss interdisciplinary theory at the end of the program, "when students can reflect on what they have studied and the connections among different kinds of knowledge" (Klein, 1990, pg. 170).

Meyer pointed out that the instructor who is new to graduate liberal studies is faced with a entirely different pedagogical task than that of faculty members teaching graduate students the same academic subjects in which

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they hold a highly-specialized research doctorate. The new MALS reality is that "knowledge advances by way of this linear progression of knowing more about less" (Meyer, 1988, p. 87). In order to design courses, which must be both broad and integrative, new instructors must rethink basic assumptions about the organization of college courses.

Graduate liberal studies programs serve students who have a wider vision of education beyond what is professionally useful. Hands admits that the source of this wider vision is hard to trace, but he believes it may be characterized as a state of mind made up of varying degrees of the following elements: curiosity, self-confidence, willingness to take on new challenges, positive experiences with schooling in the past, interest in expanding one's sense of self, and, most of all, maturity and the "sense that one had not realized the number of things which needed to be understood" (Hands, 1988, p. 32). Hands provided the following illustration:

> One of the truly enjoyable aspects of teaching literature to adults is to watch how differently they approach, say, a love poem. These students not only have experienced love (most of them several times) but experienced it in ways--some joyfully, some bitterly--not available to younger students. They bring a richer background to the poem, and since they bring more to it, they can take more from it. They can vigorously assert its accuracy or its absurdity; they are able to recognize what it contains that is new or are able to see anew things about their lives they had known but forgotten or had known passively rather than passionately. Whatever the responses they do not deny that the poem has in some way spoken to them. (p. 33)

Meyer pointed out that much of the criticism directed toward graduate liberal studies programs is due to the widespread misconception that MALS

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programs have a lesser mission than academic or professional graduate programs rather than a fundamentally different mission. As Meyer noted, disciplinary study has potential, but avoidable, pitfalls and flaws as well:

> Disciplines are dedicated to the notion that aspects of human experience and reality can be examined in isolation from others; reality is studied by breaking it up. But this legitimate terrain for expertise does not alter the contextual and holistic character of reality. Disciplinary work runs into intellectual traps when it begins to forget this. What interdisciplinary inquiry offers is an awareness of the continuity of reality, a recognition that there is a limit to understanding things analytically separate. Yet it is equally important to keep in mind that the tension between disciplinary and interdisciplinary is a somewhat artificial and fairly recent historical phenomenon. Important disciplinary work is not narrowly isolated or necessarily constrained by method. Serious inquiry from any one field does not ignore the interconnections with neighboring fields, and great thinkers, scientists and writers of the past defy easy categorization according to today's fields of study. Disciplines, ideally, offer opportunities for inquiry; they are not supposed to be intellectual ghettos. (1988, p. 90)

Meyer also suggested that a sense of identity and a strong central purpose are necessary for graduate liberal studies programs in order to deflect the inevitable misreading of the *raison d'etre* of MALS programs.

In the academic year 1988-1989, the number of graduate programs in liberal studies and interdisciplinary studies in the United States had grown dramatically. In 1988-1989, 4,633 master's degrees in liberal studies, general studies and multi-/interdisciplinary studies were conferred in the United

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States. These degrees comprised 1.5% of the total master's degrees awarded in 1989 (Conrad et al, 1992).

Gerber (1988) reviewed the curricula of more than sixty Graduate Liberal Arts programs and found great diversity in design. She looked at and compared mission statements, admission and enrollment requirements, recruitment strategies, student profiles and program impact. She found that, although MALS Program students are aware that the program they are entering is non-professional in intent, students in the program tend to aspire to new professions, certifications, promotions and/or salary increases as a result of having completed the program. All programs assume part-time attendance and offer flexible (evening, weekend, and/or summer) formats. The following findings apply to the admissions process and standards of the sixty MALS programs in Gerber's study:

- Eight percent of programs require a GPA of 2.5 or better; 12% require a GPA of 2.75 or better; 31% require a GPA of 3.0 or better.
- Forty-six percent of programs require a bachelor's degree from an accredited institution.
- Fifteen percent of programs require applicants to take the Graduate Record Exam (GRE). Most programs rely on other criteria, such as verbal and writing skills as general preparation for graduate work.
- Twenty-seven percent of programs require an autobiographical essay as part of the admission process.
- Fifty percent of programs require at least two letters of recommendation attesting to the ability and character of the applicant.

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- Ninety-nine percent of programs require a personal interview, either with the program Director or a counselor associated with the program.

Most MALS programs require that students maintain a B average over 30-36 credits of coursework and allow a maximum of 9 units of C (Gerber, 1988). Gerber's study yielded the following data about students:

- Fifty-eight percent of institutions surveyed said that 95%-100% of their students were local residents.
- Fifty percent of institutions attributed less than 5% of their enrollment to alumni.
- Seventy-nine percent of institutions surveyed said that 90%-100% of their students had studied exclusively at a four-year college (rather than at a two-year college followed by a four-year college).
- Forty percent of MALS students are between 31-40 years old.
- Sixty-five percent of MALS students are women.
- Forty-one percent of MALS students in the survey majored in a humanities subject matter area as undergraduates.
- Seventy-nine percent of MALS students had at least 32 credits of general liberal studies subjects (Gerber, 1988).

Using survey and case study techniques, Madigan (1992) studied MALS Programs that were members of the Association of Graduate Liberal Studies Programs (AGLSP) and examined the causes associated with the growth of graduate liberal studies programs over the previous sixteen years. Madigan found that, of the member MALS Programs in the study, 72% had been developed as a result of a joint effort of faculty and senior administrators. In addition, 63.3% of MALS Programs attributed curricula

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content as their primary reason for growth. Madigan predicted enrollment increases of 70% of MALS programs in the next three years (through 1995) and concluded that "a proper rationale for program initiation, continuity in program leadership, and a systematic marketing program are all essential ingredients for a successful program in graduate liberal study" (Madigan, 1992, p. 87).

Academic Program Development

This section will begin with a discussion of academic program development in general. Sections on the development of interdisciplinary programs and of continuing education programs—because these are both relevant to MALS Program development—follow.

In The great transformation in higher education, Kerr (1991) outlined three particularly important periods in the history of American higher education. The first period is marked by the founding of Harvard University and of William and Mary, both of which were modeled after Oxford and Cambridge and featured the same classical curriculum.

As shown on Table 2, the second period came right after the Civil War, when creation of academic departments brought about increasing specialization and the advent of graduate education culminating in the Ph.D. degree. The development of land-grant universities led to increased emphasis on agricultural and other "utility" degrees with less emphasis on classical curricula. Other important trends during this period included accessibility of higher education to a wider population of students, development of the research university, the founding of historically Black colleges (coinciding with the end of slavery), and the growth of Catholic

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colleges and universities (because of increased immigration). Kerr called this second period, "the first great transformation."

The third important period in higher education, called the "second great transformation," took place between 1960 and 1980. Table 2 shows the changes that were seen during this period.

Kerr characterized the shift in curricular emphasis during this period "the last and conclusive triumph of the Sophists over the Philosophers, of the proponents of the commercially useful over the defenders of the intellectually essential" (Kerr, 1991, p. xiii).

Cannon (1988) proposed that colleges and universities, having made the decision to develop new academic programs, might benefit from developing new programs according to the following three-step process:

Step One: Needs Assessment. The first step is to determine the needs and expectations of the relevant stakeholders, which normally includes students, parents, actual or potential employers, government officials, religious leaders, and educators. These stakeholders should be interviewed with the purpose of understanding their needs and expectations, particularly why and how these needs developed.

Step Two: Developing a Strategic Plan. This step involves setting the program objectives and setting the stage for the crucial role played by the governmental, economy, social and technological factors impacting the proposed academic program. The results of the needs assessment allow the program planner to analyze the interests of the full range of stakeholders and to specifically analyze the various segments of the community and/or region the program seeks to serve. Program objectives are developed on two dimensions. First, objectives should be developed from an internal standpoint, including specific enrollment and budgetary goals. Second, they

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Table 2

Changes Seen in Kerr's Second Great Transformation of Higher Education

Trend	1960	1980
Overall enrollment	3.5 million	12 million
Percentage of public institutions	50 percent	80 percent
Emphasis of higher education	Heavily comprised of research universities offering graduate instruction	Dominated by comprehensive colleges and universities and by community colleges
Enrollment in community colleges	Under 400,000	Over 4 million
Enrollment in colleges emphasizing specialization	500,000	Almost 3 million
Professoriate	235,000, none unionized	685,000, one-third unionized
New doctoral degrees	10,000	33,000
Federal expenditure on research development*	$1,250 million	$3,000 million
Federal expenditures on student aid	$300 million	$10 billion
Curricular emphasis	Letters and Science departments	Professional schools

Source: (Kerr, 1991)

* Excludes federal laboratories managed by universities.

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should be developed addressing the program goals relative to the major stakeholders of the program. Procedures that will be used to ensure that the program achieves its objectives—including contingency plans for correcting budget variances— should also be included. Program strategies should also address the educational approach the program will use to achieve its objectives (traditional lecture, colloquia, seminars, independent project, etc.). The strategic plan should also include specific action plans—outlined by calendar dates—relative to curriculum requirements, resource allocations and management procedures (including hiring requirements and criteria, facilities arrangements, and course development criteria). Cannon pointed out that a poorly-designed budget is the most common cause of program failure.

Step Three: Program Implementation and Control. The development of a plan does not mean the plan will ever be put into practice; sometimes Step Three is never reached. The key task of Step Three is seeing that the plan is followed. This, according to Cannon, requires commitment from the highest levels of administration, which must express itself in two ways: (1) the releasing of funds as necessary to carry out the plan, and (2) the enforcement of administrative procedures specified by the plan (Cannon, 1991).

Development of Interdisciplinary Programs

Potter & Chickering (1991) summarized changes currently underway in higher education, which signal a potential transformation in higher education. These changes are organized along the following dimensions:

- Teaching and learning;
- The generation and organization of knowledge;

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- The relationship between schools and colleges;
- The dynamics among institutions of higher education;
- National and international developments; and
- The contributions higher education makes to its society.

Within the "generation and organization of knowledge" category, Potter & Chickering listed the following sub-dimensions:

- Impact of learning boundaries;
- Impact on research boundaries;
- Impact on service boundaries; and
- Impact on organizational boundaries.

The sub-dimension, "impact of learning boundaries," is of particular interest to this research because of its subcategories, which are listed below:

- Overcoming "tyranny of the disciplines;"
- Interdisciplinary teaching and learning reflects knowledge frontiers;
- Tension between professional and liberal education in curriculum;
- Thematic and problem-centered curricular foci; and
- New degree programs in emerging fields. (Potter & Chickering, 1991, pp. 14 - 16)

The trend toward interdisciplinary program development may challenge traditional professional identities, which are historically grounded in academic disciplines. This trend may lead to change in faculty expectations, competition within the academy, and organizational alignments. The impetus for the generation of interdisciplinary programs should come from research and development, according to Potter &

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Chickering, in which recent developments have forced reconceptualization of the research agenda:

> The dominance of research and development, tied to corporate and national concerns with economic performance and potential, has stimulated a diversified research agenda and expanded the range of participants. The parameters of problem-focused, "field induced" issues, which cannot be subsumed within disciplinary or institutional categories, encourage new relationships among knowledge, action, and novel organizational arrangements to pursue these issues. (Potter & Chickering, 1991, p. 19)

Potter & Chickering (1991) concluded that the U.S. government should support rather than impede these changes in the following three ways: (1) with *rhetoric* (with which government and agencies influence intellectual agendas), (2) with *initiatives* (in which government agencies improve incentives and encourage supportive policies and practices), and (3) with *regulation* (with which the government expedites the process for approving new budgets and programs).

According to Ehrle & Bennett (1988), most academic program directors focus so tightly on their own departments that they are more likely to look at their own discipline at another institution than they are to look at other disciplines at their own institution. In addition, interdisciplinary programs can be very difficult to start. Knowing that the funds have to come from somewhere, program directors may guard their own budgets against being watered down by an interdisciplinary arrangement. For this reason, "a considerable amount of political savvy and academic skill are required to initiate and sustain interdisciplinary courses and programs. This savvy and skill must usually come from deans and provosts" (p. 72).

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Ehrle & Bennett suggested that, when developing interdisciplinary programs, deans and provosts need to convince faculty members that development of an interdisciplinary program is in their long-term interest. This is best accomplished by paying attention to the impact of individual faculty participation upon tenure and promotion decisions. Also the mode of distribution and recording of student credit hours generated must be carefully worked out (Ehrle & Bennett, 1988).

Development of Continuing Education Programs

Many MALS Programs are administered through the continuing education division (also known as extended studies or university extension, among other terms).* Many continuing education divisions date back as far as the 1820s, when communities began to establish local adult learning centers and major universities began to develop public lecture series (Sauser & Foster, 1988).

In 1909, Lawrence Lowell became President of Harvard and outlined plans for public service courses to be taught by Harvard's faculty. The Morrill Act of 1862 mandated a public service commitment for higher education and led to the development of ways to extend a practical industrial

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* The use of so many different terms—"extension," "cooperative extension," "continuing education," "lifelong learning," etc.—has led to widespread confusion about the true nature of the university's outreach mission, whatever its title (Sauser & Foster, 1991). One primary source of confusion has been the application of the same terminology for both credit instruction (sometimes leading to a degree) and non credit instruction (including profoundly non-academic courses, such as aerobics or ceramics) under the same umbrella term. Sometimes "extension classes" means classes that meet off campus; sometimes it means classes that meet after 4 p.m. In some cases, it means a non-credit course; in other cases, it means any university course offered to a non-degree seeking student on a space-available basis. Sometimes it means the course can fulfill degree requirements; other times it means it cannot. Finally, the term "continuing education" is sometimes used only for classes designed to maintain one's professional mastery after one's formal education is over. As a researcher, I have experienced great confusion while conducting this dissertation research due to these semantic inconsistencies. I tend to agree with Sauser & Foster (1988), who believe that the ascendancy of a common term is critical in order for institutions to continue to legitimize and enlarge the Continuing Education function.

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or agricultural education to everyone. The Hatch Act of 1887 established experimental agricultural research stations in support of these efforts through public demonstration projects. This led to the establishment of the Cooperative Extension Service. The Smith-Lever Act of 1914 created a network of agricultural and home economics information delivery that reached every citizen. Since then, land-grant universities have extended the cooperative extension philosophy and model to other areas. However, such programs are still largely limited to professional and non-degree areas (Sauser & Foster, 1988).

Today, continuing education offerings are almost always discipline-based. Indications for the future, however, point away from discipline-based programming and toward "addressing multi-faceted societal issues" (Sauser & Foster, 1988, p. 162). Divisions of continuing education are currently walking an "organizational tightrope between centralization and decentralization in order to achieve the diversity of programming necessary to solve broad societal problems" (Sauser & Foster, 1988, p. 162).

Continuing education divisions have become increasingly important to universities, both as vehicles of community outreach and generators of revenue. In some cases, the continuing education division has become quite large and will become even larger in the 21st century as it applies the university's resources for the benefit of the general population. According to Sauser & Foster (1988), effective extramural programming requires the following:

- Needs analysis to determine client demand;
- A program (workshop, seminar, short course) or project (demonstration, videotape, pamphlet, teleconference) tailored to meet identified needs;

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- Program or project delivery; and
- Documentation of impact (p. 163).

As they become larger, continuing education divisions become highly bureaucratized and, as a result, may suffer from procedural red tape and loss of the entrepreneurial spirit that has long characterized them.

Usually there are clear institutional understandings between academic units and continuing education about how much tuition is to be charged, how much load faculty can or should carry, and how credit hours are tallied. In other settings, these rules are not clearly laid out or may be routinely violated or circumvented. According to Ehrle & Bennett (1988), the following are central questions that need to be answered to everybody's satisfaction in order to avoid tension between Continuing Education and academic units on campus:

- To what extent must continuing education revenue produced in the colleges underwrite the university's general cost of doing business?
- Do these funds supplement university general fund allocations to the colleges or in some measure replace them?
- When departmental credit-hour productivity is being analyzed, should continuing education credit hours be reckoned separately or merged with the credit hours produced by regular on-campus instruction? (p. 51)

Since many MALS Programs are administered through continuing education, how these questions are answered is of great importance to many MALS Program Directors.

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Managing the Change Process in Higher Education

According to Ehrle & Bennett (1988), faculty traditionally focus on process, which takes the form of committee work, discussions and consensus building. This focus makes change difficult: "Time is not viewed as money; the new is often branded as only a fad and something to resist" (p. 7).

Cross (1991) described change from the point of view of one who is concerned about finding new ways to accommodate the adult learner:

> The best answer to the charge that institutions of higher education are opportunists, looking for a new clientele to replace the old, is that with the notable exception of evening colleges and extension divisions, traditional colleges paid little attention to lifelong learning until quite recently. . . . it is fairly clear that colleges that place institutional needs above those of the adults they are trying to attract will probably lose out in the long run. (p. 38)

Bergquist (1992) analyzed collegiate organizational cultures to determine if there is something inherent in collegiate institutions that renders them resistant to change. He proposed that the change process at colleges and universities can best be understood if it is conceptualized in terms of "the four cultures of the academy"—the collegial culture, the managerial culture, the developmental culture and the negotiating culture. Closer examination of each of these cultures—especially insofar as how they interact with each other—can facilitate a deeper understanding of organizational change in higher education. Understanding of organizational change can, in turn, shed light on how MALS Programs are developed within the traditional, career-oriented framework of graduate education.

The *collegial culture* is organized around the traditional academic disciplines. This culture values scholarship and research and would describe

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the institutional mission primarily in terms of the generation and dissemination of knowledge and, secondarily, in terms of the development of values and character among young men and women. The *managerial culture* is an organizationally-minded culture. It organizes, implements and evaluates work in terms of its goal-directedness and purposefulness. It values fiscal responsibility and effectiveness, and seeks to define and measure its goals and objectives rationally. This culture would describe the institutional mission in terms of its ability to convey specific knowledge, skills and attitudes to students. The *developmental culture* is a culture that values generativity and furthering the professional and personal growth of its community. It values service and growth and would describe the institutional mission in terms of its ability to encourage various constituents to meet their potential, both personally and professionally. Finally, the *negotiating culture* is a culture concerned with equality and fair distribution of resources and benefits to all campus constituents (Bergquist, 1992).

For the purposes of this dissertation study, it is useful to examine two of these four cultures more closely—the collegial culture (faculty) and the managerial culture (administration).

The collegial culture has long been seen as a "loosely-coupled culture," in which relationships are informal and non-hierarchical. Tenured faculty members, traditionally of the collegial persuasion, enjoy high prestige, longevity, and job security. They are often identified in terms of their expertise in their discipline. Their professional and intellectual agenda has traditionally been to create more discipline-specific specialists.

The managerial culture in higher education, on the other hand, values quantitatively evaluated outcomes and accountability. Because of the growth of budget management, federal regulations, affirmative action guidelines and

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federally imposed restrictions, the managerial culture has had a greatly expanded presence on campus since the 1960s. As Bergquist (1992) noted, "A specially trained corps of managers is required to keep a college or university out of the courtroom and in the good graces of federal funding agencies" (p. 68). Members of the managerial culture may seek low-cost substitutes for aspects of the collegial culture most dearly held by members of its culture. For example, it may want to replace senior faculty members with low-cost adjuncts, seek to raise teaching loads for faculty, encourage independent study, substitute capital for labor, maximize utilization of office space, or seek to discontinue low-enrollment programs. Potentially conflicting priorities between faculty members (collegial culture) and administrators (managerial culture) are clearly in evidence in such situations.

Members of the collegial culture do not typically engage in fiscal management and may not have an eye to program innovation or technological advancements in educational delivery systems. In contrast, members of the managerial culture are concerned with clearly specified educational outcomes and criteria for judging performance. When faced with growth issues and the need to generate revenue, faculty members strongly and exclusively identifying with the collegial culture may resent the presence of the ever-bureaucratizing managerial culture. The more financial pressure is brought to bear on the institution, the more repressive members of the managerial culture may be perceived. Colleges which come under extreme financial pressure may feel they can no longer afford to support the collegial culture in the manner to which it has become accustomed. Outside sources of funding may dictate change. The need to recruit students and to increase revenue may take precedence over faculty needs to pursue areas of interest for purely

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academic reasons. Faculty members may face pressure to turn their attention to nonacademic matters.

The collegial culture fosters character and community. The managerial culture, on the other hand, is seen as not intellectually invested and prone to making divisive and intrusive demands on faculty members. The most attractive features of the collegial culture, according to Bergquist, are autonomy and academic freedom.

Some faculty members in the collegial culture may express an interest in moving across disciplines to teach and/or write in a more synthesized way. According to Bergquist (1992), the collegial culture tends to value autonomy within one's discipline:

> Only the academic administrator and librarian are allowed to be truly interdisciplinary, and they lose academic credibility when they assume these roles. In general, interdisciplinary work is tolerated at both ends of the academic pecking order: that is, in the least prestigious (small liberal arts) colleges and in the most respected (major independent) universities. (p. 41)

For members of the collegial culture, institutional influence and change are primarily faculty-controlled; this culture places high value on faculty governance. Many faculty members who also have academic program administration responsibilities find themselves with one foot in each of these cultures. In addition to teaching, engaging in scholarship and conducting research, their administrative responsibilities require them to also be concerned with the following:

a. Establishing and implementing an implicit or explicit *mission* and administering supporting activities;

b. Supporting the *teaching and learning process*;

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c. Writing, rewriting and updating the *curriculum;*

d. Creating a climate for *research*;

e. Encouraging *service to the university and community*;

f. Acquiring (often through entrepreneurial efforts) and distributing financial resources through *budgetary management*;

g. Managing the *personnel* function;

h. Coordinating *student affairs*;

i. Managing *external relations* in order to secure and maintain the allegiance of outside groups; and

j. Maintaining the *physical facilities* (adapted from Bergquist, 1992, p. 78).

Leadership

In this section, I will review organizational views of leadership and views on leadership in higher education. I have also included a section on language and leadership. The leadership framework being used for this research is Foster's critical leadership theory, which asserts that leadership involves three elements—penetration of structure, being politically and critically educative, and language. Foster's leadership theory has been discussed in chapter one. The language-leadership connection requires additional examination of the literature, since some understanding of how Foster developed his ideas on language and leadership is helpful before examining the role language has played in the development of the MALS Programs in the study.

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Leadership in Organizations

In 1934, Bogardus developed a *trait-and-group* theory of leadership, which he defined as the interaction between the traits of one person and the traits of others in the group. In the 1940s and 1950s, group and organizational perspectives on leadership were developed by Whyte (1943), Jennings (1944), and Davis (1942). Effectiveness theories of leadership also began to develop in the 1950s with Stogdill (1951), who asserted that leadership was defined by how effectively the group achieved its goals. In Leadership in Administration, Selznick (1957) first introduced the idea that leadership is mediated by purpose within the organization and is not simply a means by which an organization achieves a specific outcome. He clearly distinguished leadership from authority, saying that the leader is responsible for "promotion and protection of values" more than anything else (p. 28).

The idea that the goals must be shared, that they are not just the leader's goals, was introduced by Seeman in 1960. In 1967, Fiedler developed a contingency theory of leadership which stated that leadership is the result of how effective an individual's "leadership style" turns out to be in a particular situation. In 1970, Jacobs developed an exchange theory of leadership, the "exchange" being what differentiates leadership from power derived from authority. In 1978, Hollander defined leadership as a social exchange, in which influence yields more persuasion than power.

Peters and Waterman (1982), who developed the "excellence theory" of leadership, took Burns' idea of transformation one step further, saying that organizations can be transformed into excellent organizations through leadership. Pfeffer (1977), Calder (1977) and Smircich and Morgan (1982) all advanced leadership theories based on the concept of attribution—that

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leadership is what is attributed to individuals after the fact in order to make sense of what has already happened.

The conceptual framework for early 1980 leadership definitions was what Rost called *do the leader's wishes*, the offspring of the *great man* theory of leadership, both of which defined leadership in terms of traits and dominance (Bennis and Nanus, 1985; Bass, 1981; Kellerman, 1984; Gardner, 1986 and Zaleznik, 1989). Building upon Burns' (1978) themes of transformation and power, Bennis (1983) studied leadership within the context of hierarchy and found that shared vision is an essential element in leadership. This shared vision, when combined with purposes, beliefs and other aspects of organizational culture, creates transformative power. Transformative power allows leaders to "reach the souls of others in a fashion which raises human consciousness, builds meanings and inspires human intent that is the source of power" (p. 70). Subsequently, leadership came to be defined in terms of achieving group or organizational goals (Hollander, 1978).

Rost (1991) asserted the importance of influence and mutuality in his *postindustrial* definition of leadership— "an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1991, p. 102). Rost (1994) replaced the term *followers* with the word *collaborators*, because of "almost universal negative feedback due to the fact that *follower* implies being submissive and led. The term *collaborator*, on the other hand, indicates consensus, pluralism, caring, empowerment, participation, the common good . . . collaboration"* (p. 3).

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* The term *follower* rather than *collaborator* will be used in this dissertation. For the sake of presenting dissertation findings clearly and concisely, I believe *follower* to be a better-differentiated term when describing participation in a leadership process.

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According to Rost, the process of leadership must be ethical because of the nature of mutuality and because coercion is ruled out. The content of leadership may not necessarily be ethical. Decisions about ethics and values may be made several times during a particular leadership process. Therefore, the best time to decide about the ethical content of leadership is at the beginning of the proposed change process. "What is needed is a reconstruction of our understanding as leaders and followers of the concept of civic virtue, the elemental notion that all of our goods as individuals and groups are bound up in the common good" (Rost, 1991, p. 176).

Heifetz (1994) called for a "prescriptive concept of leadership." A definition of leadership must take values into account. Defining leadership must be consistent with ordinary understandings of what it means to lead. The definition also should be practical, should point toward socially useful activities, and should broaden our understanding of what it means to be socially useful (Heifetz, 1994).

Leadership in Higher Education

Codd (1989) expressed concern about leadership being increasingly defined in terms of management, efficiency and production, and believed that a new view of leadership was needed for education. He sought to define leadership in the form of "philosophy in action," or as a philosophical practice encompassing rational reflection and deliberative action (p. 157). Philosophy, according to Codd, should not be removed from daily life and occupy some scholarly realm only known to the esoteric and the abstract. He believed that philosophy "should be an essential dimension of everyday human experience and the criticism and reformation of common sense" (p. 173). Codd wanted to see philosophy placed in the center of social action, to "cease to be mere

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armchair speculation" (p. 174). In this way, the philosopher becomes an educational leader through praxis.

In How Colleges Work, Birnbaum (1988) examined academic organizations and leadership. His argument was that American colleges and universities are the envy of the world, not because of good management but in spite of bad management. He also suggested that American higher education may be successful *because* it is poorly managed. Universities used to be seen as in the shadow of the leader, a manifestation of the *great man* theory of leadership. He posits, however, that current leadership is more a factor of the environment than of individual character. According to Birnbaum:

> Good times seem to call forth strong leaders. The late nineteenth century is seen now as a time of giants who founded or expanded great institutions . . . . Unfortunately, leadership appears in short supply in bad times, such as during eras of decline or of student unrest. In the late 1960s, for example, presidents faced with campus disruptions were criticized for not calling in the police as frequently as they were for calling them, and for calling them either too soon or too late. Presidents were castigated for ineffective leadership even though post hoc suggestions proposing how one president could have succeeded were precisely the explanations given on another campus for why a president failed. (p. 27)

University leadership cannot be measured according to the same criteria as corporate leadership because the organizational characteristics are too strikingly different. Corporations don't have academic freedom tenets, tenured employees or alumni. They are often governed by boards of directors who make decisions without the need for consultation and shared

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governance. Colleges and universities, on the other hand, have ambiguous and unfocused goals, unclear technologies and amateur decision-makers (Birnbaum, 1988).

Birnbaum proposed that individuals in management positions in higher education should lead "cybernetically," which means to keep the institution in proper balance by (1) realizing the importance of both transactional and transformational leadership, (2) cultivating the emergence of leadership with the various subunits of the institution, and (3) remembering that events are equivocal. Birnbaum characterized leaders as "light bulbs in a darkened room. . . .it takes accomplishment of a high order to shed the light that prevents people from stumbling around in the dark" (p. 208).

Ehrle & Bennett (1988) suggested that the ability to successfully get faculty, deans and provosts working together on long-term or permanent academic program development is the call of intellectual leadership. They make the distinction between academic administration—"running the shop by the book"—and academic leadership, which is a product of an individual's personal values, vision and practice, pointing out that there are . . .

> . . . .discernible differences between the genuine article and lesser species. For instance, authoritarian postures can for awhile masquerade as leadership, but in the long run will be uncovered as lacking authenticity. Similarly, encouraging vitality by pitting one group against another may work in the short term and also bolster personal power. In the long term, however, it will fragment rather than strengthen the institution. On the other hand, adopting a low profile and permitting folks to follow their own paths can be just as disastrous. (p. 191)

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Individuals identifying strongly with Bergquist's (1992) collegial culture tend to look for charismatic qualities, including political savvy, in the people they allow to lead them. Members of the managerial culture, on the other hand, equate leadership with successful fiscal and personnel management. According to Bergquist:

> In essence, in the managerial culture we find a quest for competent administrators, faculty members, and students who respect and work within a formal, hierarchical structure; this structure in turn encourages clarity of communication, specificity of roles and outcomes, and careful delegation of responsibilities . . . general and somewhat vague notions about charisma and leadership by example are more likely to be found in colleges and universities that emphasize the collegial or developmental perspectives. (p. 83)

Chaffee & Tierney (1988) examined the cultural view of organizations and what this means to organizational leaders. The dimensions of culture—structure, enacted environment and values—need to be, to one degree or another, congruent with one another. These dimensions are constantly seeking a state of dynamic equilibrium from a state of divergence. The organization cannot more toward equilibrium when it is out of balance. Furthermore, perceptions construct reality. The leadership task in higher education, then, is to pay attention to situations in which the dimensions of organizational culture are mismatched and cannot achieve the dynamic equilibrium they seek.

Specifically, Chaffee & Tierney proposed the following five ways to help individuals in a position of academic leadership navigate the simultaneously collegiate and managerial environment of higher education:

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(1) *Find internal contradictions.* Contradictions can alert leaders to looming difficulties and can identify areas where desired change has only been partially implemented. It can also test whether the ramifications of proposed change will have desirable long-term effects. Finding contradictions is simple; it is done by simply listening and observing organizational life and asking, "Why?" and "Why not?" (For example, "Why is the curriculum arranged the way it is rather than some other way?" Or "Why are the students unhappy with the program?" Examination of these contradictions between what is desired and what is offered demonstrate incongruity between values and structure.

Chaffee & Tierney offered the example of a college which recruits adult students but does not offer evening classes, allow evening registration, or provide evening child care. Similarly, a university may say it values teaching when it, in fact, rewards research. Individuals in leadership positions may set up a situation that is intentionally dialectical or seek the advice of non-experts. These techniques force new opinion formation and can often facilitate sound leadership and decision-making.

(2) *Develop a comparative awareness.* Academic leaders should find out how other institutions have defined and then solved the same problems. Institutions cannot simply copy the solutions of another institution, since each institutional culture is unique. Focusing on one's own institution solely, however, may hide obvious solutions that have worked for someone else. Understanding the culture within which the solution worked can allow individuals in leadership positions to have a clearer view of possible alternatives.

(3) *Clarify the identity of the institution.* This identity begins with the institution mission statement that expresses core values, many of which are

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common to all institutions of higher education (developing student intellectual abilities, for example). But, despite these inevitable similarities, institutions may vary sharply from one another on other key factors. It is incumbent upon people in positions of academic leadership to develop a strong sense of identity. Institution identity comes from people moving in and out of the institution and, therefore, is always changing and evolving. It has its roots in institutional history, but is also related to current conditions. The leadership task is to carry on tradition and, at the same time, ensure congruence with current organizational realities.

(4) *Communicate.* This is the only way collaborators (as opposed to leaders) can understand the institutional identity. It is not enough for leaders to *do* the right thing; they must also *communicate* the right things. Human interaction—the interpretation between speaker and listener—is the basis of organizational life. Therefore, "interpretive leadership" is an important way of communicating the values and realities of organizational life.

(5) *Act on multiple, changing fronts.* In higher education, many activities are constantly going on in a number of areas. One year, the academic leader may need to focus his or her energy in one area; another year, energy will be needed elsewhere. Chaffee & Tierney offered the following specific guidelines about balancing the needs of a varied constituency:

a. Treat every problem as if it had multiple solutions.

b. Treat every solution as a fleeting solution.

c. Look for consequences in unlikely places.

d. Beware of any solution that hurts people or undermines strong values (p. 189-190).

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In a later book, Tierney (1993) traced the evolution of the linear managerial strategies of the 1960s and 1970s (the rise of academic administration and bureaucracy, especially academic leadership as embodied by "great men" such as Robert Hutchins of Chicago) to the adaptive strategies of the late 1970s. Adaptive strategies required universities to pursue multiple goals simultaneously and meet the needs of an increasingly heterogeneous student population. Administrative leaders struggled to adapt to changing external and internal environments, students became "markets," and information became all-important for decision-making. According to Tierney, "Visionary leadership became less important, and management and interpretation took on precedence" (p. 88). Academic leadership should be geared more to intellectual involvement than academic management and governance. Educational organizations are not business organizations and should not be forced into the same paradigm. "Colleges and universities should not be made to think that students are markets that need to be tapped or products that need to be improved; such assumptions lose sight of what education is and insult virtually all of the constituencies involved in the educational process" (p. 102).

Tierney offered five organizational strategies that academic leaders might employ to create real and lasting change in institutions of higher education: (1) Create a framework for diversity, (2) initiate structures for developing voice, (3) Implement alternative structure of learning, (4) develop assessment as a formative activity, and (5) reconsider promotion and tenure (Tierney, 1993).

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Leadership and Language

Pondy (1978) argued that, since leadership is a form of social influence and is applicable in a variety of social and professional settings, "democratic leadership is to understand the set of meanings (values) to be conveyed, to give them primitive expression, to translate them into stylistic representations, and ultimately to choose sounds and actions that manifest them" (p. 89). Although language is one of *least visible* influences on the leadership process, sharing or not-sharing language is the most subtle and powerful tool used for controlling—or influencing—others. Democratic leadership works because it promotes language-sharing. Therefore, leadership effectiveness can be evaluated by examining language-sharing.

Using Socrates as an example, Grob (1984) argued that leadership requires openness to critique, and by necessity involves relating with others (followers) in pursuit of the same goal. According to Grob, "The very essence of dialogue consists in that mutual offering of perspectives which allows for—indeed, promotes—the movement of followers into leadership roles both in relation to others less aware than they of the need to acknowledge their (Socratic) ignorance and, also, in relation to those (former) leaders whose horizons of meaning may now be more limited than those of their (former) followers" (p. 274). Grob added that acquisition of knowledge itself does not guarantee that a genuine leadership activity has occurred.

In Oneself as another Ricoeur (1992) described narrative as the basis of all human action and interaction, believing it to be central to how we form relationships (leadership and otherwise) with others. In forming relationships and interacting socially with others, we describe (project) ourselves onto another and, in so doing, we formulate our *other self.* We test our ideas by projecting them onto this other self, a form of action that takes

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place within the context of the relationship. In so doing, we gain understanding and insight to a degree that would not be possible if we engaged in nothing more than reflection, or *self-talk*, another form of narrative. According to Ricoeur, both self-talk and social interaction—which comprise the narrative—are required for praxis (the integration of knowledge and action) to be achieved.

Pondy's views on leadership as language-sharing, Grob's views on Socratic leadership, and Ricoeur's views on the narrative of leadership are all foundational to Foster's notion of critical reflection and political action as being requisite elements in critical leadership. (See pages 19-25 for a complete description of Foster's theory of critical leadership.)

Summary

In the literature review, the theoretical, scholarly and historical contexts for the present study have been established. As a growing number of older adults enroll in higher education programs, universities struggle to create innovative programs to meet the needs of these students and, at the same time, create new markets for higher education. One way to tap into the lucrative non-traditional adult student market—while, at the same time, maintaining the college's liberal arts mission—is to develop a MALS Program. In so doing, program developers must rethink formal, delivery system, course content, admissions and graduation requirements—virtually every aspect of academic program delivery. At the same time, they must develop strategies to navigate both the collegial and managerial cultures of the institution. Because change is involved, leadership comes into play in the development of non-traditional academic programs. How this has been

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accomplished by the eight MALS Programs in the study is the subject of the remaining five chapters.

Chapter three contains a description of the study methodology. In the chapters four, five and six, the study findings are presented. Chapter seven contains conclusions and recommendations for MALS Program development and for further research.

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CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

The purpose of the study was to investigate the development of master's degree programs in liberal studies (MALS programs) and to examine the leaders and followers who advanced the program development agenda to a successful outcome. The increasing number of MALS Programs attests to the importance of understanding non-traditional, interdisciplinary graduate program development, and also provides the opportunity to learn how the relationship involving leaders and followers emerges and persists during the program development process.

In order to achieve these purposes, the study uses a non-experimental research design, in the sub-category of descriptive research (Slavin, 1984). According to Mason and Bramble (1978), the term *descriptive research* is a broadly-used term for studies that describe phenomena, often for the purpose of decision-making. One type of descriptive research is *developmental research*, the purpose of which is "to seek interrelationships among factors affecting growth [and] to establish the nature of trends in the past and to use these trends to make predictions about the future" (Mason & Bramble, p. 40). This research utilizes the developmental type of descriptive research since the study purpose is to examine the development of MALS Programs in order to learn from past events and to make predictions about the role and importance of leadership in the development of future MALS programs.

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Research Questions

1. What theoretical and/or curricular constructs underlie MALS programs and their development?
2. Who are the leaders and followers in the development of MALS programs? What did they do and why?
3. Are Foster's three essential elements of leadership—(1) penetration/ demystification of structure, (2) being critically and politically educative, and (3) attention to the symbolic and communicative power of language—seen in the development of MALS Programs? Is praxis,* the unifying concept of Foster's essential elements, seen in the development of MALS programs?

Research questions #1 and #2 were answered by conducting in-depth interviews and document review of the MALS programs in the sample. Research question #3 was answered by application of Foster's critical leadership theory to the data gathered from the interviews and in the documents.

Study Design: Multiple Case Study

The case study approach to research examines a limited number of examples in detail to learn more about the whole. Merriam (1988) outlined the following case study research characteristics: *particularistic* (focusing on a particular event or program), *descriptive* (characterized by rich description), *heuristic* (illuminating understanding of a particular phenomenon), and *inductive* (in which theories arise from the case study data). Case study research design may reflect any combination of these characteristics. This

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*Praxis is defined as the integration of critical reflection (knowledge) and purposeful transformation (action).

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study focuses on eight programs that represent important variables seen in MALS programs, describes the programs in an attempt to understand them better, and examines the leadership processes that were evident during MALS program development.

According to Stake (1981), case study knowledge is more concrete, contextual, and more subject to reader interpretation than traditional research methodologies. The paramount objective is to understand the *meaning* of the experience and to understand the importance of facts within a particular context (Merriam, 1988).

In A case for the case study, Feagin et al. (1991) defined a case study as "an in-depth, multifaceted investigation, using qualitative research methods, of a single social phenomenon" (p. 2). Case studies are useful in understanding complex decisions and their effects over time, and of eliciting information about the historical dimensions of such decision-making. In addition, it is an appropriate way to generate theory about a phenomenon.

Patton (1990) writes that educational case study research is particularly valuable when the researcher wishes to capture individual differences or unique variations between programs; each case must be described in depth and in context. The purpose of case study analysis, according to Patton, is to gather complete and systematic information about each case in the study.

According to Wiersma (1991), case study research can cut across other types of research—such as ethnography or historical research—and that ethnographic and historical research studies usually employ a case study design. Travers (1978) made the same point, but approached it from the opposite direction. He stated that most case study research is, at least to some extent, historical in nature. Almost always, the researcher is trying to

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reconstruct events from the past. Constructing a case study from events at least partially from the present poses a distinct advantage—validation and clarification are still possible.

Case study research is hypothesis-generating rather than hypothesis-testing, according to Merriam (1988). Marshall and Rossman (1989) created a table to assist researchers to match the purpose of the research to research strategies. According to the table, studies that "explain the forces causing the phenomenon in question" or "identify plausible causal networks shaping the phenomenon" are well-suited to a multi-site case study approach (p. 78).

The use of case study methodology in educational research is well-established and thoroughly documented (Mason & Bramble, 1978; Wiersma, 1991; Travers, 1978; Slavin, 1984; Van Dalen, 1979). According to Mason & Bramble (1978), it is often more appropriate to study a multitude of factors in a fewer number of cases than it is to study fewer factors in a very large number of cases. Often, when using a large number of cases, factors are oversimplified. According to Feagin et al. (1991), several case studies in a comparative framework may strongly reinforce the results of a single case study.

Another advantage of case study research is that it can uncover areas that would benefit from future research (Mason & Bramble, 1978). However, the case study approach also has limitations. One problem is generalization, which is hazardous in case study research. Another potential problem area is bias. Although the risk of bias is a danger in any research design, it is greatly exacerbated by the open-ended nature of the inquiry. For these reasons, selecting a representative number of cases according to an appropriate stratification scheme is of the utmost importance (Mason & Bramble, 1978).

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In this study, an eight-case study design was used. On the one hand, I wanted to feature the rich description characteristic of case study research. On the other hand, I wanted to have credible findings and needed to have a sufficient number of cases to elicit compelling findings that would ring true for other MALS Programs. If I had only looked at one or two MALS Programs, I believe the usefulness of the findings would have been limited. The final decision to base the study on eight cases was determined by the stratification scheme, which required that each case be a different combination of four factors—program type, geographic region, program age, and institution type.

Methodology

In March, 1994, inquiry letters were sent to each of the 94 MALS programs self-identified as Master's Degree Programs in Liberal Studies in the 1994 Peterson's Guide to Graduate and Professional Programs: An Overview 1994* (Peterson's Annual Guides to Graduate Study: Book 1). See Appendix 1 for a sample inquiry letter. The programs considered for the study sample were limited to colleges and universities in the United States. All materials received in response to these inquiry letters were tabulated and filed according to program.

I needed to develop criteria for a stratification scheme so that representative programs could be identified for more in-depth study. Decisions had to be made about which factors should be used to stratify the population of MALS programs. The question had to be asked, "Which factors are important and distinct enough to use in selecting a sample that would be truly representative of the population?" I created a matrix of all known

*The 1995 Peterson's Guide lists 116 Master's Degree Programs in Liberal Studies.

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programs and noted that there were four distinguishing characteristics for all known programs. (See Table 3.) In order to learn more about MALS Program and their Directors, I attended the Annual Conference of the Association of Graduate Liberal Studies Programs (AGLSP) in Ft. Worth, Texas on October 27-29, 1994. On this occasion, I met several directors of MALS Program across the country. In speaking to these MALS Program Directors, I began to see how certain MALS Programs would make good cases for this research study because they would meet my stratification criteria.*

Eight programs were selected for the study. These programs met two criteria for selection: (1) They fit into my stratification scheme (allowed for variability of the sample on the criteria of program type, region, program size and institution); and (2) they had directors who expressed willingness to participate in the study. The final selection of samples is shown on Table 3.

I developed a list of open-ended interview questions, which were designed to ascertain the answers to research questions #1 and #2. The interview protocol for the study can be found in Appendix 2. The interview questions, along with a consent form to be signed and returned (see Appendix 3), were sent to the eight case study sites in the sample. When I received the returned consent forms, I contact each director by telephone and arranged for a time when I might conduct the 90-minute personal interview. Since the MALS programs in the study were located all over the United States, travel arrangements were made.

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* When deciding on cases to include in the study, I selected eight MALS Programs that appeared to be unique in terms of the stratification scheme. When the interview data were analyzed—over a year later—it became clear that each MALS Program in the study was not completely distinct from every other in terms of stratification. On Table 3, for example, Programs 4, 5 and 7 all now carry the same designator—PR/E/Y. In spite of minor adjustments, all programs in the study were quite distinct from one another and each one added important new dimensions to the study.

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Table 3

MALS Programs in the Study

Program #	Program Name	Program Type	Region	Program Size	Institution Type	Code
1	Master of Arts in Liberal Studies	Administered by the College of Arts and Sciences	West	Large	Public	PU/C/O
2	Certificate Program in Liberal Studies (petitioning to become a master's degree program)	Administered through Extension; evolving from a certificate program to a degree program	West	Small	Public	PU/E/O (certificate)
3	Master of Arts in Liberal Studies program	Large (400 students) MALS program within a small private university	Upper Mid-west	Large (within small college)	Small, private, church-affiliated	PR/C/O
4	Master of Liberal Studies Program	Run through Continuing Education.	Upper Mid-west	Small	Public	PU/E/Y
5	Master of Liberal Studies Program	Run through Continuing Education.	Upper Mid-west	Large	Public	PU/E/Y
6	Graduate Program in Liberal Studies	Small program within small university	North-east	Small	Small, private, primarily women's college	PR/C/Y
7	Master of Arts in Liberal Studies Program	Small, new program administered through Continuing Education	North-east	Small	Small, private, church-affiliated	PR/E/Y
8	Master of Liberal Arts Program	Large, very well-established 30-year-old program; one of the original MALS programs in the US	Mid-Atlantic	Large	Large, private	PR/E/O

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The interviews with MALS Program Directors were conducted between February and May, 1995. I personally transcribed and printed all interview transcripts . Each completed transcript was sent back to the appropriate director for editing, clarification or amplification of interview data. This was accomplished between May and September, 1995. During this time, I also attended a Graduate Liberal Studies Faculty Development Workshop at DePaul University on July 9-29, 1995. The Workshop was presented by the Association of Graduate Liberal Studies Programs (AGLSP) and supported by the National Endowment for the Humanities (NEH). While participation in this workshop was not—strictly speaking—part of the research methodology, it was an important and valuable opportunity to spend three weeks learning about MALS Programs, getting to know MALS Program Directors, developing an interdisciplinary course syllabus, and learning more about the activities of the AGLSP.

After data collection was completed, the consolidated answers to each of the 48 interview questions were prepared for reporting. The answers given by each director for each of the first two research questions were organized for analysis. Program documents were also reviewed to assist in preparing answers to the interview questions. Finally, in order to answer research question #3, the program development processes in the study were examined to confirm that Foster's three elements for critical leadership were present.

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Data Collection

Preliminary Inquiry

The first step in identifying programs to be included in the study was to refer to the 1994 Peterson's Guide to Graduate Programs in the Humanities, Arts and Social Sciences (1994); ninety-four programs were listed in the Liberal Arts/Liberal Sciences section. The identified director of each program was contacted by mail. Some programs did not respond at all; others sent a letter saying the Liberal Studies master's program had been discontinued. The remaining programs sent program brochures, course schedules, and, in some cases, graduate catalogs. In the course of reviewing the literature, I discovered additional programs that were not listed in the 1994 Peterson's Guide; still more MALS programs were discovered during the Association of Graduate Liberal Studies Programs (AGLSP) meeting in Ft. Worth, Texas.

Development of a Stratification Scheme for the Sample

In order to develop a stratified sampling of programs for the study, graduate program information was reviewed and programs were categorized by program type and by institution type. The final decision about a stratification scheme was made after attending the Association for Graduate Liberal Studies Programs (AGLSP) meeting in Ft. Forth, Texas on October 27-29, 1994. During the course of that meeting, I talked to a number of MALS Program Directors and learned a great deal about differences and similarities between and within MALS programs. I discovered that MALS programs are quite different from one another. With this in mind, I created a stratified sample which represented as much variation as one sees in the population of MALS programs. Eight programs were selected to be

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participants in the program based on program variables. Stratification criteria, with designation code in parentheses, include the following:

1. Institutional type. The sample includes some public (PU) and some private (PR) universities.
2. Program type. The sample includes programs that are administered by the College of Arts and Sciences (C) and programs that are administered in other ways, such as through continuing education (E)
3. Program maturity. The sample includes programs that are older and well established (O) and programs that are younger, having been in existence for five years or less (Y).

The programs are also stratified by region, representing all regions of the United States. No coding scheme was developed for regions; rather they are identified by West, Northeast, Mid-Atlantic, and Upper Midwest.

Development of a Stratified Sample

The stratified sample consists of the eight MALS Programs, as seen in Table 3. Institution names remain confidential and MALS Programs in the study are referred to as Program 1 through Program 8.

At the AGLSP meeting in October 1994, I discussed the study with the directors of each of the programs listed above, and all expressed a willingness to participate. Each director made a final decision to participate after reading the approved dissertation proposal; none declined participation. The directors' participation was formalized when informed consent was given in writing (see Appendix 3).

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Interviews

Open-ended questions are more difficult to code and harder on respondents than are closed-form question, but they are desirable if one wants respondents to express complex opinions; such is the case with this study. Van Dalen (1979) commented on the limitations of closed form questionnaires, but noted that for subjects who are highly literate and motivated, open-ended questions are much preferable, especially when the researcher is interested in motives, attitudes, background or provisional answers. I developed an open-ended interview protocol, a copy of which was forwarded to each director in advance of the scheduled personal interview. The three research questions were expanded to a complete interview protocol (see Appendix 2).

Travel plans were made and all arrangements were confirmed and finalized. In one case, two MALS Programs in the sample were located in the same metropolitan area. The interviews were conducted in seven cities and in five different states.

Each interview was estimated to take 90 minutes. They all lasted a minimum of 90 minutes, but some took much longer. All directors seemed to enjoy talking to me about their programs. Many of them took me on tours of their campuses, invited me to visit classrooms and arranged interviews with other faculty and/or staff members who provided helpful perspectives and/or historic insights.

Review of Program Documents

All participants generously provided me with a wide array of documents that related to program development and illuminated the research questions. Some directors provided me with books outlining the history of the

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university. Some examples of relevant documents were original proposals for program development, faculty senate minutes, correspondence among involved individuals, memos of agreement, brochures, catalogs, and other promotional items.

Follow-up

A follow-up telephone interview was required for six of the cases to answer questions left unanswered by the interview and documents.

Data analysis

MALS Program Descriptions and Development (research questions #1 and #2)

The initial interview questions were used to establish the nature of the MALS programs in the sample and the process by which they were developed. Patton (1990) recommended case analysis and cross-case analysis for analyzing interview data. Since a standardized open-ended interview was used, analysis of the answers to each question was compiled, and cross-case analysis addressing research questions #1 and #2 was prepared. In this way, the interview questions formed the structured framework for data analysis.

Analysis of interview data requires coding of the facts that are uncovered; these descriptive themes and/or words were organized in order of relative occurrence and importance, facilitating cross-case comparison (Marshall & Rossman, 1989). Usually this is accomplished by counting the number of times certain words or themes come up in the interview responses (Travers, 1978). The steps in analyzing interview data include organizing, generalizing about themes, testing emerging hypotheses against the data, looking for alternative explanations, and writing up the results (Marshall &

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Rossman, 1989). Strauss & Corbin (1990) suggest the following procedures for analyzing interview data: labeling phenomena, discovering categories, naming a category, and developing categories in terms of their properties and dimensions; these procedures are explained in enormous detail in The basics of qualitative research (pp. 57-193).

I transcribed the interview tapes verbatim. Words and phrases which related to the research questions were clustered and data that grouped together naturally were organized accordingly, both in the interview transcripts and in program documents. Central themes were naturally expressed. Themes that were heard over and over again indicated common experiences and commonly-held beliefs (Guba & Lincoln, 1985).

The second level of analysis consisted of developing theory from the case study descriptions (Merriam, 1988). According to Merriam, "speculation is the key to developing theory . . . . It permits the investigator to go beyond the data and make guesses about what will happen in the future, based on what has been learned in the past about constructs and linkages among them and on comparisons between that knowledge and what presently is known about the same phenomena" (p. 141).

Comparative methods are often used in education to analyze similarities and differences within educational systems (Wallin, 1984). Comparative methodology was developed by Bereday (1947) and consists of four steps: description, interpretation, juxtaposition and comparison. In this study, sample programs were compared to other sample programs. The comparison allowed for the development of theory about connections that underlay the data, which leads to the third step in comparative analysis—juxtaposition—in which differences and similarities are identified. Finally, comparison is done. At this stage, unifying concepts can be applied (Wallin,

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1984). These unifying concepts formed the basis of study conclusions and recommendations, which are reported in chapter seven.

Application of the Leadership Theory (research question #3)

According to Travers (1978), doctoral students in education should base their dissertation research on a theory. In this study, the "empirical generalization" is that Foster's three elements of critical leadership will be seen in the development of MALS programs and that his theory will generally be supported by the data collected (Glesne & Peshkin, 1992). According to Strauss and Corbin (1990), "if theory is faithful to the everyday reality of the substantive area and carefully induced from diverse data, then it should fit that substantive area" (p. 23). Underlying all of these analytical methods is the desire to find patterns or themes in the data.

As described above, the data collected from the interviews and document allowed research question #1 (MALS program description) and research question #2 (MALS program development) to be answered. A detailed description of the MALS programs in the study is found in Chapter Four. This is followed by a detailed description of MALS program development, which is reported in chapter five.

Chapter six addresses research question #3, "Is leadership found in the development of the MALS programs in the study?" In order to answer this question, a three-part data analysis scheme was used, as illustrated in Table 4:

1. The findings reported in chapter four (research question #1—program description) and in chapter five (research question #2—program development) were analyzed within the framework of Foster's first critical element of leadership, penetration/demystification of structure.

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Table 4

Juxtaposition of Leadership (Research Question #3) with MALS Program Description (Research Question #1) and MALS Program Development (Research Question #2)

ELEMENTS OF CRITICAL LEADERSHIP	Research question #1: What theoretical and/or curricular constructs underlie MALS programs and their development?	Research question #2: Who are the leaders and followers in the development of MALS programs? What did they do and why?
Element #1: Leadership involves the demystification (penetration of structure).	Examine how the theoretical base and curricular constructs of MALS programs called into question existing assumptions and theories about graduate education at the institution.	What kinds of changes did leaders and followers bring about within the existing structure of the institution and the graduate division? How was this accomplished?
Element #2: Leadership involves being politically critical and critically educative.	Examine how existing theoretical and curricular constructs about graduate education benefit some groups but not other groups. Examine how leaders and followers are empowered by the theoretical and curricular aspects of MALS programs.	Examine the conduct of leaders and followers in analyzing organizational structure and implementing change. How did leaders and followers combine analysis with practice to bring about empowerment of individuals and groups involved in the development of the MALS program?
Element #3: Leadership is conditioned on language.	What language is seen in the preservation of existing theoretical constructs and curricular structures? What language is seen in the development of new theoretical constructs and curricular structures?	What words and modes of communication did leaders and followers use in the proposal and implementation of change? How were these words and modes of communication different from existing words and modes of communication? Did language make a difference in the program development process?

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2. The findings reported in chapter four (research question #1—program description) and chapter five (research question #2—program development) were analyzed within the framework of Foster's second critical element of leadership, being politically critical and critically educative.
3. The findings reported in chapter four (research question #1—program description) and chapter five (research question #2—program development) were analyzed in terms of Foster's third critical element of leadership, attentiveness to the language of leadership, paying particular attention to commonly-used terms and ideas, narrative, dialogue and language-sharing in the development of MALS programs, as defined in Chapter 2, pages 82-83. Further, these three elements will be analyzed within the context of praxis, and a determination will be made about the presence of leadership in the development of MALS programs. Praxis, the actualization of theory by human activity, is the integration of critical reflection (*knowledge*) and purposeful transformation (*action*). According to Foster, praxis is the unifying concept for leadership (see pages 23-25). Chapter Six presents a discussion of these findings.

Ethical Considerations: The Committee for the Protection of Human Subjects

The established procedures of the University of San Diego's Committee on Protection of Human Subjects was followed in undertaking this research study. Since participation in this study was entirely voluntary, there was no expense or risks to the participants. MALS Program Directors do not constitute an at-risk population. A maximum level of participation included

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filling out and returning the "Consent to Act as a Research Subject" form, participating in a 90-minute interview, voluntarily responding to requests for program documents, and, in some cases, participation in a follow-up telephone call. The consent form (see Appendix 3) includes assurance that information will remain confidential and that every effort will be made to report findings in a non-identifying way. Participant anonymity has been accomplished by not identifying participating universities, individuals, or cities by name. The consent form accompanied the interview protocol and was signed and returned before any interviews were conducted.

Limitations of Study Design and Methodology

There are two limitations that are inherent to the research topic. First, this research is not generalizable to other academic program areas. Second, there are almost certainly MALS Programs of which I am unaware and which may be quite different from those in the study. These have not been represented in this research study.

Assumptions include the following: (1) There are elements of leadership which may be identified in the examination of MALS program development, (2) these elements of leadership may be identified through qualitative research methods, and (3) the results of this research study can aid in decision-making in regard to the future development of MALS programs.

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MALS Program Descriptions

MALS Program #1

MALS Program #1 is a 30-semester unit program that offers a Master of Arts degree in Liberal Arts. The institutional setting is a large public university in the western United States, a campus of a large state university system. The campus student population is just under 30,000.

The program is housed within the College of Arts and Letters. It is an interdisciplinary program which crosses departmental boundaries and offers an alternative to adults who wish to continue learning in a program that allows breadth and scope. It seeks to provide students with the opportunity to develop an individualized program of study which allows them to pursue topics of personal interest within a structure that is strongly grounded in interdisciplinary methodology and problem solving.

The university catalog states that the following admissions criteria must be met: a GPA of 3.0 or better on the student's last 60 units of coursework, a combined verbal and quantitative score of 950 or better on the Graduate Record Examination (GRE)—or the equivalent Miller Analogies Test score—and completion of a Statement of Purpose essay. The catalog also states that students not meeting any of these requirements for admission may be admitted conditionally.

Specific program requirements include:

1. A minimum of three three-unit core seminars, which may be chosen from the following four thematic areas: (a) Humanities and Social Sciences, (b) Social and Natural Sciences, (c) Humanities and Natural Sciences, and (d) Fine Arts and Liberal Arts. These seminars comprise the core of the interdisciplinary curriculum.
2. A minimum of three, one-unit liberal arts colloquia.

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3. Fifteen units of graduate coursework, selected with the approval of the director, normally in at least two of the following areas: social sciences, humanities, natural sciences, and fine arts. No more than six units of coursework may be taken in any department.
4. A three-unit culminating project. Students may select Plan A (a scholarly thesis or creative work) or Plan B (three units of coursework leading to a comprehensive examination).*

In addition to the humanities, social sciences and fine arts, Program #1 specifically emphasizes interest in and support of the sciences, stating in its program brochure that awareness of the role of science and its influences on culture are essential elements in understanding significant social issues and appreciation for cultural and political philosophies.

Recent Program #1 course offerings have included the following:

- The Mind/Body Problem
- Sexual Bodies, Textual Bodies: Suggestive Conversations Between Art, Literature, Critical Theory, Film and History
- Seminar: Methods on Inquiry in Women's Studies
- Politics and the Tragic Vision: A Interdisciplinary Course in Drama and Political Science
- Colloquium: Academic Disciplines in the Western and Non-Western Worlds: A Critical Comparison
- Gender and Contemporary American Poetry

A distinguishing quality of MALS Program #1 is that each seminar is team-taught by professors from different fields. This is considered fundamental to the integration of the disciplines and the interdisciplinary

* According to the director, Plan B—while theoretically available—is rarely chosen by students.

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approach. All courses meet in the evening. An area of emphasis in Women's Studies is offered.

MALS Program #2

MALS Program #2 is not a master's degree program yet, although it hopes to move in that direction. At this time, it is a certificate program which developed out of a seminar series focusing on the Western intellectual tradition. The seminar series was initiated in 1984 and has consistently drawn a wide and enthusiastic audience. The director hopes to gain approval for expanding this series into a certificate and/or master's degree program. However, the continuing education framework within which the seminar has been administered has traditionally focused on professional programs.

The institutional setting is a very large public university in the western United States, a campus of a large state university system. (NOTE: This state university system is different from that of Program #1.)

MALS Program #2 is administered by continuing education. Its advisory board—which has been central to the planning and development of the new certificate program—is comprised of the vice chancellor and provost of the university, the dean and associate dean of continuing education, university faculty, community leaders in humanities education, and students and instructors from the existing seminar series. The concept of the certificate program is to provide an avenue of inquiry for adults who wish to engage in a purposeful and rigorous program of study, as opposed to merely a series of courses. It features a structured curriculum, the participation of an intellectual community of teachers and students, an interdisciplinary common ground, variety of course formats (including both semester-long

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courses and special events), and diversity in teaching, drawing on university faculty as well as the intellectual community residing in the area.

The 21-semester-unit certificate program is the first non-career-related certificate program offered by the continuing education division of the university . Contrary to the typical continuing education certificate program, which consists of a set of required core courses covering an established body of content, this certificate program explores the great diversity of human culture and experience. The foundational question for the certificate program framework—"What does it mean to be human?"—will be answered through a variety of pedagogical approaches. There are no admissions criteria; any interested adult may enroll.

Specific certificate program requirements include:

1. Nine units of core courses, one from each of three three-unit core theme courses. The core themes include (a) The Human in Community, (b) The Human Situation in Nature and the Cosmos, and (c) The Human Search for Meaning.
2. Nine units of electives, which may be chosen from broadly cultural subject matter courses in Arts, Letters, and Sciences. Courses must be taken from at least two academic disciplines and must have the approval of the advisor.
3. One three-unit colloquium—a course which provides a setting within which the student can prepare the culminating project—OR—a three-unit directed study or independent study. (Advisor must approve study plan).

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MALS Program #3

MALS Program #3 is a Master of Arts in Liberal Studies program which offers a 40—44-semester unit Master of Arts degree in Liberal Studies.* The institutional setting is a very old independent church-affiliated university in the upper midwestern region of the United States. The university, which states that liberal arts is the center of its curriculum, also has a law school.

The MALS program is administered by the College of Arts and Letters and by the Graduate Division. The total university student population is 3,000. There are approximately 350 students currently enrolled in the MALS program, which allows students to explore culture and contemporary issues in creative, interdisciplinary and thought-provoking ways. Students are allowed the following areas of concentration: literature and the arts, business and leadership, individual and society, science and society, writing, environmental studies, English as a second language, or interfield (self-designed) studies.

Admissions criteria include a bachelor's degree and a B-minus GPA or the equivalent. Standardized testing is not required and consideration is given to life experience. Admission into the master's degree program is conditional pending successful completion of the first master's seminar.

Specific degree requirements include:

1. Synthesis option: One core seminar (which introduces interdisciplinary study and helps develop graduate-level skills), four courses in one's field of concentration, three elective courses and one synthesis course, which usually results in a long (80-page) synthesis

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* Although the units in Program 3 are referred to as "semester units" in the graduate catalog, in terms of the pace and overall requirements of the program, they appear to be more like quarter units. The MALS Program literature does not refer to units at all, only a required number of courses (10 or 11).

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paper. This paper may include original work in other media, including film, video, music, graphic arts, fiction or poetry.

--OR --

2. Proseminar Option: One core seminar, five courses in one's field of concentration, three elective courses and one proseminar course, which is a capstone course in which small groups of students meet to work on independent interdisciplinary research projects. These projects must be of sufficient quality to be published in a scholarly journal.

All seminars are internally interdisciplinary and many are team-taught. The three core seminars are called (1) Mind and its Processes: Creative and Critical Thinking, (2) Order and Disorder: Discovering Structure in Chaos, and (3) Changing Values in Western Civilization. Although these three general categories are adhered to, the specific content of these seminars varies from semester to semester, depending upon the interests and expertise of the professors teaching the seminar.

In 1994, Program #3 began offering a Master of Fine Arts (MFA) degree in writing under the umbrella of the MALS Program.

Program #3 offers "sampler courses" for individuals who might be considering the MALS Program but may have anxiety about applying and/or being accepted. The following is a list of some recently-offered "sampler courses:"

- Inventing the Future: Fictional and Analytical Speculations on Worlds to Come
- Battle-axes, Wimps and Saviors: Teachers in the Popular Imagination
- The Writing Life: A New Mexico Journey

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MALS Program #4

MALS Program #4 is a Master of Liberal Studies program which offers a 44-quarter-unit Master of Liberal Studies degree. The institutional setting is a public university in the upper midwestern region of the United States, a campus with a student population of 9,000. This university is a relatively small campus within a large state university system.

MALS Program #4 is a joint program of the graduate school, the College of Liberal Arts and continuing education. It is administered by the Department of Interdisciplinary Studies, but continuing education provides support. A faculty member administers the MALS Program (as well as an undergraduate equivalent liberal arts major) and continuing education provides the assistant director, who handles procedures and first-line advisement.

The admissions criteria for MALS Program #4 include a bachelor's degree from an accredited university, completion of the graduate application, and a letter stating motivation to pursue the MALS program. The program brochure states that a minimum GPA of 2.8 is required and that recently completed graduate work is taken into consideration.

Specific program requirements include:

1. Core Requirements:

   a. Introduction to Liberal Studies (8 quarter credits over 3 quarters). This course has two halves: (1) the introduction, and (2) the symposia. The introduction, which is taken for four credits, consists of an introduction to graduate-level liberal studies, an introduction to interdisciplinarity (including history and rationale), how to do library research, and research paper writing. The symposia are two-credit modules which consist of

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two class sessions in consecutive weeks team-taught by guest faculty members. Topics vary, but will always relate to the interdisciplinary research interests of the professors. MALS students are required to participate in four symposia.

b. Two courses from the following list (8 quarter credits):
- The Classical Heritage and the Modern World
- The Renaissance Legacy in the Modern World
- Technology, Revolution and the Humanities

c. Capstone Seminar (4 quarter-credits)

2. Electives: Twenty-four quarter credits to be chosen from an approved list of graduate-level courses in English, humanities, political science, history, anthropology, philosophy, geology, geography, music and physics.

MALS Program #5

MALS Program #5 is a Master of Liberal Studies program which offers a 44-quarter-credit Master of Liberal Studies degree. The institutional setting is a public university in the upper midwestern region of the United States—a very large campus of a large state university system in a very large metropolitan area (with a population of over 2 million people). Program #5 is part of the same state university system as Program #4 and co-exists with Program #3 in the same metropolitan area.

MALS Program #5, which was new in Fall 1994, was created by and is administered by continuing education, but academic responsibility rests with the College of Liberal Arts faculty and the graduate school. The program director is responsible for curriculum development, faculty relations, admissions, monitoring student progress and compliance with graduate

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school requirements. Continuing education is responsible for promotion of the program, administrative support for screening, counseling and registering applicants, and for providing administrative and budgetary support for the program. Program #5 decided to start the MALS program for the following three reasons: (1) It would tie together interdisciplinary areas within the university that would make them more accessible to students; (2) the program would create new opportunities for teaching and research for faculty; and (3) marketing research indicated that there was more demand in the metropolitan area than could be served by the existing program (Program #3 in this study).

The university catalog states that applicants must have a bachelor's degree, must indicate an ability to succeed in graduate study, and must submit examples of written work along with their applications. A GRE score, although not required, may be submitted.

Specific program requirements include:

1. Introduction to Graduate Studies, in which the student becomes oriented to the character of interdisciplinary liberal studies at the graduate level (taken at the beginning; 4 quarter credits)
2. Final Seminar, in which the student undertakes his or her capstone project (taken at the end; 4 quarter credits)
3. Three additional Liberal Studies courses (12 quarter credits):
    a. Lively Imagination: Ethics and Aspects of Moral Thinking
    b. Chaos and Complexity
    c. Environmental Ethics, Politics, and Public Policy
4. Electives (24 quarter graduate credits) taken from any academic discipline.

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The MALS Program #5 is designed to be broadly interdisciplinary. Its purposes are to help students gain perspectives and methodologies which will be useful to them among academic areas and to conduct inquiry in a critical and illuminating way. The program is distinctive because it promotes an appreciation of disciplinary and interdisciplinary approaches and methodologies, an exploration of the nature of inquiry, an attentiveness to "cutting edge" topics, technology and contemporary issues, and an opportunity to engage in in-depth study of one or two academic disciplines within an interdisciplinary program of study.

MALS Program #6

MALS Program #6 is a 32-semester unit Master of Arts in Liberal Studies program administered by the graduate programs division of the university. The institutional setting is a 100-year-old undergraduate women's college in the northeastern United States; the graduate school is open to both men and women. The program is one of four liberal arts graduate programs serving 2,000 graduate students. The other graduate programs are Master of Arts in Children's Literature, Master of Arts/Master of Philosophy in English, and Master of Arts in French and in Spanish.

MALS Program #6 is an interdisciplinary program which emphasizes the inter relatedness of all knowledge and is designed for individuals who want an advanced degree but whose interests are not professional and cannot be satisfied by one academic subject area. The MALS program offers specialization in the areas of Women's Studies, Multicultural Studies, Art History and Art Administration, and International Relations.

Students may enter the MALS program in one of two ways. First, they may enter by means of the traditional application and acceptance prior to

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enrolling in any classes. These students are required to submit the completed application and two letters of recommendation. Alternatively, students may enroll as special students before applying and take up to two graduate-level courses before applying.

Typically, the 32-unit program (eight courses) can be completed in one calendar year if the student attends full-time. The program requirements are as follows:

1. Three core courses: (1) Introduction to Liberal Studies: Twentieth Century American Popular Culture, (2) a course exploring theoretical frameworks, which may be selected from the following:
   a. Contemporary Critical Theory
   b. Cultural Theory and Multicultural Practice
   c. Feminist Theory
   d. Seminar in Social Science Theory,

   and (3) a 4-8 unit project, thesis or internship.
2. Sixteen-to-twenty units of upper-division coursework and/or independent study in an area of specialization.

Since the college has had a reputation for excellence in women's education for nearly 100 years, it is in a good position to offer a graduate specialization in women's studies. Within the MALS Program current headcount of 42, the women's studies area of specialization is by far the largest and most popular.

Due to a family emergency, the MALS program director left word, after my arrival on her campus, that she would be unable to keep her interview appointment with me. However, she did leave a large and very complete file of materials for my use, and her very knowledgeable assistant provided me with a helpful interview. Shortly thereafter, the director re-located to

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another state and become an administrator at another university. For these reasons, all information about MALS Program #6 has been compiled from my interview with the assistant and the very complete set of written materials with which I was provided. Many gaps remain, however, in the description of Program #6.

MALS Program #7

MALS Program #7 is a Master of Arts in Liberal Studies program which offers a 33-semester unit Master of Arts degree in Liberal Studies. The institutional setting is a very small 70-year-old independent but religiously-affiliated predominantly undergraduate liberal arts college in the northeastern United States. The college was a women's college until 1985, when it became coeducational. The total enrollment is 800—400 undergraduate students (55% of whom live on campus) attending full-time in the daytime, and 400 part-time students who attend evenings and weekends. The MALS program, which was established in 1991, is the first and only graduate program to be offered by the college.

The MALS program is administered by the continuing education division of the college. The program director (a full-time faculty member and college librarian) is responsible for administering the program, overseeing the academic aspects of the program, evaluating candidates for admission, preparing the budget, and chairing the MALS advisory committee.

Admissions requirements include a bachelor's degree from an accredited university, two letters of recommendation and an essay profiling the applicant's intellectual development, reasons for wanting to enter the program, and what he or she expects from the program. An interview is required.

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Specific program requirements include the following 33 graduate units:

1. One Introductory Seminar, which stresses the methodology for interdisciplinary study and explores several models for thematic inquiry (three units).
2. Nine electives, thematically grouped (see below) which may include the following (as offered):
   - Romanticism in the Arts
   - Interpreting the American Constitution
   - Text and World: An Examination of the Social Implications of Literature
   - Literary Modernism and the Search for Values
   - Virtue, Self-Interest and the Origins of the American Republic
   - Refracting Self Refractions: Contemporary Spanish American Novel in Translation
   - Islamic Civilization
   - Humanity and nature in the Judeo-Christian Tradition
   - Dante and Humanity's Journey to God, Past and Present
   - Vision: In Search of the Real and Divine in World Art
   - Ethical Contours of Narrative and Drama
   - The Eye of the Heart

   OR

   Eight elective courses and completion of a final project (to extend the time available to write the final research paper, see #3 below).
3. Final Seminar, in which the student prepares his or her final interdisciplinary research paper.

All courses in the MALS program are thematically grouped into the following four areas: (1) Self's Relation to Transcendence—psychology,

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religious studies, philosophy, history, literature and the fine arts; (2) Self's Relation to Society—social sciences, physical sciences and the society of everyday life; (3) Self's Relation to Nature—natural environment including study of the sciences and arts; and (4) Self's Relation to Itself—the self as depicted in literature and the arts. These thematic areas unify the course offerings. To ensure dispersion of these themes across the curriculum, courses in a given thematic area are offered in sequential rotation.

MALS Program #8

MALS Program #8 is a 30-semester unit curriculum leading to the degree Master of Liberal Arts (M.L.A.). The institutional setting is a 120-year-old private coeducational research university in the mid-Atlantic region, primarily dedicated to advanced study and scientific research. It is the single largest university recipient of federal research and development funds in the United States, and has an enrollment of 15,000 students.

The MALS program, administered by continuing education, is over thirty years old and is one of the pioneering MALS programs in the United States. It features a broad-based interdisciplinary approach designed for adult learners who attend part-time.

Prospective applicants are required to have a bachelor's degree from an accredited institution with a minimum 3.0 (on a 4.0 scale) undergraduate GPA. They are required to write an essay and to have an admissions interview with the MALS Program Director. Applicants who do not meet these criteria, however, may be admitted provisionally. No standardized testing is required.

Specific program requirements include:

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1. Required Courses: History of Ideas Seminars (18 units). These seminars are designed to help students develop critical, analytic and evaluative skills and also become familiar with the far-reaching academic resources of the university. Representative topic areas for the History of Ideas Seminars include:
   - Ideas of the Italian Renaissance
   - The Platonist Tradition
   - The Idea of Modernism in the 20th Century
   - The Splendor of Venice
   - The Scientific Revolution
   - The Iliad
2. Elective Courses: Chosen from any advanced liberal arts courses taught by University faculty and visiting scholars (9 units). Representative examples include:
   - Fin-de-Siècle Europe: London, Vienna, Paris
   - The Age of the Baroque
   - Heroes and Heretics in History
   - The U.N.: Superpowers and the Third World
   - The American Short Story
3. Individual Project: This may take the form of directed research, fieldwork, a research project under the direction of a faculty advisor. Students may elect to substitute a six-credit formal master's thesis for the project and one elective course.

The unifying concept of MALS Program #8 is the History of Ideas concept (see #1 above). This approach to learning was developed fifty years ago as a way of examine historical periods, movements, ideas and individuals from the standpoints of history, political science, philosophy, literature, art

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history, classic and psychology. The idea is to counterbalance the predominant approach to learning which emphasizes movement toward a narrow and increasingly specialized view of knowledge acquisition and organization.

The curricular composition of these eight MALS Programs will be explored in chapter four. Chapter four describes findings related to research question #1 and includes a discussion of overall program configuration, core/introductory courses, other required courses, electives, and capstone/final courses and projects. Discussion about areas of concentration in MALS Programs, faculty, team-teaching, grading and testing are also included. Chapter five describes the MALS Program development process, and chapter six focuses on leadership in the development of MALS Programs. Conclusions and recommendations are outlined in chapter seven.

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CHAPTER FOUR
FINDINGS—MALS PROGRAM DESCRIPTIONS

Chapters four, five and six describe the study findings. Chapter four describes the findings related to research question #1, program descriptions. In this chapter, I will present findings related to MALS courses, students and admissions. The interviews which yielded the findings reported in this chapter (and in chapter five) were all conducted in person and, with one exception, in the offices of the MALS Program Directors.* All directors had received a copy of the interview questions in advance (see Appendix 2) and had gathered relevant materials together in anticipation of the interview.

The findings described in this chapter relate to the overall configuration of the MALS programs in the study, including descriptions of the core/introductory courses, other required courses, electives and capstone/final courses and projects. Some MALS Programs offer areas of emphasis and these are described. The directors discussed factors involved in selecting interdisciplinary faculty, and policies on team-teaching, grading and testing. The chapter presents data on theoretical construct, interdisciplinarity, recruitment strategies, admissions standards, and predictors for success of program applicants. MALS students are described as "highly heterogeneous" and, therefore, defy characterization. Nevertheless, the directors described their students and what they believe

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* One interview was conducted at the airport terminal because the MALS Director was kind enough to not make me drive a rental car through blizzard conditions.

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are their students' expectations of the MALS Program. Finally, some MALS directors discussed their co-existence with other MALS programs in the same geographic area, and what the implications of such co-existence are for MALS program design and development.

Tables 5 through 14 are included to summarize many of the findings presented in this chapter.

Curriculum

Overall Configuration

Of the eight programs in the study, five consisted of either 30 semester units or 44 quarter units. One program required 32 semester units; another program required 33 semester units. The remaining program is a certificate program consisting of 21 semester units.

Of the seven programs in the study that culminate in master's degrees, three offer a Master of Arts degree in Liberal Studies (M.A.L.S.), one offers a Master of Arts degree in Liberal Arts (M.A.L.A.), two offer a Master of Liberal Studies (M.L.S.) degree, and one offers a Master of Liberal Arts (M.L.A.) degree. The one program that does not yet offer a master's degree—Program #2—consists of a structured course of study leading to a certificate in Liberal Studies. Program #3 also offers a Master of Fine Arts (M.F.A.) degree within the Graduate Liberal Studies area for students who wish to concentrate on writing.

With one exception, all of the programs in the study were developed out of an interest in offering a broad-based program in liberal studies at the graduate level. Program #4 was conceptualized as an extension of the university's undergraduate Interdisciplinary Studies (I.S.) Program. The idea was to have students move from the core courses into areas of

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specialization. The core courses were developed first, and then the electives were developed out of specific areas of faculty interest.

MALS Director #5 wanted to design a program that would allow students to draw upon the full width and breath of the graduate work already available at the very large public research university which houses the MALS program, and to make individual choices about which courses to take. He wanted students to create their own interdisciplinary learning experience. He didn't want the program to be limited to what is traditionally known as the liberal arts. Rather, he wanted students to be able to "grow their own" programs, within a "just-in-time, naturally growing, organic" curriculum structure. He wouldn't even call his program humanities-based:

> We have people who are studying complex adaptive systems. And there's nowhere else you can study it because it's generic. [Students] want to learn it whether it's biology, or psychology, or sociology or philosophy. (Director #5, personal interview, April 18, 1995)

Core or Introductory Courses and Seminars

Although seven of the eight programs in the study have courses and/or seminars identified as *Core* or *Introductory*, no other generalization is possible. As seen in Table 5, some programs had few or no introductory courses but had other required courses from which students could choose. In this section, I will discuss courses described as *Core* or *Introductory* by the director and/or in program literature. In the next section, *Other Required Courses*, I will discuss other courses that are specific to MALS Programs but are not specifically characterized as *Core* or *Introductory*.

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Table 5

Core/Introductory Courses and Seminars

Program #	Required Number of Units	Number of Courses	Purpose of Core/Introductory Course(s) or Seminar(s)
1	9 semester units	3	Must be chosen from four thematic areas: (1) Humanities and Social Science, (2) Social and Natural Science, (3) Humanities and Natural Science and (4) Fine Arts and Liberal Arts. Core of interdisciplinary curriculum.
2	9 semester units	3	Must be chosen from three core theme courses: (1) The Human in Community, (2) the Human Situation in Nature and the Cosmos, and (3) The Human Search for Meaning.
3	4 semester units	1	Introduce interdisciplinarity and help develop graduate-level skills. Taken in one of the following three content areas: (1) Mind and its Processes, (2) Changing Values in Western Civilization, and (3) Order and Disorder: Discovering Structure in Chaos.
4	8 quarter units	4 (mini)	Taken in 2-unit increments over the course of three quarters. Introduction to graduate-level liberal studies, interdisciplinary inquiry, how to do research and writing.
5	4 quarter units	1	Orient students to the character of interdisciplinary liberal studies.
6	8 semester units	2	(1) Introduction to Liberal Studies, and (2) a course exploring theoretical frameworks, chosen from the areas of contemporary critical theory, cultural theory/multicultural practice, feminist theory or social science theory.
7	3 trimester units	1	Teach methodology for interdisciplinary study and modes of thematic inquiry.
8	No requirement	0	

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MALS Program #8 is the only program in the study that has no courses identified as core or introductory. Instead, the program requires History of Ideas seminars, which will be discussed in the *Other Required Courses* section. Three programs require one 3-semester-unit or one 4-quarter unit core/introductory seminar. One program requires 8 quarter-units of core seminars (four mini-courses consisting of two quarter-units each) to be taken over the course of three quarters. One program requires two 3-unit core courses for a total of six semester-units of core, and two programs require three 3-unit courses for a total of nine semester-units of core. The two programs requiring nine units of core courses specified that these courses must be selected from specified thematic areas.

One director described the core courses as the foundation MALS students need before they set out to solve problems for their theses, and a necessary first step toward getting students to think in terms of multidisciplinary and interdisciplinary methodologies. The purpose of the core courses is "to show students that a problem is not defined by discipline but by wherever the problem takes them" (Director #1, personal interview, February 16, 1995).

The core courses are designed to cross over traditional academic disciplines into specific problems. "Before someone finishes this program, they have had at least some science, the relationship between science and culture, the relationship between science and humanities, and the relationships between science and the fine arts:"

> One [core] course is called *Paradigms of Consciousness*, which looks at different explanations of consciousness, including neurobiological ones. Students look at it in an historical context, from a psychological view, from a literary view, etc. Another course is called *The Brain in*

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> *History,* where students look at how people have understood the brain over time while, at the same time, becoming conversant with neurobiology. At the end of *Paradigms of Consciousness* or *The Brain in History*, students know a lot of brain anatomy although they never studied it as brain anatomy. They studied it in order to understand the various parts of the brain that may be related to consciousness. They may have some gaps, but they know how to fill in the gaps now, whereas before they didn't. (Director #1, personal interview, February 16, 1995)

In two programs, the core courses are thematically based. In Program #2, the director wanted to offer a variety of courses within each theme area; The Individual and the Community is an example of a thematic area. This MALS Program also features a program-wide multicultural—as well as interdisciplinary—focus. For example, one course—*Dreaming in Exile: Prophetic Expressions of U.S. Civil Religion*—deals with "two common metaphors employed to describe American culture—a nation of immigrants and civil religion. We explore to what extent it might be more accurate to speak of a nation of exiles" (Director #2, personal interview, March 30, 1995). The course features readings on religion; on the Mexican-American experience; the autobiographies of Frederick Douglass, Willa Cather, and Elizabeth Cady Stanton; works of Betty Friedan and belle hooks; and Rolling Stone's *The Illustrated History of Rock and Roll.*

In Program #3, students are required to take one of the following core seminars: (1) Mind and Its Processes, (2) Changing Values in Western Civilization, and (3) Order and Disorder: Discovering Structure in Chaos. The director explained why:

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> We have three different ways of approaching graduate level thinking, writing, discussing and research methods; you take one of those. And you might have a choice. Some terms there are two offered and you could choose. Other terms, you just take the one that is there, or you ask for an exemption to take it your second term if you don't like it. But each of these core seminars—and you take only one—presumably has the whole spectrum of the liberal arts and sciences. The idea is to get you the whole breadth so you can see what the possibilities are. (Director #3, personal interview, April 17, 1995)

In Program #4, all new students enroll in *Introduction to Liberal Studies* and, for the first few weeks, they get an introduction to interdisciplinarity, liberal studies, and methods of using the library. This is followed in the next quarter by a series of two-week units taught by professors from a variety of disciplines. The purpose of these mini-symposia—always team-taught—is to expose the students early on to a range of disciplinary perspectives. The mini-symposia not only expose students early on to a variety of disciplinary perspectives, but they also provide an excellent forum for professors to present their research in a classroom setting:

> [A geography professor] and I did one last year, the title of which was *Pseudoscience and the Paranormal.* We looked at the history of things like astrology and pseudoscience, and we incorporated things like classical notions of what that was all about. Then we looked at psychology of why people continue to look at these kinds of things [in modern times]. We had the students all research a particular kind of pseudoscientific belief like reincarnation or past life regressions. They had to go home and read them, and then they had to come back and look at the scientific evidence for and against it. [The geography

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> professor] is a very hard-core scientist and he spent most of the time debunking these sorts of things where I, as an anthropologist, was trying to look at them not so much as "Are they true or not?" but "What do they do to people?" And that is not a topic that either of us normally teaches, but we thought this would make an interesting little two-unit session. Next year, we've got a philosophy professor who studied the Kennedy assassination doing a unit on that. We try to get people to do symposia who are then going to teach courses the following quarter or the following year. (Director #4, personal interview, April 18, 1995)

Another director emphasized that the core course is, primarily, a gateway for students:

> We're going to find out if this person needs to waste his or her money on the rest of the nine courses and the final project. We have two people looking at each of these students, asking themselves, "Can we move this person through those courses to a position of where we're going to want to read that person's paper or mentor them?" We make these decisions during the first course. For some of those students, [we] knock them out early so they don't waste their money on the program. They will get a low-pass, which is the equivalent of a C, or they will get a failure. By giving them a low-pass you are sending them a message. (Director #7, personal interview, April 28, 1995)

<u>Other Required Courses</u>

In interviewing MALS Program Directors, I found a great deal of functional overlap between courses identified to be *core* and courses which are not—strictly speaking—core courses, but are nonetheless required. These courses are shown on Table 6 and are usually taken in addition to the core

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Table 6

Other Required Courses

Program #	Required Number of Units	Number of Courses	Description of Required Course(s)
1	3 semester units	3	Three one-unit liberal arts colloquia to be taken over the course of the program.
2	No requirement	0	No additional requirements beyond the core courses.
3	16-20 semester units	4-5	Courses to be taken in one's field of concentration.
4	8 quarter units	2	Two of the following courses: (1) The Classical Heritage and the Modern World, (2) The Renaissance Legacy in the Modern World, and (3) Technology, Revolution and the Humanities.
5	12 quarter units	3	The following three courses: (1) Lively Imagination: Ethics and Aspects of Moral Thinking, (2) Chaos and Complexity, and (3) Environmental Ethics, Politics and Public Policy.
6	No requirement	0	No additional requirements beyond the core courses.
7	27 trimester units	9	Interdisciplinary "elective" courses are specific to the MALS Program.
8	18-27 semester units	6-9	History of Ideas seminars.

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courses listed in Table 5. If restrictions are placed on courses students may take (such as the requirement that the course must be in the student's area of specialization), those courses are designated as required courses and they are listed here. If no restrictions are placed on courses (other than that be upper division or graduate level), they are considered electives and are listed in Table 7.

Program #1 requires students to take three one-unit colloquia, which have two overall purposes: to bring students and faculty in the program together on a bi-weekly basis, and to encourage the faculty to interact with the students:

> People take the courses over two or three years, so mainly at any one time, almost all of the new people in the program—and some of the ones who are just about to finish—are there. We encourage faculty and students to interact in the discussions. We did one colloquium on *Why Gender Matters* and brought all the students together to talk about this from all different directions—gender and science, gender and physics, gender and biology, gender and literature, gender and history. (Director #1, personal interview, February 16, 1995)

Program #4 features a chronologically-based sequence of required non-introductory courses—the Classical Era, the Renaissance, and Modernity. Within each of these courses, literature, art, science and music are offered.

<u>Electives</u>

The number and type of elective courses required in MALS Programs varies from program to program and is at the heart of important philosophical, curricular and programmatic decision-making. How directors

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Table 7

Elective Course Requirements

Program #	Required Number of Elective Units	% of Total Units	Number of Courses	Limits on Elective Course Selection	Inter-disciplinary Program Type*
1	15 semester units	50%	5	Must be selected from two of the following areas: social sciences, humanities, natural sciences and fine arts. No more than 6 units from a single department.	Split
2	9 semester units	43%	3	May be chosen from subject matter courses in Arts, Letters and Sciences. Must be selected from at least two disciplines.	Curriculum
3	12 semester units	30% — 33%	3	Any graduate level course.	Curriculum
4	24 quarter units	55%	6	Must be selected from an approved list of graduate-level courses.	Student
5	24 quarter units	55%	6	Any graduate course.	Student
6	16-20 semester units	50% — 63%	4—5	Upper-division coursework and/or independent study in student's area of specialization.	Student
7	0 semester units	0%	0	Since the MALS Program is the only graduate program at the College, no non-MALS graduate courses are available.	Curriculum
8	0-9 semester units	0% — 30%	0 — 3	May be selected from any advanced liberal arts course taught by university faculty or visiting scholars.	Curriculum

* An explanation of Interdisciplinary Program Type is found in Table 8.

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Table 8

Interdisciplinary Program Types

Program Type	Description
Curriculum-directed Programs	Programs in which more than 50% of the required units are fulfilled by taking MALS-specific interdisciplinary courses.
Student-directed Program	Programs in which more than 50% of the required units are fulfilled by taking discipline-based elective courses.
Split Program	Programs in which the required units are fulfilled by an even split between discipline-based elective courses and interdisciplinary MALS courses.

view the role and importance of elective courses is key to understanding MALS Program variability.

To illustrate these underlying programmatic differences, I have classified the MALS Programs in the study in terms of interdisciplinary program type. This interdisciplinary program typology for MALS Programs is shown on Table 8.

In curriculum-directed MALS Programs, over half of the courses are specifically MALS courses and are usually interdisciplinary at a course level. In student-directed MALS Programs, students create their own interdisciplinarity experience by selecting from a wide variety of disciplinary courses and synthesize these courses at the end of the program.

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Program #8 is an example of a curriculum-directed MALS Program. Of the thirty required credits, over half come from the History of Ideas seminars internal to the MALS Program. Beginning in Fall 1995, students had the opportunity to focus their electives in one of the following four areas if they so chose: Beliefs and Civilizations; Science, Technology, and Ethics; Literature and the Arts; or Contemporary Social and Political Issues. The director added, "If students want to continue to take a smorgasbord of electives, they can—for example, one in literature, one in history, one in philosophy. But if they want to, they can concentrate their electives in one of those four areas, and the courses about Buddhism and Hinduism and so on would be under Beliefs and Civilization" (Director #8, personal interview, May 1, 1995).

Program #5, on the other hand, is an example of a student-directed MALS Program. For over half of the required courses, the student is encouraged to select from over 800 graduate courses available campus-wide. This configuration, according to the director, defines the program:

> A student comes in and says, "This is what I am interested in. I'll take some of these courses. These are the electives I will draw upon from two or more different disciplines." That's one of the rules. We don't want all six from one department. The interesting thing about this is we created a spectrum whereby perhaps up to 20% or more students could really come in and create their own focus. What in fact happened is the ratio was just reversed. That is, 80% of these students are attracted to the program because this is an opportunity for them to complete a master's degree in the evening and to create their own unique interdisciplinary focus. And that's the product itself in [the metropolitan area]. That's what sells it. What we have created is a way to create your own graduate degree. We have a person who is

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applying who is a Senior Environmental Planner for [a nearby city]. And what he is really interested in looking into are all those dimensions of things that he needs to take into consideration to be better at his own job; that is, environmental studies, political science, trends in demographics. We said, "Sure, that's good." The old MALS model is that you come and be a part of our interesting set of programs here: "We'll set up what's interesting for you, and you basically come more or less leaving most of your professional interests behind. You are now on our turf and we are going to give you liberal arts kinds of stuff." What we're doing is very different from that. We're saying, "No, don't leave that behind. You bring that with you." We encourage the students to ask questions like, "Why does the discipline look at it that way?" We'll have MALS students sitting in courses where other graduate students are. Everybody is in here as a graduate student in sociology except our student. How will that experience be different for the MALS student than for the other students? Our students will be asking a lot more questions. They have to address the question the professor is setting before them but, in addition to that, they're saying, "Why is it shaped this way?" Another graduate student can take the course and assimilate unself-critically perhaps. But a MALS student can't do that because the next course that she's going to take will be about political economics and that's going to be a different kind of course. (Director #5, personal interview, April 18, 1995)

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Final Project

The final project requirement is the area of least variability among MALS Programs in the study. As shown on Table 9, every program requires some type of culminating project or paper. Some programs allow the student to meet this requirement over two semesters. Some directors require the project to be completed in one semester. Specifications as to what constitutes a suitable project differ from program to program. Some programs allow independent study, directed research, and/or internships in lieu of a written project.

Program #3 started offering a Directed Reading course leading up to the final project course many years ago, for reasons explained by the director:

> It became clear that the program was losing people who would get through the coursework and there was something that was just awe-inspiring in a negative way about doing this large independent project. It was just too big, too hard. So we put together a Proseminar as another final project. It requires an extra course in your area of concentration. But the difference between the Proseminar and the synthesis is that it does meet as a class. It's got time parameters around it; it's got expectations around it. First of all, you are expected to finish at the end of this term; you will be done. You have to have a prospectus by a certain class meeting. You have the advantage of being able to exchange your writing with other students in the class, get some peer critiquing going on. (Director #3, personal interview, April 17, 1995)

All directors report that creative projects are allowable but, as one director explained, "the master's project actually is the essay explaining the significance of the sculpture, for example, in relation to everything else. So

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Table 9

Capstone Project/Paper Requirements

Program #	Required Number of Units	Number of Courses	Options on Capstone Paper/Project
1	3 semester units	1	Students may elect to take a comprehensive examination rather than writing a project; however, this is strongly discouraged.
2	3 semester units	1	May be a culminating project or a directed/independent study.
3	4 semester units	1	Synthesis Option—One synthesis course resulting in a long synthesis paper. May include (but not be solely comprised of) original work in other media, such as sculpture, video, poetry, etc. Proseminar Option—One proseminar course in which small groups of students work on interdisciplinary research projects.
4	4 quarter units	1	Capstone seminar.
5	4 quarter units	1	Final Seminar. Student undertakes capstone project.
6	4-8 semester units	1-2	Project, thesis or internship.
7	3 semester units	1	Final Seminar. Student prepares final interdisciplinary research paper.
8	3-6 semester units	1-2	Individual Research Project. Occasionally, a student may write a 6-unit thesis by taking one fewer elective course and adding 3 units to the required 3-unit project.

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the sculpture actually becomes the appendix to the master's project" (Director #1, personal interview, February 16, 1995).

One director approves a wide range of projects, including a theater piece, a photographic portfolio, and a community-based project (such as working with children at a Children's Center.) But, as the director explained, "[the project] has to have some scholarly justification, but can take a variety of forms" (Director #2, personal interview, March 30, 1995).

In some programs, the culminating seminar provides the structure within which students complete their final projects, which may include collaborative projects and/or peer critiquing of projects. Students often present their projects in these seminars. Some programs allow students to do their projects by independent study if they prefer that to a collaborative setting.

Program #4 offers a capstone course called *Ethics and the Human Condition*, a seminar-style discussion course. A thesis is required, which is a matter of university policy. However, students may substitute creative projects or lesson plans (if they are teachers) for the thesis.

One program does not require a long thesis. The final product, in this case, is more loosely defined as a project: "One person is planning to rewrite an independent study course on medical technology. Another person is intending to turn in a screenplay. Most of them will be papers, but we have never said that" (Director #5, personal interview, April 18, 1995). In this program, students have two quarters—two credits each—in which they are doing the writing, the research, or whatever else they are doing that will culminate in the project.

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A thesis is mandatory in Program #7 because the director feels that a master's degree that includes a thesis is more impressive to a potential employer than one that doesn't have a thesis:

> The research, the writing skills involved for that are just too important, and that says something to an employer. We will allow an alternative, but it has to be backed up with print. In fact, we will have a showing of paintings in June. But there will be a substantial [written] piece to go with that. We are trying to say to employers, "Your employee, who is already working there, or potential employee, is somebody who comes to you with better polished communication skills." (Director #7, personal interview, April 28, 1995)

This director believes that a final course is useless because students go at different paces and one or two people may be graduating in a given semester. He prefers a mentoring situation, in which the student chooses a faculty member to direct his or her final project. The student prepares a proposal, which is reviewed by the advisory committee and the director to ensure that it is representative as the capstone project of an interdisciplinary program. "We don't want an English paper or a history paper." (Director #7, personal interview, April 28, 1995)

Program #8 didn't add a capstone experience—a master's essay—until 1985, 23 years after program inception. In this program, students have the choice of the three-credit master's project or a more research-oriented, traditional six-credit master's thesis, taking the additional three credits from the elective category. "We feel very strongly that the project, which is a more generic term than 'paper,' nevertheless, has to include a paper of some length. 'Project' implies that one could, if working with a curator in a museum, attach slides to back up the project" (Director #8, personal interview, May 1, 1995).

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Areas of Emphasis

Of the eight MALS Programs in the study, five do not offer areas of emphasis. Three programs do offer areas of emphasis; of the three, one offers eight areas of emphasis (see Table 10). Areas of emphasis—like electives—can be seen as reflective of the underlying philosophy of MALS programs. Most MALS Programs emphasize breadth rather than specialization or emphasis.

In Program #3, the MFA emphasis in writing grew out of a perceived need to allow a creative writing track. In addition to the MFA, the program offers seven other areas of emphasis and will always allow the students to create their own. The director is continuously developing new courses in response to student requests that also fit the agreed-upon requirement of course-level interdisciplinarity. She explains:

> If you have your field and you don't see a course coming up this term that suits your field, then you call up and complain. So it's constantly a juggling act. We find somebody to help work with them and develop a course. People can take undergraduate courses, senior level, by arranging for extra work with the professor. They can go take a Shakespeare course or a Spanish course or something like that and get a little niche they want filled. It's a balancing act to try to please everybody every term. The program is very, very topical. And yet I like to think not surface topical. But really responding to the intellectual needs. We have a relationship with [a local art museum] so that we can integrate traveling exhibits with courses. We had student forums where we got ideas from students about what courses they wanted. And a theme that came up in all of our forums—we had several of them—was community and the building environment and

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Table 10

Areas of Emphasis

Program #	Number of Areas of Emphasis Offered	Areas of Emphasis Offered
1	1	Women's Studies
2	None	No areas of emphasis defined.
3	8	Literature and the Arts Business and Leadership Individual and Society Science and Society Writing (M.F.A. Program) Environmental Studies English as a Second Language Interfield (Self-Designed)
4	None	No areas of emphasis defined.
5	None	No areas of emphasis defined.
6	5	Women's Studies Multicultural Studies Art History and Arts Administration International Relations Student-designed emphasis
7	None	No areas of emphasis defined.
8	None	No areas of emphasis defined.

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the urban architecture, not just the word "architecture," but how art and architecture shape communities sociologically. And we thought and thought and finally found a sociologist who teaches *Art and Politics*. So we have tried to keep up with what our students are asking for. One of our courses was a direct response to students saying, "I want to know, is money owning me?" And people have asked about the body and the physical body in relation to spirituality, so we are creating a course on the body. Students can say in November, "I want a course on this," and it appears next summer or the next year. And they can actually see direct response to what they're wanting. A lot of the course ideas come from the students and from the course proposals from the faculty who, I think, are listening to the students in their classes. One instructor listens to her students talk and says, "These people are craving a course on sacred places," and she will propose a course on sacred places. And she will get in all kinds of Native American speakers and people from Tibet and all sorts of places to talk about their sacred places. (Director #3, personal interview, April 17, 1995)

The director went on to say that the downside of being so topical and responsive was that it was a tremendous amount of work for her. Also, many courses are only offered once, even after all the time instructors devote to developing the courses.

Interdisciplinary Faculty and Team-Teaching

All directors in the study expressed a variety of formal and informal policies on team-teaching and how to identify interdisciplinary faculty. Program #1 uses all full-time university faculty, no external faculty except for

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occasional visiting professors who are brought in. Two MALS Program Directors in the study insist that core courses be team-taught.

Program #2 uses all continuing education adjunct faculty. Program #3 does not use any full-time faculty at all. "All of our people are either part-time or overload. People from the community. And that really fits with the way our curriculum works, which is constantly evolving. [We have a] new curriculum virtually every time, with a few things coming back that are very popular" (Director #3, personal interview, April 17, 1995).

All directors spoke of how they identify faculty members to teach in the MALS Program. All agreed that it is best to avoid individuals who are very rigid and fixated in their academic disciplines. As one director said, "A lot of people have seen [the MALS program] as a great opportunity to develop courses that they would have loved to teach but there hasn't been a place for them in the curriculum" (Director #4, personal interview, April 18, 1995). Another director provided this description of the ideal interdisciplinary instructor:

> You look for people who have the right mindset. We have a minister who is one of our most popular teachers. Her actual field, I suppose, would be theology, but she is enormously popular because she is talking about these issues of spirituality, religiosity, the sacred in our culture, how we treat money in our business lives. She is teaching a course on money this summer. She brings in issues that are really important to people today and can pull from so many disciplines just because of her working as a pastor in the community. And she brings in great speakers. She brings in Native American Council leaders to speak and people from all religions—fascinating people. So many times it's not the team teaching. That's one component, but guest

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> speakers, people who have good contacts in the community, people who are chosen for their wide ranging interests. Or you can end up with two people teaching with each other who merely pass the baton back and forth and don't converge on the issues. So defining interdisciplinary teaching as team-teaching, I think, is too narrow. That's one means, but certainly not the only one. (Director #3, personal interview, April 17, 1995)

Only one director in the study absolutely requires team-teaching, except under very unusual circumstances:

> We will have someone from drama teach a course, or someone from political science—and they are two different colleges—or have someone from sciences—say, physics—teach with someone from philosophy. Every once in awhile there will be some problem and we can't get the team right. Or, there is someone who may be trained as a biologist but who is very interested in philosophy. In fact, we had a course taught by the vice president of the university, who is a biologist, on Darwinism, which he taught with a philosopher. But then the philosopher wasn't available and there was another biologist who had been very interested in the philosophy of evolution—he was retired—so we let them teach together. [Instructors] are required to interact with each other and to actually be in the room at the same time, all the time. Everyone is informed ahead of time that this is just a rule of the program. Both instructors are paid as if they were teaching the course by themselves. [Interdisciplinarity team teaching] means really integrated, it means both people are there at the same time, it means both people preparing the courses, it means evaluations of those people, etc. The course itself has to be interdisciplinary by its

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> bibliography, by its books, etc. No course is ever approved unless the MALS faculty sees the day-by-day syllabus of that class and the reading list. If you have sloppy teaching—sloppy interdisciplinary teaching or sloppy biology—it's not going to be any good. (Director #1, personal interview, February 16, 1995)

The director also tries to team senior faculty with junior faculty. "The idea is that the junior faculty have a lot of really new stuff going on whereas senior faculty have a whole life of experience and now have a chance to think about it" (Director #1, personal interview, February 16, 1995).

Another director said:

> [Courses] can be team-taught and that's a nice idea. We are doing some of that in a sort of back door way in the *Imagining the Self* course, in which the instructor is a recent Ph.D. She is having faculty people come to about one-third of her course sessions to lead the discussions in the fields of their expertise. For instance, one faculty member is leading the discussion of *The Tempest* and Montaigne's *The Cannibals* the week before that. A faculty member in Ethnic Studies/Native American Studies is leading the discussion of his novel, which is listed on the syllabus. [Team teaching] is an ideal. (Director #2, personal interview, March 30, 1995)

One director in the study believes that team-teaching is nice but not necessary:

> I've sat in courses where I thought that the team-teaching was almost tautological. We hadn't chosen [the instructors] as well as we might have and they were too close to each other in discipline or they didn't spark those new thoughts. So I don't think team-teaching by definition leads to interdisciplinarity. It can if the people are right, but it

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> actually can be the same as one teacher if you don't do it right. And I think having guest lecturers can be very, very helpful. (Director #3, personal interview, April 17, 1995)

In this program, 35 to 40 percent of the classes are team-taught. The director consistently gets requests for more team-teaching from students because they love it. She is also exploring other alternatives:

> I'm not convinced that we need to go above 40 percent because it's very expensive for one thing and I think that you can accomplish a lot of those same ends with these other means, with guest lectures, with choosing your faculty very carefully. For example, someone has proposed a course from *The Last Supper* to Judy Chicago's *The Dinner Party*, tracing food all through history. So we are proposing that there be a consultant for this art historian that we bring in, a woman who has done a lot of work in literature and food. She would maybe come in for two or three sessions and talk about the period that she knew. It's still art, but it's got a lot of social history. Whenever that particular faculty member teaches, she has a lot of sociology in there although her degrees are in art history. I think we have to distinguish what a person's degree is in from what that person is knowledgeable about. (Director #3, personal interview, April 17, 1995)

As much as he would love to have more team-taught courses, Director #7 said that, at a small school like his, the cost was prohibitive. He is considering the idea of splitting courses in half, with one instructor for each half.

Director #8 stated that she wouldn't have a program if she demanded that the faculty team-teach. Although there are notable exceptions, faculty tend to be highly invested in their courses and like to teach their own courses.

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(There are some notable exceptions.) Even so, as illustrated by the following example, courses that are team taught are not necessarily interdisciplinary:

> [We have] a Professor of Philosophy here [who] has developed some courses just for the MALS program. One is called *The Idea of Freedom*, and he includes works of literature in that course— *Lafcadio's Adventures* by Andre Gide, the Oedipus plays by Sophocles, and so on. So he's made it interdisciplinary. Not multidisciplinary, but interdisciplinary, by bringing in works of literature. A professor of history here is currently teaching a course called *The American West: Image and Reality*. And although he is an American historian, he brings in works of literature. One of my courses, which I am currently teaching, *Evil from Greek Tragedies to Gothic Tales*, is centered in literature, because that's where my Ph.D. is. But you can see from the recommended secondary sources that I encourage students to research beyond literature and go into works of philosophy, psychology, and sometimes theology. So again, the interdisciplinarity focus comes from the cross-fertilization of the subject matter, not the presence of more than one faculty member in the classroom. (Director #8, personal interview, May 1, 1995)

Grading/Testing Policies

Most directors reported that there was no objective testing in the MALS Program. In some cases, this was not—strictly speaking—a matter of policy, but simply a manifestation of the underlying philosophy of the MALS Program. One director said that students are assigned either a take-home exam or a paper because at least half of the students in any given continuing education class are non-credit students. He doesn't want the non-credit

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students "to be sitting twiddling their fingers" while the for-credit students are taking an exam. "These are adults and they are not interested in fiddling around" (Director #2, personal interview, March 30, 1995).

One director said he simply wouldn't approve a syllabus that featured testing with multiple-choice or true-false questions. Some directors said the no-test policy simply evolved over time. Another director told me she had no objection to essay exams, but does feel that they are more appropriate for elective courses than for the History of Ideas seminars:

> I think papers are generally a better way of judging how well a student has mastered the material for a seminar. What I do prefer is for the faculty to give two papers, one at midpoint and one at the end. There are still a few die-hard professors here who just assign one long paper at the end, which means that the students don't have any indication during that course of how well they're doing. . . . Since I also teach in the program, I see faculty as colleagues and I can explain rationally why I think it's very difficult for a student not to have any form of midterm evaluation. But there are a couple of faculty who, for their own very good reasons, feel that at midpoint the students don't know enough to write a paper and might need the flow of an entire term in which to place ideas in the broadest possible perspective. (Director #8, personal interview, May 1, 1995)

A variety of points of view on grading were also expressed. One director said there may or may not be grades given in the courses, depending upon how the instructor chose to organize the course, or what kind of credit requirements he or she decides upon. Program #8 has never had a credit/no-credit option:

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> The students are carefully screened for admission although the program is largely self-selecting. We have very few weak students who apply and I don't hesitate to turn them down or require that they enter provisionally so that we can see how they do in the first two courses. So the very process of admission should screen out weak students. (Director #8, personal interview, May 1, 1995)

Theoretical Construct

All directors were asked to make a statement describing the theoretical construct of their MALS program. By far the most prevalent response was that the program was based on problem-solving (inquiry-driven) rather than being based on a particular academic discipline (discipline-driven). Several directors used the phrase "going where the problem takes you," to distinguish the theme-based approach of MALS Programs from the discipline-based approach of traditional academic programs, which many directors felt severely inhibited creative problem-solving. Common responses to the question of theoretical construct included emphasis on building intellectual communities, reaching beyond western ways of thinking (stating that "interdisciplinary," in its truest sense, had to also mean multicultural), providing the opportunity for people to develop personally and professionally as well as intellectually, not wanting to create specialists, to provide faculty development opportunities, understanding that what you know is always "an example" of something else, and looking for "cultural moments."

The underlying philosophy of Program #1 is that students learn by immersion. The director explained how he developed his theory of problem-based, total immersion learning:

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> When I solve a problem I have to go wherever it takes me and, therefore, I am not always prepared initially. I never had necessarily the courses, they may not have existed then, or the problems are different. So I learn by becoming conversant with those disciplines because I have to solve a problem. It is based on the same theory of teaching a foreign language. I studied foreign language for years in school and never learned anything. But then I had to live in other countries and speak the language. I spoke perfectly well because I had no choice. I realized one day that all of the plumbers, who never studied a day in English, spoke English better than I spoke French. (Director #1, personal interview, February 16, 1995)

The theoretical basis of Program #2 is two-fold. It has to do with building an intellectual community for the metropolitan area, and moving beyond western views of the humanities. The director elaborated on how he hopes to accomplish this:

> We want to achieve several things. One, we are not just interested in having people go through the machine and then exit and go away. We're really interested in contributing to the intellectual life of [the metropolitan area] by creating a focus of intellectual activity. So our intent is that people will be getting together and talking and forming their own affinity groups and that sort of lifelong commitment to building this intellectual community and maintaining it. (Director #2, personal interview, March 30, 1995)

In addition, the director was very concerned that the program "break loose of the bonds of looking at everything from a white male western point of view."

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> We want to be inclusive, and we want to bring new voices to the conversation. "What is the meaning of life?" is ultimately the question. Our notion is that we are not teaching stuff, but teaching people what the questions are. We are lighting the fire, and that's really all we can do. People who take our courses are essentially an upper middle-class, largely white, well-educated constituency. We want to stretch a bit; we want to reach out. In the past, we have done that more symbolically, and with less success than I would want. We are trying to do that with this program. (Director #2, personal interview, March 30, 1995)

Director #3 also emphasized trying to create a community of inquiry that helps people in their intellectual development, both personally and professionally:

> I think I would add that it has always been issue- or topic-based. Kind of the continuity of culture in the broadest sense of the word—history, sociology, literature, medicine, everything. We go way beyond Great Books and we go way beyond western civilization. We have a course on Tibet. The Far East comes in a lot. Native American issues, Zen Buddhism, drawing from world traditions rather than just Western European traditions. And it has always been that way. It's not something we have done to be politically correct. If you're going to be interdisciplinary in the broadest sense of the term, you have to have courses on Tibet and the Middle East and Japan. Bringing an interdisciplinarity and multicultural thematic context to the learning community. Theme-based rather than discipline-based. (Director #3, personal interview, April 17, 1995)

Director #4 emphasized that she does not want students to be specialists:

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> We want our students to be people who are well-versed in the liberal arts and liberal studies and be able then to take what they learned and enrich their lives forever. We want them to learn how to enjoy learning and scholarship and for it not to end there. We think of the MALS Program as a life-enriching experience. (Director #4, personal interview, April 18, 1995)

When asked to describe the theoretical construct of his program, Director #5 thought very carefully for several seconds. Then he slowly, thoughtfully and carefully made the following statement:

> To learn how to draw upon multiple disciplinary discourses and to be able to write about it in a way that is not limited to any one of those discourses, which can be heard by any intelligent person, writing in a reflective mode and in non-disciplinary language at a high level of making sense. What they don't know when they come in, is that what they do is an example. When they get out, they realize it was an example. There are three pieces. First, to learn how to draw upon and work among disciplines; the interdisciplinary piece. Disciplines shape knowledge differently. The bibliographic apparatus is different over here from over there. Different kinds of questions get asked here. Process questions get asked here and typology questions get asked over there. So we learn how to hear disciplines. Second, to learn how to speak without being captured by a discipline. To learn how to speak a high level of intellectual discourse that is acceptable by anybody. And, third, to come to recognize that what you have done is an example. (Director #5, personal interview, April 18, 1995)

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He went on to explain that, if you are an engineer, Shakespeare is liberal arts for you. But if you are an English major graduate, studying *The Fifth Discipline* by Peter Senge is liberal arts for you:

> Working beyond your borders. Working beyond what you are accustomed to. We don't literalize "liberal." "Liberal" means working beyond your reach. And it also means working reflexively and critically within your area so you understand it's an example of something else. The process is liberal; the courses, some of them, are not. (Director #5, personal interview, April 18, 1995)

According to Director #8, the original developers of the program thirty-three years ago wanted an interdisciplinary, broad-based master's program which was not designed exclusively for research, not designed to enable the student to go on to a Ph.D., and which would counter the very specialized, narrowly-focused research-oriented graduate degrees for which the university is famous:

> This program was designed from the beginning for part-time adult students who work full-time during the day and don't want to pursue a Ph.D. or leave their current jobs for research and publication and teaching, who want to continue their current jobs, but enrich their own personal lives. So there was a very clear focus in the program, and that has remained true through today . . . [The History of Ideas] was a concept that was different from what was called in the 1930s and through the 50s "new criticism," which meant that you just analyzed a text in isolation very, very closely. Sort of the St. John's approach to the great works. The emphasis in the History of Ideas is on placing individual texts, whether they are literature or history or philosophy, into a larger framework. Hence the course, *The Idea of Freedom*. It's

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> not the kind of course that you would have in a philosophy department for graduate students who are getting Ph.D.s That would seem too broad to them. You might have a course in Kant, Hegel and political philosophy. But you would not have a course on *The Idea of Freedom* or *The Idea of Morality*. So the History of Ideas was a concept uniquely [ours], which emphasizes a broad approach to whatever subject matter it is, literature, history, philosophy, as opposed to a narrowly structured one. . . . The theoretical basis of the program from the very beginning has been an emphasis on the history of major ideas in western civilization with the opportunity of supplementing that with electives that are not only more discipline-specific, but can be concentrated in the areas of literature and the arts; contemporary social and political issues; beliefs and civilizations; and science, technology and ethics. (Director #8, personal interview, May 1, 1995)

Interdisciplinarity

All directors in the study were asked to define interdisciplinarity and to describe the importance of interdisciplinarity at a program level and at a course level in their MALS Programs. As shown on Table 11, definitions of interdisciplinarity are grounded on the concepts of going beyond the artificial boundaries of academic disciplines, going where the problem takes you rather than being restricted by disciplinary modes of inquiry, bringing a variety of perspectives to bear on a theme or the content of a course, allowing students to bring their interests into a particular area of inquiry, shedding the light of your own perspective on a problem (even if the two seem unrelated), going beyond the discipline in which you received your undergraduate and/or graduate training, cross-fertilization of subject matter, approaching learning

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Table 11

Interdisciplinarity

Program #	Interdisciplinary Program Type*	Are Non-Elective Courses Inter-disciplinary?	Team-Teaching Requirements	Definition of Interdisciplinarity
1	Split	Yes.	Required, except in very rare circumstances.	Going wherever the problem takes you. Going beyond convenient typological boundaries.
2	Curriculum	Yes.	Desirable, but not required.	The content of each course must be approached from a variety of different disciplinary perspectives.
3	Curriculum	Yes.	Nice, but not necessary.	Looking at the topic from as many perspectives as possible; not being bound by artificially-created disciplinary demarcations.
4	Student	Yes.	Symposia are often team-taught, but is not required.	Allowing a student's interest to be brought to a variety of subjects. Not being limited by the lens of a particular discipline, but finding where your approach or view is distinctive. Using this knowledge to elaborate your own perspective.
5	Student	Yes.	Not required.	Opposed to efforts to define interdisciplinarity. Acknowledges a variety of definitions. Lets faculty members define it in their own way.
6	Student	Yes.	Not required.	Director unavailable to provide definition.
7	Curriculum	Yes.	Extremely important for introductory course.	Teaching students to think about topics beyond the artificial boundaries of disciplines. Going beyond the discipline in which you were trained.
8	Curriculum	Usually, but not always.	No, although some professors elect to team-teach.	A cross-fertilization of subject matter. More generic, broad-based and diversified than discipline-based approaches.

* Defined on Table 8.

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in a more generic, broad-based and diversified manner, and resisting the desire to become more narrowly specialized. One director said he resisted all attempts to define interdisciplinarity, believing the defining to be entirely subjective.

One director explained that people interested in interdisciplinary studies historically have been interested in the relationships between disciplines and the trend has been toward the integration of academic disciplines:

> American Studies was once created because disciplines that looked at history, politics, economics and literature never talked to one another. That discipline has just about disappeared from the face of the earth because all of those disciplines are now interdisciplinary. (Director #1, personal interview, February 16, 1995)

When asked to define interdisciplinarity, Director #1 offered the following:

> I don't have any problem defining interdisciplinary at all. What I do is, I solve a problem. I go in any direction it takes me. And I'm not unique in that way. It seems to me that almost all important problems have to be solved by a variety of disciplines. That's certainly true in the sciences. It's not a form of political correctness. It's a form of problem-solving. Let's just say I teach a course, say, on social history. Say I run into the fact that the most important things in any history might be something like, to study how many people were killed in war. What if I didn't know or was not able to judge or even ask the right questions? We never look at the inadvertent in history. For instance, what do you do with the fact that smallpox knocks off so many people, and how do you judge what that means if you don't understand how

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> the disorder works? The thing people are most concerned about in everyday social life is health, longevity, disease. And yet we write social history as if none of these things exist. How ludicrous! Are we going to write the social history of the United States and the cultural history of the United States and not mention it? Or not talk about how pathogens change people's relationships to one another? People teach the entire social history of the United States and never once mention polio. And yet no one who lived from 1912 until the 1960s could escape the fact that this was one of the things that concerned the society more than anything else. And you just can't discuss it on one level. (Director #1, personal interview, February 16, 1995)

He went on to explain how the categories of disciplines commonly used today are, in fact, totally arbitrary, having been created in the late 19th century in response to a need for convenient knowledge-organizing typological boundaries. Also, from what we know about how the brain works, people don't learn that way. The director is fond of using examples from medicine to illustrate this point about interdisciplinary inquiry, since he is a historian who is interested in medicine. His own interdisciplinary interest provided the following example:

> Any major problem in medicine that I can think of that has been solved in the last 100 years has been solved by someone who is slightly outside of that area of medicine. Poliomyelitis was solved because of the inability of somebody to get funded. In 1912, someone noticed that everybody who got poliomyelitis, the paralytic kind, other people in the family got sick, but they didn't get paralytic polio. But the same theory of poliomyelitis was, after 1920, that it was a virus that came in through the nasal passage. People didn't understand about the blood-

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brain barrier yet and so epidemiology, which is a much more wide-ranging kind of science, was seen as primitive 19th century science. Everything else was virology. So, to get funded, you had to have monkeys. And the guy who was in charge of all the funding was at the Rockefeller Institute—a guy named Flexner—and to do this research, you had to be able to stick one of the viruses up the nose of a monkey and replicate the poliomyelitis to find out how it worked. Of course, the insight of the epidemiologists was that, in fact, it was not the nasal passage at all, but it was enteric. It went through the stomach and it was opportunistic. So sometimes the virus went through the meninges, but other times it didn't. In 1936, a group at Yale didn't get funded because it had no monkeys. One of the guys on the team was an epidemiologist. He went back and read the 1912 study and said, "Look, this is it." And this is not a unique story. (Director #1, personal interview, February 16, 1995)

Program #3 ranges across the disciplines and draws upon guest speakers from the community or from another department at the university. The goal is to look at an issue or a topic from as many different perspectives as possible, and not be limited by artificial demarcations. According to the director:

All of my degrees are interdisciplinary, so to me this is how humans think. They don't think in little compartments. That has been very convenient for organized education, particularly from the 19th century onward. But it was never really the basis of education in Ancient Greece or in the Middle Ages or in the Renaissance. We talk about a Renaissance Man; it was somebody who encompassed all of the arts and many of the sciences. You can't study the Middle Ages being a

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> 20th century person unless you understand the art and the philosophy and the theology and the history. You can't study the literature unless you know all of those other things. To me, it's a natural way of learning and it unleashes huge amounts of creativity. When you aren't bound to stay in the history department and do a thesis that is history solely, when you can look at philosophy and literature and art, when you allow people to do theses in the visual arts where they do a written component and then do a sculpture exhibit, to me that is extremely freeing. Interdisciplinary ought to be the norm rather than the exception. I don't think you should have to defend interdisciplinarity. You should have to defend the carving out of these little niches that people have created for themselves so that they can be masters for that little niche. (Director #3, personal interview, April 17, 1995)

Commenting on the importance and role of interdisciplinarity in her program, the Director #4 said:

> We certainly don't believe you must have two bodies [in the classroom at one time]. It's not the bodies that count, it's the approaches. We would define interdisciplinarity as being able to look at issues and problems from a variety of perspectives and not be bounded by disciplinary lines. [The former director of the MALS Program] is, in a sense, a consummate interdisciplinarian. You can no longer say the discipline that [he] comes from. He has been interdisciplinary for long before it was popular. He wants to study or research or teach a topic, and then he would bring in every conceivable disciplinary focus that he could to make us understand the topic in question. When he teaches a course such as *Architecture and Human Values*, it's not an architecture course and it's not just about architecture. It's about buildings and

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what they mean to people and how those have changed over the years. There's history, there's literature and he's able to apply all of those to that. (Director #4, personal interview, April 18, 1995)

The director also wants students, in addition to approaching the topic interdisciplinarily, to also have some kind of focus:

> We don't want the MALS to be a general studies mish-mash. We want students to be able to have some kind of focus which allows some particular interest to be brought to various subjects. One of our first students to graduate had an interest in women's studies. So she worked very closely with a Women's Studies professor. She was able to approach her subjects from the feminist or Women's Studies perspective, and was able to apply that to her papers and her interpretations of whatever thematic material she was reading. She combined this with her core course on *The Classical Era*. In this way, we encourage our students to develop the particular focus that they are interested in. They are not bounded by a discipline, but find where their approach or view is distinctive. They explore how they can use all of these materials to elaborate their own perspective. So we do want students to focus. We don't want them to be people who dart from here to here. (Director #4, personal interview, April 18, 1995)

Students are always encouraged to look at things from an interdisciplinary lens, but some professors are more interdisciplinary than others. Some faculty members may be hesitant to teach in the program but, once they have experienced MALS students, they say, "Oh, the students are just wonderful." Director #4 explained that "Most of us do undergraduate teaching all the time and undergraduate teaching can be pretty deadening. You try to get students to do the reading, and they won't do it. And so when

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faculty see our students and they see how they are, the excitement they bring into the classroom, then people want to do it" (Director #4, personal interview, April 18, 1995).

One director refused to define interdisciplinarity. Instead, he wished to acknowledge more than one definition. He said he is more interested in showing students different ways of doing interdisciplinary work than in defining interdisciplinarity. He also prefers to leave faculty members alone to define it in their own way. "We say, 'By your standards, this must be interdisciplinary.' This intellectual diversity, we're vague on what it means because we don't want to leave anybody out" (Director #5, personal interview, April 18, 1995).

Another director struggled with the issue of interdisciplinarity and how it should manifest itself in the program when he took over directorship of the program shortly after the illness and sudden death of the program founder, a dear friend and colleague with strong feelings about interdisciplinarity:

> There is interdisciplinarity in the sense that, because we give courses from different disciplines, the whole program is interdisciplinary. This is not two experts in their disciplines bringing the disciplinary expertise to a subject. I'm a generalist, so I'm talking about philosophy. I'm talking about art. I'm talking about architecture. I'm talking about all of these things at once. But I'm not an expert in any of those things. I think team-teaching the first course is extremely important. When we teach, we can say, "You know the rules in history are different than the rules in religion and philosophy." I'm not allowed to do certain things in history that [someone else] is allowed to do in philosophy, for instance. As a historian, I am not supposed to, for

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instance, talk about what is good and bad. I'm only supposed to talk about what the evidence is. I'm not supposed to be judgmental. But if I'm teaching a graduate liberal studies course, it's a little more difficult. What do you mean by interdisciplinary here? None of us is trained in more than one discipline here. We stretch ourselves as well as our students because, when we come to something like *The Enlightenment*, I teach it very differently than if I were teaching it as a history course. Just history. Just what went on. Just the events. I feel like I have to figure out what the heck is going on in philosophy. I'm going to talk to my colleagues before I go into that class and say, "What about this? If I put that forward, am I off the beam at all here?" That really is stretching because, for historians, we shouldn't be dealing with these things unless we really have an idea of what is going on with them historically. The question is the human's relationship to nature—*Text and World in Relationship to Society* and *Enlightenment in Relationship to Society*. Two different subjects, two different disciplines, two different professors who aren't necessarily talking to each other. So when you say "interdisciplinary," it's one of those mischievous words. Like "God." When I say, "God," I don't know what I'm triggering in your head. When I say "interdisciplinary," I don't know what you think I mean when I say that. What turns me on [about interdisciplinary inquiry] is that none of us thinks about the world inside of disciplinary or artificial boundaries. So I just think it's a tremendous way for those of us who have interests that go beyond our discipline, who are humanists in the sense that our interests go beyond. And generalists. We have a Department of Religion with three people in it. So you've got to do things that you didn't specialize

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in. I teach Islam. That doesn't have to be a part of history. It's a part of religion. It's not fundamentally different from how you look out the window. When I look out the window, I don't look at it as a historian. When I become a historian, I have to move into that mode. I look at that building over there differently—it was built in such-and-such a time, etc. But when I'm looking out the window, I don't look at it that way. We don't look at the news on the TV from a particular perspective of historian, psychologist or whatever. We look at it as a human being. And, yes, we have our own biases. Certainly, I know that from trying to avoid them with history. But, at the same moment, we don't look at things from this bias of history either. Or bias of some other discipline. We look out there; it's a beautiful day. What does that mean to my inner self? What is that saying? It's the way we think already. I'm sold on it obviously. I think that you open these questions up and in that, you see a person's disciplinary training. A scientist would say, "You need closure on that." But for me, that can be an open question and I can be perfectly happy with that. We're richer all the time in what we teach at the undergraduate level because of what we are attempting to do [in the MALS Program]. (Director #7, personal interview, April 28, 1995)

Although Program #8 is interdisciplinary, individual courses may or may not be interdisciplinary. The director explained:

If you will look at some of the courses . . . for example, a course on *Beethoven and His Age*. It's not taught the way it would be taught [to music majors]. It's taught in a more broad-based way. Still, that course is not as interdisciplinary as some others. So "interdisciplinary" really is a phrase that is in the mind of, not the beholder, but the

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course creator and the student. Some courses are more interdisciplinary than others. But there are some courses like the one last fall on Ellison's *Invisible Man*, which is broad-based and not exclusively research-oriented, not in a program that leads toward a Ph.D., but not as interdisciplinary as some other courses . . . . We encourage that it be taught in a broad-based way rather than a narrowly-focused, narrowly-specialized way that you would find in a traditional graduate school that gives M.A.s and Ph.D.s with the assumption that students go out and replicate a particular school philosophy that they've been indoctrinated with. But it's the MALS program, not each individual course, that's interdisciplinary. (Director #8, personal interview, May 1, 1995)

Recruitment, Admissions and Predictors for Success

Current Recruitment Strategies

Directors reported having tried a number of strategies for marketing the MALS Program. Some felt that their efforts at marketing had been quite effective. Others felt that they went about the business of marketing very poorly, merely guessing at what might be effective. As shown in Table 12, the most common recruitment strategies include newspaper advertising, sending mailings to continuing education students, taking advantage of word-of-mouth (especially among alumni), direct mailing to teachers, and providing scholarship money to members of ethnic and cultural groups to encourage minority participation.

Directors reported that students and alumni bring in more new students than any marketing strategy. Initially, however, one director's main recruiting tool was newspaper ads, which proved to be very effective. He still

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Table 12

Recruitment

Program #	Primary Modes of Marketing
1	Now, primarily by word-of-mouth through student and alumni. Initially, newspaper ads. Still places newspaper ads occasionally to stimulate interest in summer colloquia, a good source of new students. Plans to reach out to community college faculty.
2	Flyer sent to continuing education mailing list. Ads in continuing education catalog. Plans to reach out and provide scholarships, to minority community members.
3	Advertises "Sampler" classes, a good source of new students.
4	Involved in a large-scale recruitment push; brochures are to be mailed out to community college teachers, public school teachers, Friends of the Library, patrons of the library, patrons of a local museum and university alumni. Also planning publicity news features in the newspapers. Posters. Has secured the services of a public relations firm.
5	Continuing education mailing list and public radio ads. Offers informational meetings, which have been hugely successful with overflow crowds. Allowing non-degree students to sample courses is seen a good public relations. Attributes success to having created a MALS program that is non-traditional *even among non-traditional MALS programs*.
6	No information available.
7	Advertising in local newspapers and in a theater playbill. Alumni sell the program better than anything he could do. Offers a discount to teachers. Plans to work on convincing employers to reimburse tuition for MALS students.
8	Developing new brochures with the opportunity to focus on electives. Priority is to attract a more ethnically and culturally diverse student body through minority scholarships.

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puts ads in the newspaper once in awhile to re-stimulate interest. His summer colloquium series is a good recruiting tool, since it is open to the public and the advertising reaches people in the community and others who eventually come into the MALS Program. For example, in the summer of 1994, a colloquium called *What is Race?* was held in order to explore the concept that there is no such thing as race. The director gave a lecture on *Race and Medicine*, arguing that there are no actual biological categories of disease that mesh with presumptive racial categories. This type of presentation is not only great for recruitment, but also allows faculty members to test out whether a particular topic would make a good course.

The current recruitment strategy for Program #4 consists of a two-stage plan, the first stage of which has been completed. Twenty-eight hundred three-fold brochures have been mailed out to community college teachers, public school teachers, Friends of the Library, patrons of the library, patrons of a local museum, and alumni in the area. The director has also arranged for publicity news features in newspapers and posters, and has secured the services of a public relations firm. These materials will be distributed within an 80-mile range of the community, or a maximum of an hour and a half commuting distance.

Directors of MALS programs that are administered through continuing education can take advantage of large, well-established continuing education mailing lists. Director #2, for example, has been informing continuing education students over several semesters that the certificate program is under development and has invited them to share any ideas they have about what they would like to study. In Fall 1995—the first semester of the new program—the entire program was given a "big splash" in the continuing education catalogue.

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Director #5 has been very successful in recruiting students for his brand new program. He attributes this to the fact that he has created a program that is non-traditional, even for MALS programs:

> The key here is, if we were to have created a traditional MALS program here in [the metropolitan area], I'm not sure we would be doing that well. Seventy-five to eighty percent of the students who have been attracted to the program have been attracted by the possibility of coming into a set of facilities and interests and being able to work and probe in this setting. (Director #5, personal interview, April 18, 1995)

The director believes that offering courses for non-degree seeking students is a good public relations move since it allows him to reach out to the community. "They take the course and they say, 'If this is what this is like, sign me up!' And six months later, they have applied for the program" (Director #5, personal interview, April 18, 1995). In general, the marketing is done through public radio stations, and this has been successful. The director is skeptical about the wisdom of putting ads in the newspaper. The informational meeting announcements are sent to anybody who calls the Program Office for any reason, and always overflow with people. "If they heard it on the radio or anywhere, our first pass is to get them to an informational meeting. If for some reason they can't make it, I will deal with them individually. I will give them an hour of my time. But I couldn't do that for everybody," since he has received 1,000 inquiries about the program in the past 10 months. Although he believes he has "a hot product," he also believes that there is a huge market in his area (Director #5, personal interview, April 18, 1995).

When I asked him how he marketed his program, Director #7 replied:

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> Very poorly. I advertise in the papers. We're getting a little more creative. We advertised in the theater playbill in [the metropolitan area] in the Fall and I think that was useful. Probably the thing that sells this program the best is our alumni. They make up about half of our students. Many of them are from continuing education, where they already had a good experience. That's why it's important to lay that foundation. We are going to offer a discount to secondary school teachers to see if they are interested in taking a course or two and then possibly getting them interested in the whole program as a really terrific second master's for a secondary school teacher. And our proximity to a lot of school districts here is a good thing. We have some students from [a large, well-known university in the same city] who have been reimbursed, so there are reimbursement programs around. [A local employer] has accepted us for some of its employees. (Director #7, personal interview, April 28, 1995)

Director #8 also mentioned the importance of convincing employers of the usefulness of a MALS-educated employee so that they would reimburse student tuition:

> A problem that we are experiencing now, because of the career-oriented nature of current society, is finding students to replace those who have graduated. So we are working hard on a new brochure, which we hope will help in that effort . . . . The world was a very different place 33 years ago. Tuition was lower. A lot of women did not work outside the home and, therefore, had more time to study part-time in the evenings. I also think that, in the 1960s and 1970s, this country was more charitable towards the arts. There was no nationwide attack on programs considered by politicians to be elitist,

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> which you see now in the conservative Congress in Washington. So I think that, plus the economy, has made this a very challenging time in which to market MALS programs. Many women are going into non-liberal arts fields like computers and very narrowly-focused sciences. Another reason why our applications are slightly down is that people are very uncertain about the economy and, at such a time, they will go back to school for job-related programs. So our education programs and our business programs are doing extremely well. Employers are much more likely to reimburse employees for tuition of courses that are related to jobs, either in schools for teachers to go back and get more credits, or in business and industry where master's programs in business are seen as very definitely job-oriented. The tuition of most of our liberal arts students, at both the bachelor's and master's level, are not reimbursed by their employers. (Director #8, personal interview, May 1, 1995)

Future Plans for Recruitment

Five directors mentioned that they wanted to target teachers and community college instructors in future recruitment efforts. One director specifically wants to reach out to community college faculty, who could take courses in the colloquium and then bring what they have learned back to the MALS classroom. He feels that such individuals would be perfect for the MALS Program because they would be of such high quality: "I had a [student who was a community college instructor] biochemist the first year I taught the course on *Paradigms of Consciousness* who knew more biochemistry than I did. It was perfect. And that's what we want. We want this to be

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interactive. So that's our next thing" (Director #1, personal interview, February 16, 1995).

Director #7 believes that marketing efforts directed to area companies are important:

> Almost every student who comes in here to see me asks, how do you apply this vocationally? And I have to say that employers are looking for people with critical thinking skills and a master's and communication skills. We give them to you. But our master's doesn't say, "Now you will be able to be this kind of person or that kind of person in a specific profession." So you have to have an enlightened employer or potential employer to see the great—what I think is great—resource that this program is to a student who is going to be an employee. (Director #7, personal interview, April 28, 1995)

Two directors expressed concern about their lack of success in attracting ethnically and culturally diverse students to the program, since they are charging high tuition rates for a degree that may seem impractical when compared to a vocationally specific master's degree:

> We have this scholarship fund, several thousand dollars. Our idea is that we are going to go to community organizations and say, "We would like you to choose somebody who, from your point of view, will benefit themselves and will benefit the community by taking our certificate program. And we will either split the cost with you, or we will pay the cost of their enrollment." (Director #2, personal interview, March 30, 1995)

In order to make inroads into the minority community (not a traditional audience for continuing education at this university), the director plans to enlist the help of a Black faculty member, a woman who has strong

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ties with the minority community in the area. In addition, "there are people in Ethnic Studies from a variety of racial, ethnic and gender perspectives with whom we are talking and they have agreed to help us know where to go in a community with which we are not familiar" (Director #2, personal interview, March 30, 1995).

Director #8 also seeks to attract more students of color from diverse ethnic and cultural backgrounds and plans to use scholarship funds for this purpose:

> That is one of the six priorities in our $9 million campaign in [continuing education]. One of our six campaign objectives is to establish scholarships which would enable us to attract a more diverse student body. I think the reason why we have fewer minority students than we would like is typical of the reasons cited by other MALS Directors. That is, at this point in our national history, African-American students in particular would be drawn more to business and education master's degrees because they are seen as more job-related. It has been my experience that something like the MALS is seen as truly a luxury. I hope in the next generation, we will see people who can do that. That's really an indictment of our culture, not a problem just with the MALS program. But we have identified the problem and we are working on it with minority scholarships and other ways. (Director #8, personal interview, May 1, 1995)

Admissions and Predictors of Success

Every director reported very high application-to-acceptance ratios. Director #2 (which is not a master's degree program) always assumes that people who sign up for these courses have the ability to understand and to

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work with the material. His experience is that "generally people don't sign up for things and spend the money—because these courses are expensive—if they don't have a real good understanding of their ability to do it." Because the certificate program is a continuing education program, the director says that he is not really in the business of evaluating students in terms of their academic ability:

> Eighty-five percent of the people who take [continuing education] courses have at least a bachelor's degree. About 50% have a master's degree. So, it seems to me, that, if we were to offer a degree, we would certainly require that the person have an undergraduate degree. I'm more concerned, at this point, with producing high exit quality. We are not interested in creating difficulties for people, creating blocks in the road, but to get them in so that we create an atmosphere in the program in which not only is the subject matter multicultural in nature, but that the people are too. (Director #2, personal interview, March 30, 1995)

During the admissions process, Director #3 said she has to be cautious about people using the program as therapy or, for international students, as a way to qualify for a visa:

> I look at it in the long range, that if you're going to admit poor students, you're only going to cause yourself trouble. They're going to pull your program down, you're going to get a bad reputation, you're in the end not going to be able to recruit more people. So it isn't bodies you want, it's excellent minds that you want. And I think in the long run, rejecting five more people a year is not going to make a big difference. (Director #3, personal interview, April 17, 1995)

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Director #4 said that the admissions requirements and process for the MALS Program are the same as that for any other graduate student, but added:

> I don't think we have actually denied anyone admission. There really hasn't been any strong reasons to. There have been one or two that we talk to and say, 'I think probably you should be doing a degree in something else.' The ones who seem to want a much more vocational approach will try this one anyway since there aren't many to choose from in the area. We tell them that this is not a good use of their money to come into this program. But if they clearly seem to want to do it and they have what seem to be legitimate reasons and good qualifications, we're happy to admit them. (Director #4, personal interview, April 18, 1995)

According to the Director #5, the application has to contain some clue of an interest in learning about many things, not just professionally-related topics. But, he added, it's perfectly fine for students to relate their interest in the program to professional work in some way, as illustrated by the following examples:

> One student is a professional nurse, has been for 20 years. She noticed that, in the hospital where she works, the medical staff didn't know how to handle families and patients who are from Southeast Asia and from various places with a different cultural background. And she gave me an example of a young South Vietnamese Buddhist girl who died. And this nurse, in a sense, almost literally barred the door to make sure that this Buddhist ceremony was allowed to finish so that the family could be a part of the letting go process for this girl. "If they were Lutheran or Catholic, we could have dealt with it." So what she

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> was saying is, "I want to look at multicultural dimensions of healing, healing perceived differently in different cultures. I want to understand what difference it makes coming from other religious and cultural background." And I said, "This is the place for you. This is where you can come in with those sets of interests. We'll give you a structure where you can bring those concerns to bear on the liberal studies seminars that you take. Six of these courses can be drawn from wherever you want to do that. We will set you up to succeed. We have a medical doctor who has applied, and her interest is in trying to determine the professional ethical standards for contemporary medicine to be more open to looking at alternative medicine, particularly from other cultures. She's going to combine ethics, medicine and cultural perspectives. So each of these people separately is creating something which is inherently interdisciplinary, reaches beyond where they currently are, but one of those components is their professional life, which they are not leaving out. Instead of saying, "We have all these great courses and we study 19th century romanticism and all that." We're not doing that. We're basically saying, "You come and you tell us what you will do with us." And we admit the people who we think can best succeed. (Director #5, personal interview, April 18, 1995)

The director says he is in the business of "liberalizing professionals," and that the courses are "intended to blow their minds" and to help them rethink boundaries and borders. He does not turn down people who don't have a professional focus, however. He is looking for the people who can go through the program in a way that is creative and imaginative. He considers it his job to get to know them by name, face, voice, and interests. "And the

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total effect of this is that we create a program whereby they are constantly learning to challenge their own ideas. They're being challenged on all sides. They are a part of this." And when students are denied admission, "the 'no's' aren't solid 'no's:'"

> The "no's" are "No, come and talk to us. Let' s take a look. Maybe there's a problem with your undergraduate GPA. Maybe your statement of purpose could be stronger." So the "no's" are always "No," but "come back and see us." (Director #5, personal interview, April 18, 1995)

Although this director does not sit on the admissions committee, he is influential nevertheless:

> I will not vote, but I know exactly what the conversations are. I know who is turned down for what reason. I know who has been accepted for what reason. So I can advise students very creatively without any conflict of interest. As a part of continuing education, I'm not going to be hands off here and say, "Okay, this is what it is, shoot for it and if you hit it, fine." We're going to work with them. Also part of the outreach is drawing in people in their 40s and 50s and helping them shape their program so that they can think about how to do this so that, when they do write a letter of intent for the program, they will have a better chance. We're out there; this is part of the process. I can ask interesting questions of just about anything they ever throw at me, depending on their own strengths and background. I read widely and prospective students believe I have encouraged them. I have found ways of drawing them out and they are getting excited about it. To an extent, it's like writing a grant. It's like going and talking to people. I love to do that. (Director #5, personal interview, April 18, 1995)

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Like other directors in the study, Director #7 favors a liberal admissions philosophy because he thinks of the MALS Program as a "second-opportunity program" for many adult students:

> If you've had a problem in your undergraduate life because of some kind of illness or for whatever reason—maybe you were just depressed or you didn't think you could do it, and you got through it and now you are in a position where nobody would accept you in history somewhere else and nobody would accept you in literature somewhere else, but you come to this program. I think this is a second chance for many people. (Director #7, personal interview, April 28, 1995)

Program #8 usually requires a 3.0 GPA, but is willing to make exceptions for applicants whose undergraduate experience was a long time ago and who show promise:

> If it was a long time ago and there were extenuating circumstances—the student worked full-time and studied full-time or the student had an ill family member, or if the student was just a late bloomer—I take all that into consideration. If the grade point average is close to 3.0, I may go ahead and admit the student in a full-fledged capacity . . . . Sometimes the student is just not appropriate. In general, I can explain that to the student. For example, I had a young student, about 23 years old, who graduated two years before from a local college, hadn't found a job, was really lost, and was looking to the MALS program to save him. I told him I thought he would be much better off not taking the MALS program full-time, getting a job, and maybe even taking a master's degree that would help him find a job. I told him that this was a program designed for people who have already found their full-time work. It is not a program to help poor wandering souls

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> who really need to get into the mainstream of American life. I also thought it would be unethical to take his money when he really needed some job counseling and needed the experience of hands-on work. I suggested that he do that and come back in 10 years when he had established himself. (Director #8, personal interview, May 1, 1995)

The director is very comfortable with the high admissions rate because "our mission is not to turn out famous scholars who teach on the college level and do research to make an original contribution to scholarship" (Director #8, personal interview, May 1, 1995).

Table 13 summarizes the admissions requirements for the eight MALS Programs in the study.

Graduate Record Examination (GRE)

Directors were unanimous that Graduate Record Exam (GRE) scores do not provide any useful information about MALS Program applicants. Only one program is forced to require graduate applicants to submit GRE scores because of university policy which applies to all graduate programs. The director has always objected to this policy for the following reasons:

> One is, older returning people don't want to take the GREs. As far as I'm concerned, they can throw the test out. But I can't change that. I have tried many times and gave up. It just keeps people out. The bizarre thing is, you just have to take it before you graduate, before you are admitted to candidacy. But you can be a conditional student all the way through your coursework until you write your thesis and then take it. So then some of these people would take it, they would do very well, but some would take it and do pitifully. And they got

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Table 13

Admissions Requirements

Program #	GPA*	GRE?	Essay	Letters of Recom-mendation	Interview
1	Minimum 3.0 for last 60 units attempted	950 or higher[1]	500-word Statement of Purpose Essay	None required	May be required at the discretion of the MALS Director
2	No requirement	No	No	No requirement	No
3	Cumulative GPA of 3.0 or better	No	Resume and samples of written work	Three required.	Required
4	2.8 or better	No	Letter stating reasons for pursuing MALS degree	No requirement	Not required
5	3.0 or better	Optional	Statement of Purpose	Two required	Not required
6	None specified	No	No	Two required	Not required but strongly recommended
7	Cumulative GPA of 3.0 or better	No	Writing sample and essay describing interests	Three required	Required
8	3.0 overall	No	Application essay	No requirement	Required

*All Program Directors stated that the minimum GPA requirement may be waived at the Director's discretion. Provisional admission is usually arranged for applicants who show promise but have weak undergraduate records.

[1]Advanced degree holders are exempt.

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> straight A's in their classes. I could waive it any time I want to. So, generally, I would waive it if someone did well. The other problem is someone who had a really questionable academic record in undergraduate school but it was, you know, 40 years ago, or 30 years ago. And this person was now leader of their profession. And so we said "Okay, we will admit you conditionally because your undergraduate record was at a time when people actually got grades that mattered. We will let you take two classes and then, if you do well on those classes, we will admit you with full admittance status." (Director #1, personal interview, February 16, 1995)

Admission Essay

Directors of degree-granting programs* that do not require or recommend an interview noted that the admission essay was the most important part of the student's application. One director spoke at length about the admission essay, strongly asserting its importance on the student's application:

> GPA is important but, when it really comes down to it, it's the statement of purpose that makes or breaks an application. Reading the statement of purpose, the faculty are going to say, "Is this person really capable of doing graduate-level work? Does this person have some sense of the coherence of the program not resting in the curriculum? Do they have the ability to do that? Can they bring some sense of that? Can the university offer them what they're looking for?" For us, it has become the document on which the admission rises and

* I am excluding Program #2 from this discussion since, as a certificate program, it requires neither an admission essay nor an interview.

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> falls essentially. If the student is coming in with not a good GPA and a really good statement of purpose, we will go to bat for that student. We will try to give reasons why he or she should be admitted. And we will say, "Give him a chance. Only let him take three courses." We are basically saying the statement of purpose—as written—lets us know whether you should be admitted, backed up by whatever else you turn in, by your letters of reference, etc. The statement of purpose carries 80% of the weight. (Director #5, personal interview, April 18, 1995)

Another consideration is what the applicant can bring to the program:

> We have a professional film-maker, somebody who works half the time in California. I want a professional film-maker sitting in that seminar. Same is true if you're going to have a special education teacher or any other and the person sitting next to her is going to be a corporate lawyer. I'm looking for a lively mind. (Director #5, personal interview, April 18, 1995)

<u>Interview</u>

Directors of programs that require an interview reported that the interview is the most important part of the student's application. One director explained that it is an important part of the self-selection process, since applicants are either encouraged or discouraged at the interview. Another director described the importance of the interview this way:

> There are certain things that you can get in the interview. I've gotten so that I can hear certain things that ring the bell or say, "Don't let this person in," or "Guide this person somewhere else." We look for an inquiring mind, I would say. Poor grades in college, especially if it was a long time ago, if they can tell us why there is a problem there, that's

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usually not an issue. If they write a good essay. What they've done since college. I think if their reports are bad from their undergraduate years, they might have written a really good manual on how to get something accomplished or a procedures manual or curriculum development or written plays and produced them, or something like that since then. A red flag is when people talk about making money, or people who really need therapy and not graduate school. Also English language skills, poor English language skills [are a bad sign]. (Director #1, personal interview, February 16, 1995)

Director #7 talked about the importance of fit between what the applicant is seeking and what the program has to offer:

If you come to me and you say, "Well, you know, what I really want to be is, I want to switch careers to banking," obviously this is not for you. Or if the person comes in and says, "I want to do something with literature, what I am really interested in is English literature," then I will see you really need to get an English degree. You get some people who say, "I may want to go into teaching." I don't have a problem with selling this degree as a great second degree in education, whether the person has the first degree or not. I don't think it matters what order you get them in. This might be very good for them to get a MALS [degree], which serves as a second master's for teachers in this state. So, go ahead and do it. There's no problem there. I will use the interview process to find out how long they have been out of school. If they have been out a long time and their work record is not one of always losing a job, I don't have a problem with taking a 2.6 [GPA] mature student into this program. I will put them on probation for one course. If [their GPA] is below 3, I will say that that first course has to

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be a high pass or better, or they can't continue. That's not written in the catalog, but that's what we do. And I try to explain what kind of program this is because this is not something that everybody understands. Even though they have received the materials, they will still come in here and ask me if they can concentrate in psychology. They do not know what this program is about. But I think you will find that many undergraduate students who go to a college don't know why they went there either. I'm very up-front with the students. I will tell them that this is not a vocationally-specific program. I say that this program will improve your critical thinking. It will improve your communication skills. If you have a computer degree and you want to move up in the company, most of the company directors don't have vocationally specific degrees. They have liberal arts degrees. So if you want to be able to talk with them, communicate with them on their level, be able to talk about the vast diversity of subjects and make a great presence known, then you have to have more confidence [in your knowledge of] the liberal arts and liberal studies. So this master's degree is important to your employer. (Director #7, personal interview, April 28, 1995)

Director #8 relies on her own intuition and professional judgment when conducting the required admission interview:

I like modesty and humility in an interview. When I ask people their strengths and weaknesses, if somebody says that he or she doesn't have any weakness, I wonder about that. I think they're interested in entering the program for ego reasons, image. To say they are a graduate of [this university]. I remember interviewing a student some years ago who was weak on the face of it. He had a high enough grade

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point average, but was from an institution which had a lot of badminton and swimming and tennis on the transcript, which affected the grade point average positively. And he said he knew that he could handle anything that [the university] threw at him. And I asked him what book he had recently read and particularly enjoyed and he said, "Do you mean a whole book?" So we decided to handle that by admitting him provisionally. But he didn't have the academic background or sophistication, so he dropped by the wayside. A lot of our provisional students do drop out. They take the courses and, to save face, they often drop out of the program rather than face [getting] the C. . . . [I look for] an excitement about learning, an enthusiasm about being back in the classroom, having structured learning, a brightness of the eyes and face that indicate that they are in it really not just for image and ego, but because of a love of learning . . . . Occasionally, I have suggested that a student go into education. I am also very honest that this is not a program which would give them a degree that would enable them to teach on the college level. If they want to teach at the college level, they need to go straight into a Ph.D. program. I think it would be unethical for me to promise that the MALS program can do more than it can. Basically, it's designed as a program of learning for its own sake. Indirectly, it couldn't hurt to have a Master's Degree in Liberal Arts at [from this university], but it's not going to help them get a new job. (Director #8, personal interview, May 1, 1995)

She also told a very funny—and illustrative—anecdote about a man who applied to the program when he was 86 years old:

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> His background was very appropriate to the MALS program. He graduated from [a major university] with a history major, and was a prominent lawyer, recently retired. I would have admitted him to the program if he hadn't, during the course of the interview—which tells you why an interview is so important—told me how supportive his family was about his taking the MALS: one daughter promised to drive him to the library and the other said she would write his papers for him! So I suggested that he try a non-credit program. (Director #8, personal interview, May 1, 1995)

Director #4 explained why an interview is not required, although this policy is currently under review: "At these early stages, we have had very good applicants and there have been very few that we have had doubts about. We tend to give the benefit of the doubt. We tend to think, if the person wants to do the degree and is motivated, we will let them" (Director #4, personal interview, April 18, 1995).

Provisional Admission

All directors expressed willingness to take a chance on applicants with low undergraduate GPAs, especially if several years had passed since their undergraduate experience. Most directors said they would actively look for reasons to admit a student provisionally, and are usually quite willing to give such a student the opportunity to try a course or two to see how well they do for that first semester. One director discovered by accident that provisional admission and taking "sampler courses" are good ways for people to overcome their fear that they are not good enough for graduate school:

> Most are so excited about the dialogue in the classroom and the intellectual stimulation. So it's a really good marketing tool to interest

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> people and get them [to take] that leap. Adult special students are accepted into classes on a space-available basis; sampler students may register and be put into the class immediately upon receipt of the registration materials, right along with degree-seeking students. There have been half a dozen students or so who have been admitted provisionally. They have to maintain a B average for the first courses or else they cannot continue. (Director #4, personal interview, April 18, 1995)

Director #8 explained that there are a number of options available to interested students who may be only marginally qualified:

> Provisional admissions means that we ask the student to take two elective courses, and, if they receive A's and B's and strong letters of recommendation from the faculty, we then give them full-fledged status and count those courses toward their degrees in retrospect. We also have a pre-admissions plan. If the student's grade point average is substantially beneath 3.0, and he or she doesn't have much college background in the liberal arts, or if I'm concerned for another reason, I will ask the student to take two or three courses to, in effect, act as good faith and raise the grade point average; I can then either admit the student in a full-fledged way or provisionally, but not counting those courses. (Director #8, personal interview, May 1, 1995)

Table 14 summarizes what the MALS Program Directors in the study mentioned as positive and negative indicators on applications and interviews for MALS Program admission.

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Table 14

Admission Indicators

Program #	Positive Indicators	Negative Indicators
1	Well-written essay, reasonable academic record, very interested in program.	Limited life experience.
2	No mode of evaluation.	No mode of evaluation.
3	A well-written essay. An inquiring mind. Strong internal recommendations from professors teaching Sampler courses.	Desire for therapy. Professionally-oriented. Poor English skills (or international students who only want a visa). Expression of a desire to make money as a result of graduate program. Unintelligible essay.
4	Highly motivated.	Desire for degree is not a fit with what MALS Program is. Poor writing skills.
5	Statement of Purpose indicates (1) capability to do graduate work, (2) understanding of and ability to benefit from MALS Program, (3) student brings something to the program, and (4) evidence of lively mind.	Inability to make a case for admission.
6	No information.	No information.
7	Student interests are a match with MALS Program. Good writing skills.	Looking for a vocationally-specific degree. Poor writing skills.
8	Good academic background. Strong letters of recommendation from professors. Modesty and humility in the interview. Enthusiasm about learning and being back in a structured learning environment.	Individuals who are unclear about what their goals are, or who are "wandering through life." A person who self-reports having "no weaknesses" in the interview. Lack of "academic sophistication." Individuals who really want another degree but can't qualify for it.

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Students

MALS Students are a highly heterogeneous group and are, therefore, difficult to profile. A tremendous variability of age and professional background is seen in every program. What follows is a description of how the directors characterized and described their students.

Director #1 said that, from the very beginning, his students were exactly as he imagined they would be. They ranged in age from their late-30s to their 70s. The 35 initial students were lawyers, physicians, school teachers, and engineers, among others. Some were women who were returning to school after years of raising families; most also had other careers. The first 35 people did quite well and everybody involved in the program got very excited about teaching. According to the director, "It is very nice to teach people whom you can talk to, who have the same language, the same age, the same experiences [as you have]. So, for all those things, it really worked out quite well" (Director #1, personal interview, February 16, 1995).

In Program #2, there were 25 students currently enrolled in the very first class, "a tremendous response" according to the director; especially since the new certificate program had not yet been approved.* Most of the students in the class were people who had taken many continuing education courses in the past.

In Program #4, many of the students are teachers who are in the program as an alternative to getting a master's degree in education:

> We have teachers who say, "Yes, we could [get a master's degree in education], but I would rather have something a little broader." And [the university offers] an excellent M.A. Ed., but we allow creative

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* Approval was granted two months after our interview.

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syntheses where they can do videotapes or curriculum models. Some of them have some avocation they want to work in. There are certain required courses in the M.A. Ed. program here, as in any M.A. Ed. program, for national certification. I think that part of the emphasis, too, was teachers who wanted a little more breadth. (Director #4, personal interview, April 18, 1995)

Last year, the program admitted 70 students; the total number of students in the program in Spring 1995 was approximately 275. Average age was 35, down from age 38 the previous year:

Our sense is that it is going down because we're getting more students in their 20s who get out of college or maybe out a year or so and they can't get jobs. We estimate that about 30 percent of the students somehow go away. And I would say maybe that's divided between going away in the early part of the program and going away in the latter part of the program. That's still not a bad completion rate. We have about 40 graduates a year. (Director #4, personal interview, April 18, 1995)

The state university that houses program #4 has 8,000 total students; "not a huge number" of these are graduate students. Half a dozen or so of the current MALS students are individuals who have graduated within the last few years, some of whom are planning to go on to higher degrees. Usually the students go to this university because they live and work in the area. Some of the MALS students are retired people. There are physicians and nurses in the program because there is a very large clinic, hospital and medical school in the area. The program consists of 62% women, and the average age is 30-35. "But we have 23-year-olds and we have 66-year-olds and everything in between." Three of the students are Native American. Quite a few of the

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students are university employees and retired people; this is a problem for Program #4 because they don't pay tuition. The program will have four graduates this year, its second year. Initially, the program admitted 30 students. Since that time, students have just been "trickling in" and the overall number is dropping. The director has five years to bring the program into a state of financial self-sufficiency: "We have a projection that was done and gets revised each year. At the end of the third year, we were supposed to start making money. That is not happening. I don't see us making money next year either." In response to my question about why students were being lost, the director replied:

> One was killed in an accident. That was the husband of our continuing education director [who was also killed], who was a very active and wonderful student in our program. And then we had a meteorologist who was transferred. And he was very sad to leave our program. But he was so enthused about it that he had already researched and found a school where he was going that was offering a similar program. And then we have one medical doctor and one chiropractor, who both found that it was more of a time commitment than they were willing to give to the program, so they both dropped along the wayside. We have one student who, right now, is out of the country for one year. We had one person who was in a car accident and, at the time, was very distressed because she had to put the program on hold for two quarters. That was a year and a half ago and she has not come back. There is one student who just cannot seem to get the money together to start. She was admitted two years ago and she keeps having to defer her starting quarter because of money. I don't know if she will ever be able to come. That pretty much takes care of everybody. And then we do have a few

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who just take maybe one or two courses a year. They are in no hurry to get through the program. (Director #4, personal interview, April 18, 1995)

Director #5 discovered early on that the initial audience was already in place, consisting of university alumni, continuing education veterans, and university employees. There were 60,000 students who had already had experience with continuing education courses. They had come to classes before and their names, addresses and phone numbers were already on file. In addition, many of the students are members of the university staff. With these three sets of people, the program has all the students it can handle for now. When asked to give me a profile of the students, the director replied:

> Most of our students had prior [university] education. That's the one thing we know for sure about them. The second thing we know about them is that there is no other way to characterize them. They run from age 25 to age 80. They are in all the professions you can think of. There is a surprisingly low number of teachers, which [MALS Program #3, which is in the same metropolitan area] is quite high in. Medical professions, legal, doctors, nurses, lawyers, people who work for state government. We do well when there's 10 students in every course. Then we're making money. If we have 60, 70 registrations through the year, we will have enough. (Director #5, personal interview, April 18, 1995)

The two most common professions seen in Program #8 are teachers and university employees. While a master's degree in liberal studies is insufficient for state teacher certification, MALS courses can be used by teachers to get promotions and salary increases. The director also described another kind of student:

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> We have a consultant, for example, who graduated from the program in 1990 who was a former vice president at [a large bank] and wanted to get out of the rat race. Another MALS student, who is a former ambassador, speaks on National Public Television, and so forth. Many consultants are in their 50s, 60s and beyond who have achieved a level of compensation so that they can now take time for a MALS Program . . . . In general, the ages are higher [at another branch campus] by a decade than in [this city]. In general, for the [other] center, there have been equal numbers of men and women; whereas, at [this] campus, it is 2 to 1 in favor of women. There are many [university] employees at [this] campus, none at the [other] campus. (Director #8, personal interview, May 1, 1995)

Student Expectations

All program directors were asked, "Do students come to MALS programs seeking the degree or the experience? Or do they seek both equally?" When MALS Program #1 was started, the director thought that very few people would ever really complete the program. He thought they would come in and take a couple of courses, get what they needed and never return. However, this was not the case. Eighty percent of students complete the program, and everyone tried to complete. Some people didn't complete because they didn't want to leave the program (or see it end). Director #1 believes that students want both the degree and the experience. "After they put in all this time—and the courses are rigorous—they will tell you—and you see how much reading there is and how much time—they want something for that. They just don't want to say, 'I took some courses'" (Director #1, personal interview, February 16, 1995).

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Generally speaking, students pursue a certificate from continuing education because they can show them to their employers as a means of promotion. As Director #2 explained:

> At a minimum, it is a document of completion. But if you look at what people have to do in order to earn the certificate, it's really like a master's program with shorter hours required and a smaller paper, or a smaller project. So I think that it represents a level of competence, just as a master's degree does. Except that, instead of 30 course hours, it's 24. Instead of a significant research paper of 50 pages or 100 pages, it is a shorter document or project of another nature. So I think that it certifies competence the way a master's degree does, maybe not the same level, but close to it. (Director #2, personal interview, March 30, 1995)

Some of the students in Program #2 are looking for some structure in their intellectual lives. The director reported that a surprising number of people with whom he has talked said they would like to get the certificate in liberal studies. And when he asked them what they would do with it, they said, "Oh, I don't know. Maybe I will put it on the wall or maybe I would just put it away in a drawer." For many people, it would document that they had gone through a structured program of study. The director believes that students are also motivated by a desire to be part of a community of learners. "We want to give you the opportunity of meeting your peers and having meaningful discussion around issues in your lives and issues in philosophy." To help facilitate the development of this community of learners, the director plans to have a social component in the program. For Fall, he is planning to have an Open House—with refreshments and faculty people coming and talking about the program and having sort of a roundtable discussion—and a

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major weekend conference on some subject or another, possibly the Harlem Renaissance. In this program, the director feels that the preponderance of students come for the experience and end up staying for the degree:

> But when you get to the point of having seven or eight courses under your belt, I think it becomes a matter of closure. You want to finish it up. That's our way of looking at it anyway. I'm not sure from a student's perspective. Maybe they've done enough coursework and don't need the final bound book on the shelf. (Director #2, personal interview, March 30, 1995)

Most of the programs hold regular information sessions and try to have faculty members, alumni, and current students in attendance. Prospective students are usually interested in hearing about the background of the program and sample course descriptions, textbooks and syllabi. According to one director:

> We try to have faculty talk about what they do in class. And students are wonderful spokespeople. They speak up and say, "Oh, I'm so thrilled with it." But a lot of [decisions are made] in that core seminar, which I think is a very crucial part of the program that we are analyzing right now to see if we can refine it better. Because that's what's going to make them decide whether they are going to stay or not. That's their first course. We have to keep telling them the basic structure of the program, the electives, concentrations. We go over it again at the orientation session, the beginning of each term, that is a combination of meetings and an event that covers graduate students in all degree programs. And then we also have breakout sessions where you're in with people just in your own program. And then food, the great equalizer. At the breakout sessions, we have a chance to go over

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> the requirements of the program again. (Director #3, personal interview, April 17, 1995)

According to the Director #4, the students are looking for personal satisfaction, "a personal circle of people to talk to about something more than *Forrest Gump*:"

> There is a wonderful quote about "talking to fire hydrants.'" [Reading from a program brochure on which a student is quoted] "I was practically at the point of speaking to fire hydrants. In the MALS program, I found interesting people, experiences and ideas and a congenial, inspiring faculty, committed to ideas." (Director #4, personal interview, April 18, 1995)

I asked the director if this desire to discuss intellectual topics with other people was as strong as students' desire for a master's degree. She replied that these two desires are probably equal:

> They could get other easier degrees. You can just jump through the hoops somewhere and get a degree. Some of them want something they didn't have a chance to do in college because they were counseled at that point to do a very job-oriented degree, something that is going to get you a job when you get out of college -- business, accounting. So you didn't have a chance to read Aristotle or Shakespeare or Darwin or whatever. They want to read the great minds. For the vast majority of them, the credential is nice, and for teachers it helps with the salaries. I have told people it can't hurt on the resume. Finish it off. Get it. Do it. We have a saying, "Are you the designated thinker?" Are you the person at the cocktail parties who wants to talk philosophy when everybody else is talking football and if you don't have people to talk to your brain will die? Intellectual community, they really come here

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wanting that. There is such a dearth of that in the rest of society. You don't have Chautauqua any more; you don't have literary societies. Coming out of the Transcendentalist Movement of the 19th Century where they would have lecture series out in the middle of the forest and they would put up a tent and have Ralph Waldo Emerson come and talk to you about great intellectual thoughts and people would come to hear a good sermon or go to a good revival meeting. [We are] the modern Chautauquas. [The students] like reading, they like learning, and they like the idea of getting a master's degree, so it's more focused than just coming here and doing a few classes. They really like having something to show for it at the end of it. There is a sort of mixture between self-enrichment—learning for learning's sake—and a desire to get help in their career advancement. They may be teachers or nurses or just about anything. A master's degree can put you on a slightly different career track. We think it is a real alternative for teachers who don't want to get a master's degree in curriculum or something. A lot of teachers really don't want to take a lot more education courses, but they think it's really the only option for getting a master's degree. We would like to point out that there is an alternative. (Director #4, personal interview, April 18, 1995)

Director #7 believes that the students are, first and foremost, looking for a master's degree program in the evening, which are few in that area:

> I think that, if graduate education doesn't get itself around to this in other disciplines, they're nuts. You should be able to do your whole library degree in the evening, which you can't at the area schools that I know about. If you really want to get people teaching history, rather than making them give up their day jobs, you might offer those history

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> courses at night. I have people who say, "I don't care what the program is. If it's at night, I'm coming to it." And then later on, they decide, "This is really too much the liberal arts. I thought it would be more vocationally specific." And we don't allow them to concentrate so that they have a certificate saying they are concentrating in anything. And so they are disappointed sometimes. (Director #7, personal interview, April 28, 1995)

Director #8 told me about how she had recently discussed the program at a meeting of the advisory board. She rhetorically posed the question, "Why would busy adults pay $1,000 for the privilege of not only going to class for several hours after a long day's work, but also staying up late at night and spending part of their weekends reading and writing about difficult works of literature, philosophy and history?"

> What I synopsized for the board members at this particular occasion was that I saw several typical reasons why people entered the program. One was for intellectual stimulation, which is a more specialized form of personal enrichment. "Personal enrichment" is also used to describe the program, but that could tell you why somebody took a non-credit course in sculpture or basket-weaving. So one reason is intellectual stimulation that goes beyond the neighborhood book club led by one's peers. Our students are stimulated by the act of writing a paper and by getting feedback from the faculty members. Even if they don't get an A, they find it very gratifying on an academic level. They happen to like the broad spectrum of courses in our program. And finally, they respect the superb faculty . . . . A few of them will admit that they primarily want a master's degree from [this university]. . . . But most of them are here for the experience and, in fact, most of them

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> are not distraught, perhaps, but homesick when the program is over because it's been such a positive experience. . . . Generally we find that graduates praise the program for the very reason that they chose to enter the program—the faculty, the variety of courses and the academic stimulation. (Director #8, personal interview, May 1, 1995)

Student Support Services

I was interested in learning what special support services MALS students need, especially services that are different from those sought by a traditional graduate student. One director told me he will not admit applicants he knows to have writing problems because he is "not in the remedial business." He would suggest to such an applicant that he or she get help with writing and then reapply. He believes that he would not be doing the applicant a favor by admitting him or her because of the large amount of writing that is required once the student gets into the program. "We say, 'This probably isn't for you. You are really intelligent, but maybe you should think about some other area.' We have that problem often." This director's biggest problem in the interview is that he talks to people who are terribly interested in the program, really want to do it, and he knows they can't do it:

> People generally tell you much more than you ever want to know [in the interview]. For instance, 'Well, I didn't do well in this program because all of the professors were against me." That's the kind of stuff you get. Or someone who has a tale of constant woe bordering almost on paranoia. Although it's not a firm rule, I have a general rule that says no victimization, absolutely, without the participation of the victim. We would find people who would seem to us to have had a history of unstable relationships with learning. We are really worried

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> about people who will hold other people—because they are small classes—back from participation. And also, that's the remedial problem. We don't have any reason to do anything remedial. (Director #1, personal interview, February 16, 1995)

Helping adult students through a huge institutional bureaucracy is also a concern:

> We have a lot of people who are very busy who haven't been back to a university in a long time and they walk into this bureaucratic swamp here. They don't know how to register. They are sometimes dealt with by bureaucrats as if they're some sort of sub-human animal. We handle a lot of things for them that we wouldn't handle for a normal undergraduate student because of the nature of our students. Because these are very busy people who aren't going to put up with a lot of the kind of nonsense that undergraduate students, who have no choice, have to put up with. For instance, we have an exchange with The Netherlands. We have an office [at our university] whose only job is to deal with international exchanges. So even the students get lost in some bureaucracy. Their visas get lost. You know, some schools will say, "Well, you figure this out." We do it. We get on the phone, we take care of it, we handle it, we make sure that works. We have a [student] who is an advertising manager. He comes in to register for a course that's extra mural, and, essentially, they're very nasty to him. Meanwhile, the university is calling him up asking him if he would do free advertising for football! So, we take care of these things. We do a lot of this kind of stuff. (Director #1, personal interview, February 16, 1995)

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Director #3 worries that, because of myriad other responsibilities—including constantly creating new courses—she and others involved in the program don't have the time to do enough student support activities:

> This is a goal of mine in the next few months, to try to track some of these folks who [have stopped out]. And make sure that it isn't for a lack of good advising. Is there somebody out there who has a great idea for a synthesis but thinks it's dumb? And all I have to do is say, "That's a great idea," and that person may go out and write something that's publishable that's very much of value to society. And that we're not losing it just because we aren't validating their idea . . . so that's what I want to make sure of. We try to have people come in for what we call a mid-point advising. I think that people who maybe could have been stopped out at the admission point—but were let through—self-select out at that point. A number go away. I think they decide that the program wasn't for them and I suppose if we had done a little more research and gone into their application files and looked at their essays closer, maybe we could have picked something out. But I think there's an element of self-selection at that point too. But I think we need to at least follow this up with a phone call, just to make sure that it was not something silly that we could fix. Because sometimes people will leave for silly reasons. By this time they should have an idea of their concentration area and be looking toward their capstone project, either the synthesis or the proseminar class. And that's a crucial, really critical, time to keep them interested in the program. And that has not been done systematically. It's a crucial time to touch base with the students and find out how they're putting together what they have already done—what feelings they have toward where they are going,

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what instructors they liked and may want to work with, etc. They are a drain on your time, those mid-point advisings, but they are such fun because these people are right on the edge, grabbing for various things and you can sometimes just say, "Well, think of this," and they will just light up and they will be so excited. And to be able to work with them to bridge that and move onto the next stage, it's really satisfying. (Director #3, personal interview, April 17, 1995)

Some directors try to create opportunities for socializing among students, and others do not. Director #4 is trying to create events that will draw people in certain areas, so that they will get to know each other more outside the classroom too. She also thinks MALS students should be encouraged to take advantage of campus resources, even though they attend classes at night:

> A lot of our students need that kind of support. We have been trying to encourage computer literacy and the Internet. We've had a lot of seminars because you can get access to the Internet through your student account here. And so we have been trying to bring that support in. (Director #4, personal interview, April 18, 1995)

Like Director #1, Director #5 works very hard to streamline the process of registration and other bureaucratic campus activities for students, many of whom are busy working adults with children:

> Well, with most [continuing education] courses here, you can walk into your classes, sign up and pay your money. In this case, we say, "Okay, MALS students get first shot." Say we have five courses next fall. By a certain date, all MALS students will get the first seats. The next set are people who want to be in the program who want to prove they can do well. They are connected to the program, but they are not admitted

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> yet. The third tier is people who are just interested in the topics. They have to wait until that bunch is through before we create waiting lists. So we hand fill with liberal studies students. And everybody feels like we are working on their behalf. (Director #5, personal interview, April 18, 1995)

This director is trying to create a program that is quite different from other programs at his university, which tend to be very hands-off. He is creating "a lot of peer-group pressure," a lot of social interaction. He plans student activities, such as an end-of-first-year celebration.

> If some student doesn't sign up some quarter, they get a phone call from us. We know what they're doing. We monitor their enrollment, registration. We're really close to them. And I'll give you a practical reason why. We are funding this out of tuition. We couldn't do this with a 50% enrollment. We are at 85%-90% enrollment. Our job internally is to be so close to the student so that when they say, "Well, I'm not sure I want to take a course next quarter." We say, "That's fine. No problem. But . . . did you see this course?" (Director #5, personal interview, April 18, 1995)

He plans a full day of orientation for each new group of students. Some of it has worked out well; some of it hasn't. He wanted everyone to have access to e-mail, but the people who are in charge of setting up such things at the university don't work on evenings and weekends. This, according to the director, is a persistent problem when one works outside of the hours that are normal working hours for other people.

Director #8 said that most of her students are proud of the fact that they are doing their reading and writing their papers independently, and they don't typically want to be bothered by extraneous events:

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Students really rise to the occasion of working in the university so renown for research. And I think that's important. They have enough pride so that they don't want to be spoon-fed. They would not want to take a class during their final term with other people writing graduate projects. They like the fact that they are really on their own. . . . The only criticism I ever noticed when I looked at the exit interviews submitted to me by graduates of the program was that there wasn't enough of a social component. So I instituted, about 6 years ago, annual—and then they became biannual—MALS Faculty lectures, to which we invited MALS faculty, alumni and current students. And I always made sure that there was a reception afterwards so that people would stay and mingle with one another. And to that group this year we have added prospective students, so we invited some 400 people who inquired about our program and were in our inquiry base. I am very comfortable with that kind of social component. I am less comfortable with just a social event that is not connected at all with something intellectual. . . . Occasionally, at the end of a class, the students and the faculty member in a particular course might go out for a beer or a cup of coffee as a group. But I have never been comfortable arranging, from my point of view, a formal program-based social activity. If students want to do it on their own, that's fine. . . . But that's a personal philosophy. It seems to me that we are not primarily therapy or a social event, and whatever programs I implement do have that academic component. (Director #8, personal interview, May 1, 1995)

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Coexistence with Other MALS Programs in the Area

Program #3 and Program #5 are located in the same large metropolitan area, but the two programs are quite different. Program #3 started in 1980 and Program #5 started in 1994. According to Director #3:

> We are very distinct from [Program #5]. People can transfer in courses, but we do not send people out to different departments. The courses are here. They are internally interdisciplinary and that's what makes us very [different from them]. Because we aren't sending people out and saying, "Well, take one anthropology course. Go take a Spanish course, go take a music course." We integrate it in each course and the discussions in those classrooms are incredible. And you can weave in and out of the disciplines. You have people who delight in that, leading these discussions groups. They are small enough that you can get very, very good discussions going with, I think, some very enriching anecdotes from people's own lives. But with a constant level of intellectual inquiry that is very high, using texts that are very challenging, but from many different disciplines in the classroom. In other words, the instructors are there in a very small group setting to help you integrate it, not sending you off on your own. And to me, that is the key differentiation. (Director #3, personal interview, April 17, 1995)

Director #5 said the following about Program #3:

> We get along. It's civil. It's amicable and the reason is that these are entirely different programs. The city is big enough for both of us. We will cross-refer people. There are certainly those who come before me who are shopping both of them, who talked to [Program Director #3] and come and talk to me. And my approach always is, "You choose

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> which one you think is best for you." It is designed so differently. We're like two species of birds, one of which has decided to nest on this side of the cliff and the other one is on that side of the cliff, and we have decided not to get in each other's way. Our potential audience here is just incredible. (Director #5, personal interview, April 18, 1995)

In the metropolitan area in which Program #2 is located, there are Great Book Discussion Groups and three or four master's degree programs in liberal studies. The director reported that he capitalizes on the university name, which is quite well-known and more prestigious than the competition. The other directors have no other comparable program in the area.

In this chapter, I have examined the descriptive elements of the eight MALS Programs in the study, in order to answer research question #1. Findings indicate that MALS Programs can be grouped into three interdisciplinary program types—curriculum-directed, student-directed and split— and that theoretical constructs tend to emphasize "going where the problem takes you," rather than relying on the tools and skills of single disciplines. Word-of-mouth, direct mailing to continuing education students, placing newspaper ads, and holding public colloquia are the primary modes of letting potential students know about MALS Programs. Students are impossible to type, except that they are non-traditional and tend to be older than traditional students. The usual modes of admission evaluation do not apply and, in fact, a new view of the role of selectivity in admissions is seen.

Chapter five will present findings in answer to research question #2— how these MALS programs were developed, who participated in this development, how coalitions of support were created, what the conversations were, and how the programs were and continue to be funded.

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CHAPTER FIVE
FINDINGS—MALS PROGRAM DEVELOPMENT

Chapter five continues the description of study findings that began in chapter four. The emphasis of chapter five is on the development of master's degree programs in liberal studies (MALS Programs), and a description of the findings that relate to research question #2

The findings described in this chapter relate to how, when and why the MALS Programs were developed, who the participants in the development process were, who the stakeholders were, and what arguments were used for and against program development. Descriptions of the program approval processes are provided, as well as information on how each MALS program is funded.

Tables 15 through 17 are provided to summarize the findings presented in this chapter.

Development of the MALS Program

In this section, I will describe the development process for each MALS program in the study. Because the process of developing each program was unique, I will begin by re-telling the events which took place in the development process for each program. As often as possible, I will use the director's own words to describe these events. A summary of the developmental process for each program is provided on Table 15.

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Table 15

MALS Program Development

Program #	Description of Development Process
1	Idea originated with the dean of the College of Arts and Sciences in 1986, who encouraged the participation of faculty with interdisciplinary interests, one of whom is now the director. The director successfully argued for a permanent staff and a stable source of funding, which is now supplemented by an endowment.
2	Idea originated in 1984 with a continuing education program specialist (specializing in humanities-based programs), who is now the director. The concept was pushed forward when a new dean of continuing education expressed interest in 1991. The MALS idea originally took the form of a seminar series, from which the present certificate program evolved. A departmental retreat was useful in conceptualizing the certificate program. An advisory committee comprised of university faculty in key departments helped facilitate the certificate program approval process. The program proposal passed through the academic policy committee of continuing education, the university academic policy committee and was approved and begun in Fall 1995.
3	Idea originated by the dean of graduate and continuing studies in 1980. The MALS program was originally governed by the College of Liberal Arts, and is now governed by the graduate school. A series of MALS program directors (including the director interviewed for this study) have come and gone since MALS program inception.
4	Idea originated by a faculty member in undergraduate interdisciplinary studies (IS), who is now in phased retirement. He worked on developing the MALS Program for 12 years, and was finally successful in beginning the program in Fall 1993, when the graduate school and continuing education became involved. The continuing education director died suddenly shortly after program inception. The current director is a faculty member in interdisciplinary studies (IS).
5	Idea goes back as far as the 1970s. Some work was done toward the development of a MALS program at that time, but in 1982, a faculty committee, comprised of individuals from the College of Liberal Arts and continuing education, was formed to look into feasibility. This effort was shelved during a period of university retrenchment. The idea was resurrected in late 1980s, championed by the associate director of extension classes at continuing education; a new dean of the graduate school was also interested. The current director, a continuing education program specialist, was hired and formed a feasibility committee comprised of politically and academically powerful faculty members and administrators who were "friendly" toward continuing education. The committee gained the support of all 6 Policy & Review (P&R) Councils at the university, and was approved by the P&R Council executive committee. After two unsuccessful presentations of the MALS proposal to the state higher education coordinating board, the program was finally approved in June 1994 and began in September 1994.
6	No information about program development was available in the program literature. The director was unavailable for an interview.
7	Idea originated from a faculty member in the English Department who had interdisciplinary interests. The provost, who sat on several state-wide committees, was very helpful in shepherding the college's first graduate program through an extensive state-level approval process without difficulty. The program began in Spring 1993. The founding director died suddenly shortly thereafter, at which time the current director, who is a faculty member and also the college librarian, took over as director.
8	Idea originated in 1959 and was strongly supported by the university's president. Classes began in 1962.

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MALS Program #1

In 1986, the dean of the College of Arts and Sciences expressed an interest in developing a MALS Program. The director was close friends with the dean at that time and, initially, he just thought the MALS Program was another one of many projects the dean was interested in: "She was like all people who are really busy in the administration. They get an idea from one place and then they never have a chance to really work it out" (Director #1, personal interview, February 16, 1995).

In 1986 or 1987, the director—a history professor—attended a statewide conference on undergraduate team-teaching along with another faculty member from the physics department. During the conference, the two professors became very enthusiastic about undergraduate interdisciplinary teaching. Together, they developed an interdisciplinary undergraduate course on the mind-body connection.

At about the same time as the conference, the dean had set up a committee comprised of faculty members at the university who were interested in interdisciplinary studies to look into the development of an interdisciplinary program at the graduate level. A consultant was brought in to facilitate this effort. The director described the committee's role in developing the idea of the MALS Program:

> The dean had a vague idea. Deans always have great ideas. They say, "Do this," and, because it's so interesting, you'll just want to do it on your own time. Our first rule [for the new MALS Program] was nobody works for free because nobody respects people who work for free. Our second rule was, this program had to really be funded or we weren't going to do it. All of us had been involved in other things in this university or elsewhere where there was this great idea that started

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> out with some initial funding and then, all of the sudden, it was just there with students and no support. And we weren't going to do that. So initially we demanded the support to develop courses too. (Director #1, personal interview, February 16, 1995)

Although he wasn't the originator of the idea of a graduate interdisciplinary program, the director was excited about its possibilities: "I had taught graduate students. It seemed to me that this was exactly the direction that I was moving in" (Director #1, personal interview, February 16, 1995).

The program began in 1988 and was originally funded by three of the Colleges—the College of Arts and Letters, the College of Fine Arts, and the College of Sciences. The curriculum was set up to make sure faculty from all of the colleges taught core courses. However, as the Director pointed out, the colleges—like all academic divisions—had been based on what he regarded as "very bizarre historical" academic models. He described the frustration he experienced in those first five years re-negotiating programmatic arrangements with the dean and the colleges that he had already made:

> The first time when they say "no,"—you know after they have already said "yes,"—you're really angry but you decide you can't [give up]; you have to finesse it around and you do it on your own terms. I have one memorandum to the dean—I think it's probably a classic—where we took what she said as "no" and made it into "yes" and she agreed. I learned something. You have to learn to deal with each of these persons and they have to learn to deal with me. But the dean, if she was uncertain about something, she would say "absolutely not," and then I knew there was a chance. She would get almost angry and say "no." So as soon as she was really angry and said "no," I knew I had a

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> lot of negotiating room, because I knew she hadn't thought about it. (Director #1, personal interview, February 19, 1995)

The director said he could usually get what he wanted for three key reasons: (1) he remained productive as a scholar, (2) he was willing to walk away from the MALS Program at any time, and (3) the dean wanted the program more than he did. He consistently refused to run the program without support and insisted that, not only would all courses be fully paid for, but also each person who teaches a course would also get full release time from their departments. It was non-negotiable that there would be a staff and a separate office. The director strongly asserted that you can't run a program unless you have professional staff. He offered the following anecdote to illustrate the importance of maintaining a scholarly and professional image of the MALS Program:

> Elderhostel wanted to use our MALS courses and faculty for an on-campus program. So I negotiated with the head of the Elderhostel and he wanted to pay the faculty some incredible pittance for doing this and I said, "Look, if you can't at least pay the summer salary, then forget it." So the woman who was running the Elderhostel said, "You mean teachers don't just love to teach?" I said, "Yes, they love to teach. Do you love to do this work for free too? Aren't you getting paid?" I said, "Look, here's my card. When you come up with the money, give me a call." (Director #1, personal interview, February 19, 1995)

Much of the back-and-forth negotiation over financial arrangements and support ended in 1991 when a major bequest for the MALS Program was received. According to the director, the bequest was important not only because of the money—although it certainly was nice—but also because of the permanent fiscal and academic legitimacy it brought to the program.

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MALS Program #2

The director, a continuing education program specialist, had been thinking about creating a seminar series in the humanities. He recalls that the idea was originally mentioned by a colleague at a departmental staff meeting in 1984:

> One of my colleagues raised this and said, "You know, we ought to be doing something more specific. We ought to be doing more humanities education [in continuing education]." And I don't remember how the conversation developed but, by the end of that meeting, we had sketched out a plan on the blackboard as to how we should approach it, generally what we should do and who should be doing it. (Director #2, personal interview, March 30, 1995)

The director and his colleagues decided to separate the humanities-based program into two tracks, calling them the Western Intellectual Tradition and the Eastern Intellectual Tradition. The course originally offered in the Eastern track had low enrollment and the track was canceled. But the Western Tradition courses had good enrollment, with around 20 to 24 people in each class. The courses were configured to be taken in a series, with students benefiting the most by starting at the beginning and going through to the end for the total of eight courses. However, students always had the option of stepping in anywhere and taking any course:

> We started the seminar series, which is the sequence of courses handling or addressing issues in Western intellectual history chronologically. We did a course called *The Ancient Mediterranean* and then *The Roman World* and courses in the intellectual history of the Middle Ages and the European Renaissance, 17th, 18th, 19th and 20th Centuries. These were freestanding courses, but people could take

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> them in sequence. My original idea for the program was to take it beyond the Western tradition. But we had very little success in doing that, partly because I didn't know how to work the system well enough. For instance, at one point, I tried to hire an African American historian, who had done his M.A. We were interested in doing a course that included African history—within the realm of the chronology of the Middle Ages and the Renaissance—that cut across into Africa and studied the African empires of Benin, Mali, and Songhai. But I couldn't get him approved to teach because those courses were generally going through philosophy or comparative literature. In order to get a course through classics or comparative literature, [the instructor has] to be able to speak the original language. You have to have training in those particular areas that weren't within his field of expertise. And what we are trying to do is to broaden the whole thing and have instructors teach stuff that they may not have studied as their area of expertise before. (Director #2, personal interview, March 30, 1995)

The courses in the seminar series are taught by adjunct faculty drawn from the whole community of scholars in the metropolitan area; no tenure-track faculty at the university are used. However, there is a ready supply of recent Ph.D.s and other graduates of the university, who are frequently hired to teach seminar series classes.

The problem with the seminar series, according to the director, was that there was no document of completion at the end. For this reason, the idea of creating a humanities certificate program became part of the conversation:

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> I had been thinking about it for awhile, and I was up and down about it and thinking, "Who would want a certificate in humanities; why would anybody want to do that?'" But I thought, "Why not? Why not do it and see how it goes?" So I've been saying I'm going to do this for some period of time. And I never did it just because of the press of work generally. And then our new dean arrived. (Director #2, personal interview, March 30, 1995)

When the new dean arrived in 1991, she spent a good deal of time figuring out how to work the campus and developing ideas about what she felt the needs of the institution were. She asked the director, "How come we don't have—we have certificates in everything—a certificate in the humanities?" The director now had the administrative validation he needed to pursue the development of a certificate program in humanities.

At about this same time, the director began to put together an advisory committee for the new certificate program, whose members were to be involved in the planning of the program from the very beginning. The director considered this advisory committee formation to be key to successful program development. "I have the faculty engaged from the beginning designing the entire program and also helping to design the courses." He also considers it critically important that members of the advisory board be intellectually and politically powerful administrators and faculty members at university:

> We sat through long meetings discussing what the content of the program would be and then my colleagues and I had somebody recording the discussion, and we would take the minutes of that meeting and go through them and say, "Okay, now let's see, nobody was happy with this idea. That's very important. We should think

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> about that because it's an idea we hadn't had before. Okay, so now the core theme should look like this . . . ." So we put together our ideas from one meeting and went to the next meeting a couple of months later and said, "Okay, I think this is what we came out of the last meeting with, and we have taken it to here and here's our idea for the next draft, here's the second draft." And then the second draft would get torn apart and we would go back and come back with a third draft. (Director #2, personal interview, March 30, 1995)

In December 1993, the director submitted a letter of intent to organize a certificate program in the humanities to the academic policy committee at continuing education. The university had its own academic policy committee chaired by the associate dean of continuing education, which had to approve a certificate program proposal before it could go to the campus for approval. The committee's response to the letter was "wildly enthusiastic." There were concerns, however. "We all had been asking the question, 'Who's going to take a certificate in the humanities?'" (Director #2, personal interview, March 30, 1995)

The proposal for the new certificate program was approved after this interview took place, just in time to be advertised in the Fall 1995 continuing education catalog.

MALS Program #3

The MALS Program started in 1980, initiated by the dean of graduate and continuing studies. Originally, the program was envisioned as a program for teachers. Approximately one-third of the students in the original class were teachers.

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The university had offered graduate degrees many years earlier, but, by 1980, all graduate programs had been discontinued. In 1980, the university administration wanted, once again, to develop new graduate programs. The MALS Program was seen as a viable extension of the liberal arts undergraduate programs which were the hallmark of the university. Following the development of the MALS Program, a Master of Arts degree program was started in public administration in 1983, followed by a master's degree program in education and, for a brief time, a Master of Arts degree in music education. A fifth graduate program, the Master of Fine Arts in writing—which is under the umbrella of the MALS Program—was started in Fall 1994.

The MALS Program was originally administered by the College of Liberal Arts before the university had a graduate division. Originally, the MALS courses were taught by faculty members teaching on overload or on release time from the College of Liberal Arts. The graduate council—made up of representatives from each graduate program, College of Liberal Arts and the Law School—approved all MALS courses in these early days. This is changing, according to the director:

> We are currently in the process of moving to a more self-reliant system of governance. I think some of the faculty —the more imaginative and creative ones—liked the opportunity to teach something different, something [for which] they didn't pull the same notes out term after term or year after year. There are some faculty who love it, and others who are so tight in their own little disciplines that they are threatened by it because they're used to a lecture format. They can't figure out how to turn it open to class discussion and ask really open-ended questions and not expect a certain answer at the end. Or to get away

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> from tests. We don't do tests in graduate school. We have one this term who wants to do that, but we talked him out of it. We just do essays in class and we won't call it a test. We'll call it an in-class essay. That kind of conflict was here in those early days, and I think there are still bits of it around here. (Director #2, personal interview, April 17, 1995)

MALS Program #4

The program was begun in Fall, 1993. The program was the idea of an undergraduate interdisciplinary studies (IS) professor, who had been working on developing the MALS Program since 1981. By the time he got the program started in 1993, he had already started a process of phased retirement. He served as director for one year and then stepped down, according to the current director:

> He has spearheaded the interdisciplinary movement on campus. He has written a lot about it. He is a very well-published scholar in popular culture, cultural studies, interdisciplinary studies, and has always had a great interest in interdisciplinary work. He developed the interdisciplinary studies major that we have for undergraduate students. The MALS Program was a logical development of that, to do something similar at the graduate level. (Director #4, personal interview, April 18, 1995)

According to the current director, "There was a tremendous amount of resistance [to the MALS Program] because it was a new idea [in the 1980s]. People didn't really understand what it was about. At that time, there was nothing like it [at the main campus]. It's quite difficult for the branch

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campuses to take the initiative and be taken as seriously as they would be on the central campus" (Director #4, personal interview, April 18, 1995).

The founding director worked on developing the MALS Program with the key faculty members and administrators at the graduate school and in continuing education. Over time, the continuing education director (who died suddenly shortly after program implementation) became very interested and, because of her support and willingness to fund and administer the program, it became a reality in 1993.

MALS Program #5

Prior to 1994, the only graduate degree in the evening offered at the university was the master's degree in business taxation. The idea of the MALS program goes back to the mid-1970s. It took 20 years to think about it, talk about it, and see if it were really possible. Some activity toward developing a MALS Program took place in 1977 and, in 1982, a faculty committee was appointed to look into program feasibility. At that time, most of the discussion had to do with whether the program would be housed in the College of Liberal Arts or be housed in continuing education. No single person pushed for the program. Administrators at the College of Liberal Arts (CLA) were interested, but were busy with higher priorities. Continuing education had been interested since the late 1970s, since it saw the program as consistent with the agenda of providing educational opportunities for adults in the community. Suddenly, in 1982, there was a major financial retrenchment at the university and the idea for a MALS Program was shelved.

In the late 1980s, the idea was resurrected by the continuing education dean. No one person really championed it, but the dean of continuing

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education and the director of extension classes (who reports to the dean of continuing education) both liked the idea. But the one who probably pushed the idea the most, according to the program director, was the associate director of extension classes:

> He was personally interested in innovative topics, things that are interdisciplinary, things that don't fall within particular disciplines. He enjoys conversation that's intellectual in nature and loves to create it whenever possible. He personally liked the idea of graduate liberal studies. He was probably the one who just kept the talking going. (Director #5, personal interview, April 18, 1995)

Around that same time, the university hired a new president, who hired a new dean for the graduate school. The new graduate dean was "clearly brought in to make some changes. And she understood that that was her role. So it's all a question of timing and atmosphere" Suddenly the graduate school was open to the idea of a MALS Program (Director #5, personal interview, April 18, 1995).

At this point, the budget process—which usually takes 18 months—could be initiated. Everyone involved, including the College of Liberal Arts dean's office and continuing education, made the commitment to push for a MALS program. Continuing education needed a director for the program, "someone with a Ph.D. with an academic background, who could tackle this kind of thing." A search was conducted and the MALS Program Director (the interviewee) was hired. The next step was to form a faculty committee.

One of the first things the new director did was to look at existing MALS Programs, searching for a model for the new program:

> I did a large background paper for that committee once it was formed. I looked at all the different programs in the country that I could get

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information on. I had originally set up six different models. We reduced that to four different models by the time it got to committee because two of them were really quite radical and didn't have too many living examples. But the committee basically started with a 40-page background paper that I had written. Not making any decisions, just setting out the choices, saying, "These are the kinds of questions that need to be asked. Here are the models." (Director #5, personal interview, April 18, 1995)

From the very first meeting, committee members were in agreement that they wanted to take advantage of the 800+ graduate courses that were already in place at the graduate level, and to provide access to the full breadth and depth of the university to MALS students:

When I set out the choices and I worded it carefully, it was entirely neutral. But I did set up the choices so that the decision in many ways comes down to, "Do you create a program which is more or less autonomous unto itself and has a variety of Great Books themes, etc., or do you design one which is essentially an infrastructure which allows full access to the full breadth of the university?" And the faculty on the committee at that first meeting said the autonomous self-contained one would be a stupid idea. (Director #5, personal interview, April 18, 1995)

The graduate school is made up of six separate policy and review (P & R) councils for various academic areas. Any new degree program proposals have to go through a P & R council, then to the executive P & R council, and then to the graduate school for approval. Although new programs typically go to only one P & R council for approval, the MALS faculty committee decided to go to all six councils, for political reasons which the director explained:

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> To have the full breadth of courses available to our students . . . . in essence, the MALS could potentially affect any of those areas. We were looking for the technology people. We went looking for the language, literature and arts. We went looking for medicine. And our faculty chose to do this. It is what they understood they needed to do. And we already had a faculty committee that had key people in each one of these. So each one was carrying to the right place so that the person they saw in front of them presenting this was from their own school, their own college. Also, there was another reason to do this. If you go to six different P & R Councils and you get objections from two of them, you have those four others to weigh you up, so we were dividing. But it was passed by all six. (Director #5, personal interview, April 18, 1995)

Policy and review council approval was critical because the MALS Program was to be a "regular graduate school degree," although it was to be administered by continuing education.

After the P & R council approval, the program was carried forward to the P & R executive committee made up of the chairs of the P & R councils, plus the associate deans and directors. The director of graduate studies—who was also chair of the language, literature and arts P & R council—spoke on behalf of the MALS Program. According to the director, having friends of the MALS Program on P & R councils is extremely important: "Are the right people seen at the right time and place? Are you present at the table? We had presence at the table." (Director #5, personal interview, April 18, 1995)

After the graduate school approved the program, the next step was to get the program approved by the regents, which was easy to achieve and took two-months. By this time, the approval process had taken almost a full

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academic year, but it had all gone smoothly. This stretch of good fortune (helped along by very careful planning) was about to come to an end as participants took the final step—getting approval from the statewide higher education coordinating board. The director described the bumpy course of obtaining this approval:

> It didn't go smoothly. We thought it would go quite smoothly. This particular meeting was being held way out in western [part of the state]. I said, "Should we go?" One of the participants in the MALS Program development said, "No, I really don't think you need to do that." But he didn't show up to the meeting either! So here was a proposal and any question at all could kill it. And there was nobody to speak, nobody to give an answer to the question. All that work! So the proposal was held over for a month. A month later, the meeting was held again and this time our person was there. Two people from a small private college that also has a MALS program [MALS Program #3 in this study] began to raise—in a nice civil way—real questions about this. They had clearly done some work ahead of time and they almost stopped it. Their questions were, "Is there really a place for two in [the metropolitan area]? Has there ever been a study done of other urban areas that have multiple ones of these?" They threw many questions at us for which we had nothing prepared. So it got carried over one more month. That time—by the time we got to that month—I had looked at every single metropolitan area. I clearly showed comparative profiles of demographics. So, finally, on the third meeting of the board, they said, "All right. You're approved." This was now June, 1994. We were hoping to start this in September! (Director #5, personal interview, April 18, 1995)

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The MALS program started, on schedule, in September, 1994.

MALS Program #6

Although descriptive information about MALS Program #6 was made available, no information about the program development process was obtained. The scheduled interview with the director did not take place due to her family emergency and her subsequent resignation and relocation.

MALS Program #7

The program started in Spring, 1993. It was the brainchild of a faculty member, who died after a sudden illness in 1994. The current director became involved in the MALS program because, in addition to being a faculty member, he is also the college librarian and had been asked if the library could support a MALS Program. The current director spoke with great sadness about the untimely death of his friend, the founding director of the MALS program:

> In February [1994], the president called me. It was the second meeting of the intro [to graduate studies] class. He said, "Can you meet that class tonight?" We had a very fragile program because we had just started. And there were probably 10 students in the whole of the program. We were really fledgling when the keeper of the flame—the director of the program and the teacher of the introductory course—died. And there were no provisions for anybody picking that up. He was pretty vigorous the first time he taught the introductory course, and then he started hobbling around. I think he took the semester off, but he didn't meet any day classes. He just came for the MALS thing. He really deteriorated and then he passed away. He just got the thing

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> started and he became ill and it's the last thing he let go of. In [the students'] minds, they're saying [about me, the new director], "That person has never done this before. [The program] is not fully accredited. They just started this program. The director died." And [the founding director] had so much personal contact. I have tried as hard as I can to distribute responsibility and knowledge about the program by involving people in the development of our core course, and to make it possible for a lot of people to know what the program is about, so that they can also sell it. And they could also take it over should something happen. (Director #7, personal interview, April 28, 1995)

The provost brought great administrative skills to bear in helping to move the MALS Program proposal through the requisite state committees. Because she sat on various state-level committees, including chairing the state committee on accreditation, the founding director had no difficulties getting the program approved. This administrative oversight—not to mention political involvement in state higher education boards—prevented any surprises or set-backs in the approval process:

> Thanks to the president and [the provost] showing great support for the program, it went right through. We had no difficulties whatsoever. [The provost] was always—although you think of [the founding director] when you think of MALS and you think of [the provost] when you think of administrative business—committed to the [religious order] ideal of the search for truth and liberal education. She sees this as part of that and, in a sense, almost the epitome of it. (Director #7, personal interview, April 28, 1995)

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The MALS program is the first graduate program offered by the college. Having been through the accreditation process for its very first graduate program, the college will never have to go through this rigorous approval process again. The director explained:

> In the general sense, you can carry graduate work or not. All you have to do then is to be accredited in a specific area for graduate work. So we have already been accredited. We have gone through it and we have received official recognition from the [regional] Association that we can do graduate work. And this particular program now will become a part of the entire college when it's re-accredited in the year 2000 or 2001, something like that. The university is looking into starting an MBA Program by the year 1997, and there is also some speculation about an art therapy master's degree. (Director #7, personal interview, April 28, 1995)

MALS Program #8

The program was originally conceived by university faculty members in 1959. Discussions were conducted in the council meetings of the Evening College Division (which subsequently became the School of Continuing Studies). The director described the academic context at that time:

> In 1959, the only program provided by the Division of Liberal Arts (then called the Division of Arts and Sciences) was a bachelor of science with majors in English, history, art, and so on. But it was called a bachelor of science. There was also a master's in education. What was new was, not only a MALS program, but also our particular kind of MALS program. . . . There was no other program like it in the country. Now, it's true that, in 1953, another university began a master of arts

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> in liberal studies for teachers in the summers. But our program, from the very beginning, was designed for all sorts of professions . . . more than just teachers. And secondly, it was designed to be year-long—Fall and Spring terms as well as Summer. So it was unique in higher education. (Director #8, personal interview, May 1, 1995)

Arguments For and Against MALS Program Development

In this section, I will detail the arguments which were made for and against the development of the MALS programs in the study. I will outline arguments used to persuade two important stakeholders—administrators and faculty—to support and become involved in MALS programs. The arguments for and against the development of the MALS programs in the study are summarized on Table 16.

MALS Program #1

According to Director #1, development of the program was a good idea for many reasons. Everybody involved—administrators and faculty—seemed to like the fact that the program would bring alumni and other members of the community onto campus, and would give the university the opportunity to showcase more than just undergraduate programs and professionally-oriented graduate programs. This interest in reaching out and creating a new kind of program for the community was consistent with other outreach efforts that the dean and her predecessor had been engaged in. According to the director, "I'm sure in the back of their minds was that this will also bring funds into the university at some level." The other strong argument in favor

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Table 16

Arguments For and Against MALS Program Development

Program #	Type of Program	Arguments For	Arguments Against
1	College of Arts and Letters	Community outreach; attract alumni and older students back to campus; may bring funds to the university at some level; give faculty the chance to teach a new kind of graduate student.	Resistance from Teachers' Union; attachment to conservative disciplines; other academic chairs who feel the MALS Program gets too much support for too few students.
2	Continuing Education	Desire for Continuing Education to move away from professional and career-oriented certificate programs.	Concern that there may be insufficient interest in the community for this type of certificate program
3	Graduate School and College of Liberal Arts (CLA)	Generates income for the university; consistent with the liberal arts mission of the university.	Concern from faculty that program takes money away from other CLA Programs.
4	Continuing Education	Faculty enrichment; state-wide study indicating insufficient graduate programs in the area; desire to reproduce existing undergraduate interdisciplinary studies program at a graduate level.	Concern about insufficient students to support program.
5	Continuing Education	State-wide study indicating insufficient graduate programs in the area.	Concern from other MALS Program in the area that there was a sufficient market for two programs in the area.
6	Graduate Studies	No information.	No information.
7	Continuing Education	College wanted to get in the business of graduate study.	Concerned that the college did not have sufficient resources for a graduate program.
8	Continuing Education	Interest in the university offering a new kind of degree to a new kind of student; to provide intellectual opportunity to members of the community.	None mentioned.

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of the development of the program was that it would give the faculty the chance to teach a new kind of graduate student. The chief source of resistance came from the local teachers' union. The director explained:

> The teachers unions—anybody whose position depends upon attachment to a particular kind of training—is reluctant to have change. What organized teacher unions have done is defend that. Not all of them, and not everybody in them. You find the most conservative attachment to disciplines in the same way you would, say, of medicine, or anybody else who has defined their security in terms of their definition of their job. And this, until recently, has gotten to its most absurd presentation in medicine. You go to somebody and you have a problem, and it's not in their specialty and they say, "I can't talk to you about that." "Well, come on, didn't you go to medical school? Don't you have any ideas?" It's nonsense. We become so specialized and the way it protects each person. But, on the other hand, it doesn't solve very many problems. (Director #1, personal interview, February 19, 1995)

Another source of resistance was other academic chairs, who wanted to know why the program got so much support for so few students (between 60 to 100 in the program at one time). The director tries to keep such criticism to a minimum by doing things to help other departments, such as jointly sponsoring speakers and symposia. He also tries to keep the program very visible in the community and believes that forging these relationships also has an advantage for the MALS Program:

> Since we have faculty come in from all the other departments, we get a lot of support. For instance, someone will apply to English who doesn't know what to apply to, but they don't really want to do literature as a graduate course because they are an older returning student. So now

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> they will send them to us—the English Department—because of these relationships. Maybe in some other institution, they would say, "Well, this isn't a real program" (Director #1, personal interview, February 19, 1995).

MALS Program #2

The director knew that a certificate program in a humanities-based area was a gamble for continuing education, but many of his colleagues were supportive from the beginning:

> Everybody thought [development of the program] was a fabulous idea because everybody feels that, at a gut level, part of our pride in the institution is that we offer, [more than] just comprehensive programs covering all kinds of stuff from professional and career-oriented certificates and courses for entertainment. We have a strong, serious program in the humanities. They look with pride upon the stuff that I do in this program because, when we started the original seminar in 1984, people were real excited about it. We would love to make it a degree program, but we can't do it. The existing structure doesn't allow it. But with the changing nature of the higher education system in the state, we are getting closer and closer to the need for us to have some degree-granting powers. (Director #2, personal interview, March 30, 1995)

The biggest concern was that people wouldn't be sufficiently interested in the program to come:

> Why would anybody want a certificate program in the humanities? It's no coin. You can't take it into the grocery store and buy anything with it. You can't take it to your employer and say, "This qualifies me for a

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promotion to Senior Engineer." (Director #2, personal interview, March 30, 1995)

The director worked to allay these concerns by going to classes, talking to people and hearing them say, "I like the idea of a structured program, and yes, I'd like to have the piece of paper at the end." Some people said, "I don't care about the paper, but the idea of the structured program is what's important." He went to one class and asked everybody what they did in their lives:

> You know, I had 25 people in the classroom—there were lawyers, there were schoolteachers, there was a daycare center person, a person doing a Ph.D. in music theory, a couple of people who were social workers, there was a retired psychoanalyst, you know, people from all over the board. (Director #2, personal interview, March 30, 1995)

MALS Program #3

Many liberal arts faculty members were concerned that the MALS program was going to take too many institutional financial resources away from other academic programs.:

> [Their concern was that] anything other than the College of Liberal Arts is bad news and [is] taking [their] dollars away. Individual faculty in the College of Liberal Arts, particularly entrenched tenured faculty [were worried about this]. Not the whole College of Liberal Arts faculty by any means, but individuals who rabble rouse. The dean of the graduate school has a story that every time she stands in line for lunch, some College of Liberal Arts faculty member will come up and say, "How much money is graduate school taking from us this year?" In fact, the graduate school in the last two years made $500,000 and

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> $750,000. We make a huge profit in the graduate school—huge. But that's not the mindset that [faculty] have. They're misinformed. I would say that the administration of the university is quite supportive of the graduate school. The president is very supportive of the graduate school because they see in it the money-making machine which indeed it is. A lot of people are going back to graduate education in all the areas, not just in MALS. The people who are suspicious of it are individual faculty members. They are very unhappy about their salaries. This is a thing all over America. These are tenured people with guaranteed jobs for life with no requirements for retirement any more and I think they ought to be real happy. I don't have tenure. Nobody in the graduate school except the dean has tenure. It's a different kind of a set-up. (Director #3, personal interview, April 17, 1995)

Ironically, given this opposition, most of the MALS faculty are not College of Liberal Arts faculty, but part-time people from the community, who don't get paid very much, according to the director:

> Our salaries are very low and paid on a per-course basis. We're working to get more long-term contracts for [adjunct faculty], because we feel that the adjunct status is very unfair, detrimental, demoralizing, and unethical. There is a great resistance toward creating any more tenured faculty. The administration doesn't want to do that because they have this whole crowd of them over at College of Liberal Arts that are never going to retire. They don't want to create any long-term financial responsibility. Colleges find it much cheaper to hire part-time help. (Director #3, personal interview, April 17, 1995)

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She added that, while the administration sees the MALS program as part of the liberal arts mission of the college, some of the faculty may not agree.

MALS Program #4

According to the current director, the founding director was as interested in the MALS program being a faculty enrichment program as he was in it being a good program for the students. "He wanted it to provide opportunity for us, for the faculty, to do teaching that we don't normally do, to teach students that we don't normally teach." (Director #4, personal interview, April 18, 1995)

Politically, arguments for the program were based upon a study that was done by the state higher education coordinating board, which is an organization within the state legislature that looks at higher education. The board had issued two reports in three or four years indicating that the state didn't have enough graduate courses available to meet the demand of the metropolitan population.

MALS Program #5

The director explained that continuing education and its programming staff were very enthusiastic about the MALS program since they considered themselves to be well-suited to establish the program since they had connections to every part of the university:

> You develop personal, long-standing relationships with many people. When the time comes that we need to have faculty support and want to reach out, the network is pretty much there already. In every single department, we have continuing education classes. It's an ongoing process. (Director #5, personal interview, April 18, 1995)

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The faculty committee was also enthusiastic about the idea. The only real opposition came from representatives of the other MALS program in the community.

MALS Program #6

No information about arguments for and against the development of MALS Program #6 is available.

MALS Program #7

Most faculty members, deans and administrators supported the program from the beginning. The dean of Arts and Sciences and the president were actively looking to develop the college's first graduate program. Faculty development was an important argument for faculty, and money-making was an important argument for administration. Also, there was an expectation that the kind of student who would be attracted to the program was a higher quality of student than those the full-time professors had been encountering in the classroom. According to the director:

> I know that the administration since the beginning has had a sense that they would make money from [the MALS program]. Faculty development is not a big concern of theirs. Whereas the faculty, I think, were seeing this as a possibility for stretching themselves and having a better quality of student, perhaps, than at the undergraduate level. (Director #7, personal interview, April 28, 1995)

There was also a sense that the MALS program was a good vehicle into the business of graduate programs because it—more than any graduate programs that had been proposed—had the best chance of getting approval:

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> Since it was interdisciplinary, you had all your full-time faculty who had Ph.D.s to use as resources and you could use the entire library as a resource. Whereas, if you went for a specific area, we might not have enough Ph.D.s. We might not have enough materials to run a master's program. (Director #7, personal interview, April 28, 1995)

There was a great deal of hesitancy on the part of faculty members. Some were very nervous about their ability to do justice to the MALS program because they already had heavy workloads.

MALS Program #8

From the very beginning, the president of the university was very interested in developing a MALS program. He strongly supported the efforts of key faculty and administrators in their efforts to develop it:

> From the very beginning, the idea was for [the university] to offer a new degree which was, as far as they knew, not offered anywhere else. It would be for a different kind of degree for a different kind of student. And it would mean reaching into the community and servicing people who didn't necessarily have a background in the liberal arts, but looked like promising candidates. Some of them did major in English and history and so on. But we also had—as the mission statement indicates—lawyers, doctors, clergy, military, business people, accountants, choir directors, police officers . . . . The MALS was designed for outreach into the community to provide intellectual opportunities to people who otherwise wouldn't have an opportunity to go to a first-class research university. But the emphasis of our program was not primarily on groundbreaking research. It was on

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> exposure to the great minds and great ideas of Western Civilization. (Director #8, personal interview, May 1, 1995)

The director is concerned about the argument that liberal arts graduates are less employable than graduates of professional programs, and feels that MALS programs need to do a better job convincing employers to reimburse employees for taking liberal arts courses:

> Our strongest pitch in that regard is that students who graduate from a liberal arts program think more clearly, write more logically and sometimes gracefully, sometimes more eloquently, and more importantly, are more well-rounded human beings who are a greater asset to the company or the firm because they understand human nature more fully. We just need to do a better job convincing their employers about the value of reimbursing the people from their companies who do come to our program. A lot of people who come to the MALS program are very idealistic, very burned out from the computer industry in which they may work or government or whatever. Many of them are hoping to take early retirement and do something like teach in the inner city or Peace Corps. Some just want some time out to reconsider their options. What better context than a liberal arts program that provides them with the wisdom of the ages, going back to the classics of western civilization? It's with that in mind—more than just the interdisciplinary nature of the program—that they're studying works from Plato to Aristotle, Aquinas, Dante, up to the present time. So it's a perspective that they are gaining in our programs that is appealing to the students. (Director #8, personal interview, May 1, 1995)

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She added that the MALS program was never designed to make money:

> It's a program which we continue to offer because it's right. It's a tremendous service from a humanistic perspective for our students and faculty . . . . This is an institution that attracts faculty because of high salaries . . . . so for those [university] faculty who teach in the MALS program, it may be a little extra cash. But mainly, it's an opportunity to teach really motivated adult mature students. (Director #8, personal interview, May 1, 1995)

Funding the MALS Program

The MALS Programs in the study have been funded in a variety of ways. First I will describe how the two MALS programs that are housed in the College of Arts and Sciences are funded, and then I will discuss the funding parameters of the five programs that are housed in continuing education. There is no information about the funding of MALS Program #6.

College of Arts and Sciences MALS Programs

MALS Program #1: The director has a budget that includes 1.8 full-time equivalent faculty (FTEF) budget lines. The budget is funded, in part, from contributions from the Arts & Sciences, Professional Studies, and Fine Arts academic units. Staff and supply money are allocated by the university in the same way that they are allocated to other academic department with one important difference; since the MALS program is considered to be labor-intensive, allocations are not based exclusively on FTES (full-time equivalent student). The director deconstructed this complex budget:

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> At our university, each faculty member salary is divided into five parts: three classes, one release time class, and one fifth of their time for administrative duties. So, when someone goes on leave and you have their salary, you can actually replace them with five classes rather than three classes. So by giving us one FTEF, we give the department a course back. The dean gives them .2 FTEF—in other words, one class. And then they replace that person with that one class. They hire a part-timer to replace the person who comes to work for us. So it requires that each class costs .4 FTEF. But, with 1.8 faculty lines, we can get many more classes than we could if they just gave us one line to hire somebody from the outside. So, the way it would work initially is that we get these lines and, on alternate years, the FTES would be given to one department and the release time to another. That became very unwieldy, especially moving between colleges. So, over time, we developed a new agreement where every faculty member would be paid for by FTEF release time and no one cared about the FTES at all. Also, there has to be release time for the director so the director gets release time also from this package because no course comes out of the director's administrative time. This is given back to the director's home department. So, actually, on a very low-cost basis we could do this. (Director #1, personal interview, February 16, 1995)

Still, there wasn't enough money to pay people to prepare courses, bring in guest speakers, pay for supplies, develop the program, and to promote the program. Fortunately, a former dean at the university retired and left the university $1.5 million, part of which was allocated to the MALS program. According to the director, the donor's life's dream was to develop interdisciplinary studies and it was something he had always believed in:

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> The agreement with the donor that I negotiated—because he was a nice guy—was that nothing that he gave us would in any way diminish the level of support that we were getting from the university. And the dean was sitting in the room. I said, "There's no point in your giving us money if, in the end, we don't end up with more money." Universities tend to get soft money and then the program is totally on soft money, then the soft money dries up. Also, I got the donor to agree that this should be tied to inflation. Because otherwise, what's the good of it? Ten years from now, it won't be worth anything. (Director #1, personal interview, February 16, 1995)

The endowment allows the director to bring in guest speakers, to support all of the other things he does around the campus, and to give departments back money when they would rather have that than FTEF. Currently in its third year, the endowment was recently increased by 25%.

The bequest came at a critical time. It was an era of severe institutional cut-backs and widespread uncertainty among students, faculty and administration. The director noted that, even though he had carefully carved out financial agreements for the MALS program, there was no guarantee that he could have continued to receive institutional funding at the agreed-upon levels without the bequest.

MALS Program #3: Although MALS Program #3 is administered by the College of Liberal Arts and the graduate school, the director still feels economic pressure:

> We get pressure. It seems like we've reached a plateau in terms of how many students we can handle, in terms of even things like classroom space. I don't know where we'd put them. It's a bind. We're supposed to produce more students, but we feel like we're all operating at max in

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> our jobs and how can we do any more? That's a constant struggle anywhere, but I try to be a little more rigorous, not enormously more rigorous, but a little more rigorous in admission standards and yet I get pressure from the university to produce the tuition. (Director #3, personal interview, April 17, 1995)

If the director borrows faculty from the College of Liberal Arts, they teach on overload. She worries about their teaching just to earn more money, or doing so much that they aren't doing it well. She also worries over retaining adjunct faculty members:

> The part-time faculty members from the community are the ones I worry about, who are often excellent master practitioners in their fields, writers in particular that we have recruited, who are moving into national prominence. Just this spring, two of our part-time faculty won a Bush Foundation grant, one won a Loft McKnight Fellowship, they are publishing like crazy, one received the Hawthornden Scholarship to go to Scotland—they've had numerous awards. These are people who are really moving into prominence and, in order to retain them, we are going to have to give them some sort of contract. (Director #3, personal interview, April 17, 1995)

Adjunct faculty receive $3,600 for teaching one course in the MALS program. Members of teams that teach together each get paid the full salary. Beginning in June 1995, thirteen adjunct instructors were awarded three-year rolling contracts for the first time. Under this arrangement, each part-time faculty member is guaranteed a minimum number of courses for each of the next three years, and additional work done is compensated on an event-to-event basis. These rolling contracts are renewable each year for a third year out into the future.

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The director is expected to return a 35% profit to the university. "Most places are required to break even or maybe are subsidized by the universities because they think, 'Oh, it's the liberal arts and they can't always pay for things.' But we are expected to return a 35% profit." Although she has not been able to do that this year, the program has returned over 20%:

> [It is] like indirect cost, like on a grant. We are expected over and above our expenses for salaries for faculty, staff and administration and office supplies and all that kind of thing to return 35% of the tuition money we get from students. That is our goal. That could be $100,000 that we're making for the university. So obviously some of that is to pay for the heat in the building, but it's not $100,000 a year to heat this building! Virtually all of our marketing we pay for out of our tuition revenues. I want to make a point here because I think we run an extremely tight ship and that we operate extremely efficiently. In all of my experience in higher education, I have never run into a liberal arts area where you were expected to return 35%. That's incredible. We have no other income. We have a little tiny alumni fund, but that goes to special events, special scholarships, that kind of thing. We have virtually no financial aid. The other graduate programs return even more. We are considered subsidized over here. When we return only 20%, somebody else has to make up. The graduate school as a whole should be making 35% profit. So if MALS is only making 20%, somebody else has got to make that up. (Director #3, personal interview, April 17, 1995)

The director spoke of her own precarious situation:

> My first year isn't up yet. It's been made very clear to me that, if, over a period of two or three years, if I'm not bringing in the students, my

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> contract will not be renewed. But it need not necessarily be degree students. There could be a huge conference in the summer, where we do a writing festival and we make $200,000 and then we can afford to have a bunch of classes that don't make money. So it's by whatever means. We are talking about establishing a remote site where there are all these doctors' wives who are bored to death and would love this kind of a program. I could make a lot of money down there and that would subsidize something here maybe. So it isn't that I have to admit poor degree students to make the money. But somehow I have to make the money in overall programs so that we don't run in the red. (Director #3, personal interview, April 17, 1995)

The director wryly noted that she was in a far different position from a tenure-track faculty member who is sort of running a MALS program "out of his closet because he loves it" or because "it's the dean's pet project" (Director #3, personal interview, April 17, 1995). Three months after this interview took place, MALS Program Director #3 resigned.

Continuing Education MALS Programs

MALS Program #2: Initially, the director had been granted some funding to do whatever he needed to do to get the certificate program started. The marketing department at continuing education gave him some space in the catalog and he has had three advisory board dinners at the Faculty Club that were underwritten by the dean's office. But ultimately, the program is expected to be entirely self-supporting through tuition revenues. When asked what would happen if he failed to produce the anticipated students, the director replied, "There will be blood flowing down the street." He described what it means to be an entirely self-supporting unit:

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It's pretty simple. I make an annual budget and I propose what I intend to bring in margin over and above direct costs and overhead every year and I get beat if I don't come close to it. But it's an interesting system here. There is this commitment to produce intellectually valid stuff that may not be career-enhancing in a direct way. And part of that commitment is that everybody in the dean's office and my own department chair knows that I'm not going to make a whole lot of money. Although I get beat every year for that, I've never been fired. People don't expect me to be able to produce the same amount of margin for the institution as the person who does computer courses. And there have been times when I have lost money on a program that I have done and the response has been, "Yes, but you produced value for us that we wouldn't have gotten any other way." We all understand that there are some periods in which the department of business and management is going to make a lot of money, but Arts, Letters and Sciences or the English language program that relies on favorable exchange rates will be down. But then the economy will change, the exchange rates change and English language programs are making big bucks and business and management is having trouble because of down-sizing and cut-backs in industry. There has to be an overall significant bottom line, but there is some flexibility. Within my own portfolio—that's what we call it, a management portfolio—I can do a big program, let's say, like the one I did two weekends ago, [a weekend program that included a lecture about the play, theater attendance and a backstage tour]. Big programs like that generally bring in more money than single classes. So, within my own portfolio, I can push and shove and squeeze. As

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> long as I produce a nice bottom line, everybody's happy. (Director #2, personal interview, March 30, 1995)

MALS Program #4: University faculty who decide to teach in the MALS can get paid in one of two ways. (1) They can teach the course as an overload course, for which they get paid by continuing education. Often, faculty teach continuing education classes as a way of supplementing their income. (2) They can teach by in-loading, whereby they teach MALS courses as part of their regular load. For example, a regular load for faculty members is two courses per quarter. One of those courses could be a MALS course. It could be taught in the evening but it would still be part of one's regular load, not overload. In this case, continuing education pays the department of that faculty member a fixed sum—somewhere around $3,500, depending on rank—so that the department can hire a replacement instructor for the undergraduate course that the person would have taught.

It was originally anticipated that Program #4 would be entirely staffed by in-loading, and that it would not take anything from the undergraduate teaching because adjunct professors would be hired to teach them. The flaw in this plan, according to the director, is that in the small, isolated community, there are not a lot of available "spare faculty" around who can be called upon to teach relatively obscure subjects:

> It's not like any of the large metropolitan areas that have lots of ABDs and other qualified people around. It has had a quite drastic effect on our undergraduate program, certainly in the first year. We do have people with master's degrees, people around the community, spouses and so forth, who have Ph.D.s, but not necessarily in the very area that we want. If a full-time faculty member doesn't teach the Renaissance undergraduate course, there isn't somebody who can teach the

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> Renaissance. That has been a problem. And a lot of times, particularly in this last year, some faculty here responded by saying, "Well, we just can't do this anymore; we'll have to teach the course overload." And then continuing education gets mad at us because there wasn't enough enrollment. When they pay overload, they pay a lot more than $3,500. If a faculty member is a full professor, the salary for one evening class can be between $5,000 and $6,000. So it costs them a lot more. They want to keep the in-load arrangement going so they can budget $3,500 for every course. (Director #4, personal interview, April 18, 1995)

There are no faculty appointments specifically for the MALS program. "The College of Liberal Arts will never appoint anybody to do that because it's not a College of Liberal Arts program. That's the kind of bind we're in." Faculty members at the university cannot teach in overload except for continuing education. According to the Director:

> At the end of five years, if we are making money, it will be amazing. We're trying some other options like trying to get other graduate programs to recommend at least our courses for their graduates. By encouraging other graduate students from other programs to come into our programs, we can generate more money. We have a policy right now on what we call "guaranteed courses," a list of approved elective courses that we offer every year. If one MALS student enrolls in one of those classes, the course will not be canceled. Otherwise, it's the normal policy that [if we have] under 10 students we just cancel the class. So, in theory, we could be paying an instructor for teaching one student and this student could be a non-paying student. It hasn't gotten that bad yet, but we have paid instructors for teaching classes of

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> three students. I think we will see some revisions in that policy in the future. But the idea was to encourage faculty to develop new courses and to go through all of this work. We really need to get numbers up. (Director #4, personal interview, April 18, 1995)

MALS Program #5: Program #5 is described as "self-funded and entrepreneurial." The fees ($735 per course) are exactly the same as if students were going to any other graduate program at the university and the fact that it is administered by continuing education is invisible to students. The program fully expects to be operating "in the black" by its second year. It came close to it at the end of its first year, and, according to the director, "it was mostly a matter of accounting that we weren't:"

> One reason we're profitable is because we are taking in graduate school tuition. An undergraduate student taking the same course is paying $435. It's one reason we can see the black so quickly. We are charging premium rates for this stuff. If you were simply to come in from the outside and take eleven courses, it's $8,000. (Director #5, personal interview, April 18, 1995)

"In-loading" in Program #5 means that continuing education gives some of the tuition to the department and pays the instructor to teach the course. Continuing education transfers 55-65% of the tuition for that class. "Overload" means continuing education funds the instructor and the teaching assistant; all the funds go directly to that person. Depending on the number of students, either way could be more advantageous to continuing education:

> If there are 70 students in the class and it's an in-load class, the department makes out like a bandit. They make $60,000 or something. It depends on the size of the class. It depends on the salary of the instructor. It can make a huge difference. But what we

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> have done here, of course, is this is all overload. We say, "Professor, would you like to teach in the MALS program? This would be done just as if you were to teach any other extension class for us." I think $5,000 is tops. (Director #5, personal interview, April 18, 1995)

MALS Program #7: Everything at the university that houses Program #7 has to make money because, in a sense, the entire university is tuition driven. And, according to the director, the MALS program is, indeed, making a lot of money:

> The program is in very good shape right now. It's doing very well, but it's hard to say how much money it's making because it's hard to factor in. It doesn't have its own buildings and doesn't pay its own [bills]. How much do these things cost? But, it's doing very well. As far as the College is concerned, it's a winner. The enrollments are healthy and getting healthier. Three years ago they weren't, but now it has grown, really grown. We weren't investing any capital which, of course, we didn't have. Financially it's not costing us anything. (Director #7, personal interview, April 28, 1995)

The faculty development issue is important because faculty originally were able to teach in the MALS program in exchange for not teaching two of their courses in the traditional program; however, the university has since changed the exchange rate from one-for-two to one-for-one. When asked how the program was funded, the director replied:

> I get extra compensation, but I don't get any release time. That's what I'm quibbling about. In other words, the job description for other responsibilities doesn't change. "Do this and then do this too and we'll give you more money for this." In fact, the way it started out, they said that running this should be equivalent to being chair of a department.

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> Well, the chair of a department doesn't recruit students, doesn't market the program. I mean, not in a direct way. [I get] a little bit more money, but not enough. It used to be that a chair got a course load reduction. (Director #7, personal interview, April 28, 1995)

If a faculty member starts teaching in the MALS program, he or she gives up one undergraduate courses. Alternatively, a master's course can be taught in overload, in which case the faculty member earns more money. The faculty member also get paid about 40% better when he or she teaches a master's course than when he or she teaches an undergraduate course. According to the director:

> If I teach it as overload, it costs x. If I teach it as 1/8 of my full-time load, it costs 2x, 3x. What it truly costs the school is really either $1,500 or $2,200 per course, depending on whether we're counting it as overload or we're getting an adjunct to do what we weren't doing. And we also have sisters here who have taught in it. And then again, you have to ask yourself how much are you really charging when a sister is involved. And we have at least three sisters involved. Tuition is $850 per course. It will go up to $865, I think. (Director #7, personal interview, April 28, 1995)

When asked about how he paid for advertising, the director said:

> We spent, this year, $10,000 on advertising. Next year we will spend $12,000. But we don't have a print versus advertising budget. All print comes out of either our supply budget or out of advertising. (Director #7, personal interview, April 28, 1995)

MALS Program #8: The originators of the MALS program knew that tuition alone from the anticipated number of students would not be adequate to support the faculty salaries during the initial years of the program:

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> The university president and his special assistant went to the Ford Foundation and the Rockefeller Foundation to get some seed money. They were turned down by those organizations, but they were generously funded by the Carnegie Corporation of New York. And, at the end of the year, when [the university] realized that instead of 30 students they had 159 in the first class, [they] went back to Carnegie to give the money back, but Carnegie said that it would continue to fund the program, as originally promised, for the entire five years. And, at the end of the five years, Carnegie contributed funds to the program for three more years to allow us to disseminate information about the MALS program to other universities which wanted to replicate our program. So I think that the history of our program is really quite fascinating. (Director #8, personal interview, May 1, 1995)

The director explained how faculty members become interested in teaching in the program:

> All of our faculty teach for us part-time, but about 50% of our faculty come from the School of Arts and Sciences. That would always be our first choice, since they are full-time university faculty. But sometimes we want to offer courses in which the full-time Arts and Sciences faculty don't have expertise. So we will go to other institutions . . . . We have high salaries, but nothing, of course, like what they make as a full-time faculty member here. Mostly, they like the opportunity to teach adult students who are mature, bring positive life experiences to the classroom, always do their homework, never throw spitballs, never wait to write the paper until the night before. So they really enjoy the students and the freedom to develop their own courses. Some of them are constantly creating new courses, which they would not teach in

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> their "home" school of Arts and Sciences, just for the MALS program. They develop, I think, a great following—students who take a number of courses with them. I think they like the freedom that I give them to develop their own courses and to teach without required committee meetings or other kinds of assignments. So it's purely a teaching relationship between the MALS Program and its faculty. (Director #8, personal interview, May 1, 1995)

Some faculty members are individuals from the community who teach part-time and have full-time or part-time teaching responsibilities elsewhere:

> They teach for the School of Continuing Studies in the MALS program because they choose to. Since they would be doing it in addition to their full-time teaching requirements, it's not considered overload. The phrase "overload" is not used by anybody here. They don't even have to tell the chair of their department if they're teaching for us . . . . We hire the best faculty in the field that we can . . . . The quality of teaching is the main criterion on which their hiring is based. (Director #8, personal interview, May 1, 1995)

Regarding the necessity to make money because the program is housed in continuing education, the director responded:

> The MALS program was never designed to make money for the rest of the university, never . . . . We would worry if we didn't get enough students. But the theoretical reason that we might not get enough students is that students might see this program as a luxury, as too expensive, as fluff, as something they can't afford in terms of money or time when they're worried about being laid off and need to please their employers by getting a more job-related or a more skills-related degree. I don't foresee that happening because the institution is well-known

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> and the program is very well-known and respected in the community. . . . . Also, the very fact that our program is so flexible is attractive to some students. (Director #8, personal interview, May 1, 1995)

Should the MALS Program be Administered by the College of Arts and Sciences or by Continuing Education?

The issue of whether the MALS program should be administered by the College of Arts and Sciences or by continuing education is a hotly-debated topic and sharply divided points of view on this are seen among the program directors in this study. In this section, I will present the directors' points of view on the College of Arts and Sciences/Continuing Education debate. I will start with the comments of two directors whose programs are housed in the College of Arts and Sciences, and then follow with the comments of the five directors whose programs are administered by continuing education. These findings are summarized in Table 17.

MALS Programs Administered by the College of Arts and Sciences:

MALS Program #1: Director #1 feels very strongly that the viability of his program is that it is a regular College of Arts and Letters graduate program, not a continuing education program.

> You have to get into this program just like you get into the literature master's or the history master's. And, therefore, it's not a program that has to make money to survive. I would never do that. Not in a million years. I made up my mind a long time ago that I was not going to be a salesman beyond what I have to. And I think it's bad, because then you have to negotiate for each course. [Another MALS Program]

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Table 17

College of Arts and Sciences or Continuing Education?

Program #	College of Arts and Sciences or Continuing Education?
1	College of Arts and Sciences. Director believes that being within the College of Arts and Letters is critical for academic credibility, and that being a continuing education program would trivialize and marginalize the program.
2	Continuing Education. No feeling of tension or marginalization. In a different city from the main campus. No option of being on main campus. Believes that the certificate program is a fit—and also a new venture—for the entrepreneurial mission of continuing education.
3	College of Arts and Sciences. Expected to return 35% overhead to the campus. Feels constant financial pressure.
4	Financially administered by continuing education. Academically administered by the College of Arts and Sciences. The director believes that being divided in this manner is somewhat marginalizing. Would like to see MALS Program become a "main campus" program. Students suffer because registration procedures are not well worked-out for a program divided in this way. MALS is threatened with shut-down if enrollments do not increase.
5	Continuing education. Entrepreneurial and proud of it. Uses main campus graduate courses to a very large extent. Sees MALS Program as completely consistent with continuing education mission.
6	College of Arts and Sciences.
7	Run through development office and graduate school. See MALS Program as a non-traditional and, therefore, more suitable for entrepreneurial endeavor. Asserts that a different kind of student needs a different kind of program.
8	Continuing education. Attracts a completely different kind of student from main campus programs. Sees continuing education as the perfect vehicle for doing this. Does not compete with main campus programs. Comfortable with mission and niche of continuing education.

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> has this problem, because it is an extramural program. They don't want these students coming into their regular classes. What good is it? How can it be interdisciplinary if you're not part of the university? (Director #1, personal interview, February 16, 1995)

The director believes that the prestige and/or status of the university in the community determines if an extramural MALS program can work. Comparing his program to a large MALS program at another university which is administered through continuing education, he noted:

> You see, their faculty all work on overload. Our faculty all work on part of their load. Their faculty has a lower teaching load than our faculty. So to convince our faculty to work on overload would be very difficult, although I'm surprised they can actually get so many faculty to work on overload, which is a very interesting other issue. Why is it that elite institution faculty—who say they need all their time for research and will be paid just a few dollars more because they don't get paid that much for those classes—are willing to teach part-time over their regular load? They may say because it's exciting, but after all, for someone who does a lot of research constantly, time is the one thing you can't get back. Faculty are much more willing to work for little bits of money than people are willing to admit. It's an interesting problem, one that we ought to explore at a whole different level, but one which I think is really bizarre. So I don't think extramural programs in institutions like ours will work. A program that has to make money means that the leadership of the program is not going to be the faculty. The leadership of the program is going to be an administrative bureaucrat whose main job is going to be bottom-line making money. The head of the program at [another MALS program]

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> is the associate dean for extended studies. And they're not regular faculty appointments. If you don't have a regular tenured faculty member as head of the program, then you can't make those arguments to the faculty. You can't recruit faculty in the same way. I can recruit anybody because there is no question about my academic credentials whereas my colleague at [another MALS program] has a much more difficult time. When your own job is on the line, it may make you hungry. That would be fine if everyone else was in the same situation, but universities don't work that way. Continuing education at my university is one of the biggest money-making things there is. I'm sure they would love to have this program. But I'm afraid it would also trivialize it immediately. Because are they going to turn people down? There's nothing wrong with making money. There's nothing wrong with its showing a profit. But what's wrong is that within the structure of the rest of the university, it becomes an inferior program, especially if the students can't take classes throughout the university, or if they are not the same caliber of the other graduates. (Director #1, personal interview, February 16, 1995)

The director said that anything academic at his university is always suspect because it always has to exist in comparison to other institutions:

> There is a reality out there, which is that the community judges the difference. At [another university in the area], if someone discovers how to make tobacco green, it's a front page story—"Scientists discover green in tobacco." At [my university], if they discover the cure for cancer, the story would read something like, "Professor claims to have found something related to cancer." It's part of the nature of the publicity of both schools. [Some MALS programs are like] some piece

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> of jewelry that is named after the daughter of Picasso, even though she couldn't draw her way out of a box. She didn't do it, but her name is on it. That's what [another university that has a MALS program] does. They put their name on a program that has nothing really to do, necessarily, with the standards for admission to [the other university]. It has one thing, [the other university] faculty, although it may also hire other people hanging around town. (Director #1, personal interview, February 16, 1995)

According to the director, if the program is extramural, it would be difficult to convince the faculty to put the same effort into the class:

> Even though I believe in the free market, nevertheless I'm a realist about this sort of stuff. Our program would collapse if we did that. So when we go to these national meetings and I hear some people's programs versus others, I could just about tell you whether it's extramural or internal, whether it has to make money or not. If we wanted to make a lot of money, we could run the whole thing through continuing education, but we would never do that. (Director #1, personal interview, February 16, 1995)

MALS Program #3: The program is currently administered by the College of Liberal Arts and the graduate school, but it was formerly administered by graduate continuing studies. Like a continuing education program, MALS Program #3 is self-supporting. In addition, it is expected to return 35% overhead to the university. The director expressed great frustration about the financial pressure placed upon her and, in fact, left the position three months after our interview.

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MALS Programs Administered by Continuing Education

MALS Program #2: According to the director, most people think of continuing education as being professionally-related courses. But there is a lot more to it:

> A lot of what I do in photography or in wine appreciation or in literature—we do lots of literature courses and social science courses—people take it for their own enjoyment. This is part of the mission of continuing education. I guess if there is any hidden agenda in this thing, it is to provide a program which is of such high quality—in which the results are of such high quality—that in addition to the content, it creates an atmosphere in which people on the campus will think again about the possibility of us granting degrees. (Director #2, personal interview, March 30, 1995)

The university is accustomed to having students who are the *creme de la creme* world wide. Although a lot of people on campus don't know anything about continuing education, Director #2 feels that it is important to get around this is by personal contact:

> I have spent a lot of time on the campus in people's offices. The department chairs know me. When I have a problem with a course that I have sent over, I can talk to them about it on the phone and we have a personal relationship and they know who I am and they know the stuff that I do. (Director #2, personal interview, March 30, 1995)

MALS Program #4: MALS Program #4 is offered through continuing education because it was continuing education that had the resources to develop it. According to the director:

> This place has been extremely tight on budget and particularly the College of Liberal Arts (CLA). There is no money for anything. In fact,

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> the money that was promised by CLA when the MALS was set up in terms of staff support was never paid. They never followed through. So all the money has come from Continuing Education. So obviously the dynamics are somewhat different there because they want to make money. It's a program for them that is supposed to make money. And that's one of the on-going problems that we have been facing. (Director #4, personal interview, April 18, 1995)

Continuing education at the university is a very large organization which is self-financing, tuition-driven and offers several other degree programs, including sociology and an M.Ed. program. The MALS program is jointly administered by the director of graduate studies and a program associate hired by continuing education, who serves as a liaison between the students and the program. The program associate is the first person the students talk to. Fifty percent of her time is MALS. Financially, everything is very tight. The director explained:

> We get these warning letters telling us there are not enough students enrolled in this course to generate enough money, this sort of thing. So essentially the academic side is run through the College of Liberal Arts (CLA) faculty and the business side is run through continuing education. And it is an uncomfortable relationship. It is a strange relationship because we are teaching in the MALS. In a sense, we take courses out of the undergraduate curriculum because some of our teaching is directed toward the MALS. CLA and the deans and so on are not real thrilled about that. They support the idea of the MALS, but they also don't want to put any resources in it because there is nothing coming back to CLA. (Director #4, personal interview, April 18, 1995)

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The threat of continuing education shutting down the program due to low enrollments hangs over the director's head. The director feels this is a permanent bind unless the MALS program can be moved into the College of Liberal Arts as a "regular" program. The director doesn't realistically think this will happen, however:

> What I would like to do over the next couple of years is to involve more faculty in the program. Get a commitment from other members of the college saying this is something we want to continue and maybe ultimately turn it into a regular graduate program. I think we would be on safer ground that way. I have never known this to happen. One of the key principles that we have said with the program is that our MALS students will not be taught by adjuncts. All the MALS courses are taught by regular faculty. It is the undergraduate courses that have suffered because they have been displaced. We don't want the program just to be a cash cow. And we have had some rumbling from our continuing education people here, saying, "You know, if you hired some adjuncts and you hired some other people and had them teach the courses . . . ." They would say things like, "Why don't you just hire a retired judge and teach a law course or something?" Well, that's not what our students are paying for. Our students are paying for a qualified faculty member to teach these courses. We will not hire adjuncts. And we are really trying to hold on to that. So we are trying to maintain the quality while also dealing with the legitimate demands that continuing education has that it should be a money-maker. (Director #4, personal interview, April 18, 1995)

The director feels that the program is marginalized to some extent because of the necessity of dealing with continuing education:

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Most of my teaching isn't in the MALS so I enjoy teaching in that side of it. I am very pleased to have graduate students of the quality that we have, so I enjoy the program. I think there is some kind of snobbishness about, well, "That's a continuing education program." This campus is very much geared up to the idea that a lot of our students take continuing education classes. There is not a real separation. Many of the faculty also teach continuing education classes. Students' experiences in continuing education classes are probably not much different from what they have in daytime. And the MALS has graduate students. It's a graduate school-approved program, which makes a big difference. The M.Ed. is an example of a graduate program which isn't graduate school approved. If that was the way our program was, I would feel rather differently about it, but this is a [university] graduate school degree and so it's legitimate. If we didn't have faculty members who liked to teach continuing education class every quarter, apart from the MALS, we wouldn't be able to offer the range of courses that we do. We simply don't have enough faculty. So continuing education classes are very integrated into our degree programs right across the board, particularly in liberal arts. You will probably find that in most of our continuing education classes, undergraduate or whatever, a good half of the students are not what you would normally think of as continuing education students—people who are doing the degree part-time. They are full-time [university] students who are taking the course in the evening because it's the most convenient time for them. It's well-integrated. It also makes a lot of money, and one of the reasons for that is that it has access to all of these faculty. It has access to the entire university—the

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> classrooms and all the rest of it. But all the money that comes in through tuition goes to [continuing education]. They're almost a separate operation within our operation, and yet they're able to get the benefits, in some ways, without paying for it. (Director #4, personal interview, April 18, 1995)

The director experiences the same tension as all other continuing education-administered MALS program directors—the program has to be academically solid and also keep continuing education happy by bringing money in. But unlike the other directors, she faces the additional problem of student frustration caused by the fact that continuing education students—MALS students—are not treated the same way as the day school students when they register. Students attempting to register for the MALS program have been having registration problems because the MALS program is unique, being a graduate school program that is also run through continuing education. The students kept getting thrown out of the registration computer system. The director gave a few examples:

> This student that I worked with, for instance, who had the assistantship. It took him—he is now at the end of the second year—months [to get registered]. In fact he still has problems. Every time he registers and tries to get the tuition remission, it gets spat back by the [large campus in the state] system with a message, "You can't do this because you are not enrolled in graduate courses." And then he has to go down and point out to them for about the fifth time that, yes, he is enrolled in graduate courses. So we haven't got it all worked out. And I don't want to come down on continuing education because if it weren't for them, we wouldn't have the program. Maybe the problems that they face are a somewhat different sort of problem and we have to

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> somehow mesh those so that we can all work effectively together. It can be a problem. (Director #4, personal interview, April 18, 1995)

Four graduate students from other programs who were taking MALS elective courses last spring had to register for Independent Study because of registration system problems. Unfortunately, the MALS program gets absolutely no credit or money for those courses. The director is very frustrated by this situation:

> It hurts them too because their transcripts don't reflect that they took this class. It will say "Independent Study" because that's how they had to register in order to take advantage of the tuition band. So it causes disadvantages everywhere. Either day school should just eliminate the tuition banding—they talk about that a lot, but it hasn't happened—or we need to get on the tuition band bandwagon. (Director #4, personal interview, April 18, 1995)

MALS Program #5: Continuing education is about 80 years old at this university. "We sometimes joke that if we were separate from the university, we would be the second largest university in the state." About 60,000 students each year take courses from continuing education, which is defined as education that takes place after 4:30 in the afternoon. Continuing education is the "big umbrella" under which one finds independent study, lectures and concerts, and credit and non-credit classes.

Most areas of continuing education are not self-supporting, but extension classes are expected to make money. According to the director, "If you're going to burrow into this organization, [extension classes division] is where you burrow in because that's the strongest among them and consistently it's the one that does the most." About half of the extension students are earning degrees and the other half are not earning degrees:

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> We learn how to combine all of these separate audiences and fund courses, certificates and degrees. But continuing education has never provided evening access to a graduate school degree; the graduate school never considered it feasible that graduate courses could be offered to non-traditional students. This was a contradiction in terms. (Director #5, personal interview, April 18, 1995)

In 1977, the first master's degree was offered in the evening—a master's degree in business taxation—which was administered by continuing education but not graduate school approved. "And it came up for unusual purposes—it was needed." The day college didn't want to become involved in the taxation program, so it passed the program on to continuing education, and the graduate school approved it. "And that one precedent at once began to break the whole issue of our doing graduate work or not. From that time on—1977—the idea of a MALS program became even more serious. Now we had at least one graduate degree in the evening" (Director #5, personal interview, April 18, 1995).

MALS Program #7: The program is administered by continuing education, which is run out of the advancement division of the campus; academically, it is administered by the academic vice president. According to the director:

> Business has become a more important part of the school lately and is separate in some ways, an evening business program, from a traditional [program]. We have a traditional day school—18-22 year olds, liberal arts undergraduates. And that number is decreasing, the number who are interested in doing that here. We are holding with great effort. We have a continuing education group that is growing. That program has been here since I've been here since the late 1970s,

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early 1980s. It offered a bachelor's degree for the non-traditional student, by which we mean one who has a job and a family and everything, who comes at night. It came into being and stayed at a certain level. Then they had this accelerated degree and they tried to market it more to those whose lives wouldn't allow that kind of "get a degree in 4-8 years" way. The same courses, same degrees were offered. The night school is administered through continuing education—not through the academic dean, but through the advancement division. The master's degree is run right out of the academic dean's office. But I'm expected to be entrepreneurial and to do marketing and recruitment. (Director #7, personal interview, April 28, 1995)

MALS Program #8: The director explained the evolution of continuing education at her university:

> The ideas came from the faculty of Arts and Sciences, who were the primary teachers. But the administration was done by the then Evening College and Summer Session, renamed School of Continuing Studies. And the reason why it was always offered under this school, regardless of its name, was because it was the mission of this school to offer part-time programs, graduate and undergraduate, to adults who worked full time during the day and therefore studied part-time in the evenings and occasionally on the weekends. So, until several years ago, the other schools at [the university] never offered part-time graduate programs. So this was the logical school or division to do so. Our division used to be called the Division of Arts and Sciences. It became confusing that there was a Division of Arts and Sciences within the School of Continuing Studies when there already existed the School

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> of Arts and Sciences. So, about three years ago, we changed our name to Division of Liberal Arts. So the relationship is that many of our faculty in the MALS program come from the School of Arts and Sciences. They are full-time tenured faculty. On the other hand, we are not restricted to the School of Arts and Sciences because some of the courses that we want to offer are not in the expertise of those faculty. For example, we have some African Literature courses taught by the Dean of the College of Arts and Sciences at a primarily Black institution. We have the director of the [an art museum], one of two primary art museums in the city, teaching courses. But whenever we can, we draw upon the full-time tenured faculty of the School of Arts and Sciences. (Director #8, personal interview, May 1, 1995)

Within continuing education, the MALS program is considered "the most academic of the programs because of its content."

> Business and education so often emphasize methodology and skills and teamwork. This is the program that provides the content of literature and philosophy and history. But, within the university in general, it's different from part-time continuing education programs that the School of Arts and Sciences might offer because MALS is generic and broad-based. So there are two niches. It's more than just liberal arts within continuing education. It's liberal arts within the university that does not compete with programs in the School of Arts and Sciences, which are, by definition, more narrowly-focused, leading toward the doctoral degree. (Director #8, personal interview, May 1, 1995)

The Director explained additional importance for the MALS program:

> In continuing studies there are content-related courses which, by the way, students in education and business can take. Graduate students

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> in education will take our literature and history courses for certification. So it's offering something that education students wouldn't get elsewhere. Moreover, the business undergraduate students take their core curriculum—48 of their 120 credits—in the Division of Liberal Arts because those courses are designed for students who have worked full-time during the day and study part-time in the evening. And so our business students wouldn't be able to take day courses in the School of Arts and Sciences. So, politically, it's important that the School of Continuing Studies continues to offer in its Liberal Arts Division courses that are interdisciplinary, generic and broad-based so that they don't appear to duplicate courses already offered in another branch of the university in the School of Arts and Sciences. (Director #8, personal interview, May 1, 1995)

In this chapter, I have examined the development processes of the MALS programs in the study. Findings indicate that programs are developed through a variety of liaisons with administrators and faculty members, and are funded in a wide variety of ways. Common arguments in favor of MALS program development include community outreach, faculty development and revenue generation. Arguments against MALS program development include competition for scarce resources, resistance from individuals strongly identified with a particular academic discipline, and concern that MALS students would fail to materialize. Whether a program is administered through The College of Arts and Sciences or through continuing education may or may not affect program administration, development and funding, depending upon the administrative parameters in individual programs.

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In chapter six, I will present findings related to the leadership seen in the development of MALS programs by examining the degree to which Foster's three essential elements for critical leadership are present while developing the MALS programs in the study. Because Foster's leadership framework concerns itself with societal transformation and praxis, examining the leadership relationship in this way can aid our understanding of how leaders and followers work together to bring about change and the development of non-traditional programs at the graduate level.

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CHAPTER SIX
FINDINGS—LEADERSHIP IN MALS PROGRAM DEVELOPMENT

Chapter six describes the findings related to research question #3, leadership in the development of master's degree programs in liberal studies (MALS Programs). These findings are organized into three sections, one for each of Foster's three essential elements of critical leadership. In the first section, I will examine the degree to which penetration/demystification of structure is seen in the development of the programs in the study. In the second section, I will examine the degree to which participants in the leadership relationship become politically and critically educated. Finally, I will examine the degree to which the symbolic and communicative power of language plays a part in the leadership process. The participants in the MALS program development process are defined in Table 18. Table 19 provides a program-by-program summary of MALS program originators, champions and directors. Table 20 provides an overall summary of all the participants in the development of all MALS programs in the study.

The findings related to Foster's first two essential elements of leadership are organized according to the type of relationship—with faculty, with students, and with administrators. In analyzing the third essential element—the language of leadership—I will present specific examples of language used in the development process, and will look for examples of narrative and dialogue in the leadership processes found in the study.

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Table 18

Participants in the MALS Program Development Process

Originator of the MALS Idea	The on-campus individual who first brought the idea of the MALS Program to the campus.
Academic Champion	The individual who assumed intellectual sponsorship of the MALS Program and its development. The person committed to inquiry-based learning and to the idea of interdisciplinarity as a way of organizing knowledge. Often a faculty member. However, in the case of continuing education MALS Programs, may be a continuing education program specialist. Often, but not always, the originator of the MALS idea.
Administrative Champion	The individual responsible for obtaining funding for the MALS Program. In some cases, more than one administrative champion is identified. Administrative championship may shift from one person to another during the development process (such as from a dean to a newly-hired MALS director). Sometimes, the administrative and academic champion embodied in one person. In such cases, this individual is identified as the administrative/academic champion.
Current Director	The individual who is currently administering the MALS Program. The interviewee. In many cases, this is the academic/administrative champion and/or idea originator. In other cases, it is an individual who inherited the MALS Program from the academic and/or administrative champion.

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Table 19

Program-by-Program Summary of Originators, Champions and Directors

MALS Program #1	Idea originated by College of Arts and Letters dean, and was passed on to a history professor, who has become the administrative (along with the dean)/academic champion of the program, which is growing steadily.
MALS Program #2	Idea originated by the continuing education specialist, who continues as administrative (along with the dean of continuing education)/academic champion. Program has greatly exceeded enrollment expectations.
MALS Program #3	Idea originated by the Dean of Graduate and Continuing Studies fifteen years ago. A series of academic champions and directors have come and gone since then. No clear administrative champion is found and the program is currently without a director. Program enrollments are holding, with a lot of pressure to increase enrollments.
MALS Program #4	Idea originated by a faculty member in interdisciplinary studies, who became the academic champion and first director. The program was championed by the Director of Continuing Studies. These two individuals (who together and individually were idea originator/academic champion/ administrative champion) are both gone. The current director is in her first year. Enrollments are dropping to alarmingly low levels.
MALS Program #5	Idea originated by continuing education administrators. Academic/administrative champion is the current director, a continuing education program specialist. Enrollments far exceed expectations.
MALS Program #6	No information is available. The program is currently without a director.
MALS Program #7	Idea originated with a faculty member, who was the academic champion and the first director. The program was championed administratively by the president and provost. The idea originator/academic champion is now gone. A new academic champion is now in place, who directs the MALS Program in addition to his other duties, which have not been reduced. Program is growing slowly.
MALS Program #8	Idea originated by the administrative champion. Arts and sciences faculty championed the idea academically. The current director is now the administrative/academic champion. Enrollment are steady, with a slight drop.

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Table 20

MALS Program Originators, Academic and Administrative Champions, and Current Directors

Program #	Year of Program Inception	Originator of MALS Idea	Academic Champion	Administrative Champion	Current Director	Program Described as:	Comments
1	1988	Dean of College of Arts & Letters	Faculty Member in History	Dean and Director	Academic Champion	Steady	Director is in charge academically and administratively; no tension.
2	1995	Continuing Education Program Specialist	Continuing Education Program Specialist	Dean of Continuing Education	Academic Champion	Exceeds initial expectations	Unanimous institutional support academically and administratively.
3	1980	Dean of Graduate and Continuing Studies	None identified.	Dean of Graduate and Continuing Studies	Assistant Director	Holding; pressure to increase enrollments	Curriculum-intensive Program has suffered from inconsistent academic leadership.
4	1993	Faculty Member in Interdisciplinary Studies	Faculty Member in Interdisciplinary Studies	Director of Continuing Education	Another Faculty member in Interdisciplin-ary Studies (not MALS champion)	Dropping; perilously low	No academic champion; Program Directors come and go in rapid succession.
5	1995	Associate Director in Continuing Education	Continuing Education Program Specialist	Continuing Education Program Specialist	Academic Champion/ Administrative Champion	Greatly exceeds expectations	Continuing Education Program specialist champions program both academically and administratively
6	1988	No information.	No information.	No information.	No Director currently.	Growing slowly	No information.
7	1991	Faculty member in English	Faculty member in English	President and Provost	Faculty member in History/ College Librarian	Growing slowly	Academic champion died suddenly; Current Director feels overwhelmed.
8	1959	University President	Arts and Sciences Faculty	University President	Faculty Member with Administrative appointment	Stable, slight drop	Administrative champion secured Carnegie Foundation funding; had overwhelming support from faculty.

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Element #1: Leadership Involves the Demystification (Penetration) of Structure.

In studying MALS programs, one finds abundant evidence that organizational and pedagogical assumptions about graduate education have been challenged and, in some cases, penetrated. How this occurred is the topic of this section.

Leadership Relationships with Faculty

MALS faculty are charged with the task of demystifying assumptions about how knowledge is organized. MALS programs emphasize the examination of the relationships among academic disciplines—often the boundaries themselves. Thematic groups are used in several MALS programs to allow for a more broad-based exploration of topics, an approach which is quite different from one that emphasizes taking a specific subject and developing specialized knowledge about that subject.

In order to achieve this broad-based exploration, MALS courses typically juxtapose two opposing points of view (the *Pseudoscience and the Paranormal* class in Program #4, for example), and, as often as possible, are team-taught by two professors from different academic areas. Rather than being exposed to one single philosophical or political point of view, students are able to hear a variety of viewpoints. As a result, they can develop their own points of view, without fear of having them dismissed as inconsistent with those of the professor. Faculty members learn from each other and from students.

For faculty, participation in MALS programs may create a professional dilemma. Since the discipline basis of traditional graduate programs rewards faculty research and specialization, an interest in interdisciplinary teaching

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may be seen in some institutions as inconsistent with career advancement. For MALS faculty, moving into new areas of inquiry—beyond the discipline in which one has been trained—is requisite to becoming involved in MALS programs. Professors who are highly invested and strongly identified as subject-matter specialists are widely considered to be poor candidates for participation in MALS programs, and are unlikely to penetrate the discipline-based structure of graduate school. Professors who succeed in advancing in their careers by mean of interdisciplinary teaching and scholarship—and the program directors who assert that these are important functions for the graduate school—are penetrating traditional structures of tenure and promotion, which are based on research and specialization.

A willingness to reach beyond the tradition of the white male Western intellectual tradition and encouraging students to break loose from limited perspectives are also seen as essential to interdisciplinary inquiry in many MALS programs. The community of learners that is created is, then, demystified for those who have been traditionally on the outside of it.

Leadership Relationships with Students

Developers of MALS programs have successfully broadened and re-defined the audience for graduate education. MALS programs serve a different kind of part-time adult graduate student who very likely works full time during the day and is not interested in pursuing a degree that will prepare him or her for a specific career.*

Of the director-student structures demystified by MALS programs, admissions is one of the most obvious examples. In speaking to directors,

* The one possible exception may be the large numbers of teachers who enroll in MALS Program in order to qualify for salary increases.

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discussions of how MALS program applicants are evaluated frequently led to discussions of "self-selection." The notion of applicant self-selection effectively demystifies the graduate admissions process, an anxiety-producing experience under the best of circumstances. Most graduate programs are anything but self-selecting and commonly use standardized, quantitative predictors to admit or deny applicants. Traditional views of graduate admissions—such as the desirability of a high degree of selectivity—are discarded and replaced by a complete reconceptualization of how to predict applicant success. Standardized test scores—by which other graduate applicants "live and die"—are unanimously disparaged among the directors in the study.

Many graduate programs require admission interviews, but in MALS programs, interviews serve a different purpose. Admission testing is replaced by criteria that are designed not to weed applicants out, but possibly to discourage applicants who may be applying for the wrong reasons—for therapy, or because they are unclear on what they may expect. Such applicants can be identified in the interview and counseled away from the MALS program. The interview provides a valuable opportunity for the director to provide the applicant with additional information about the MALS program, which may help clarify its non-vocational focus. Such information may help applicants feel more confident about applying, it may point them to other graduate programs, or it may be used by applicants to "self-select" themselves out of the applicant pool. Regardless of which of these options applicants choose, they are more in control of the application process than would traditionally have been the case.

During the interview, directors look at applicants within the broader context of problem-based inquiry, rather than within the narrow confines of a

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discipline-based program that emphasizes specialization. While directors of traditional graduate programs may look for mastery of the traditional undergraduate canon of the discipline and seek to ensure that the applicant is interested in increasing his or her specialized knowledge of the subject, MALS program directors look for evidence of openness and creative problem-solving skills. Applicants who emphasize the desire to burrow more deeply into modes of thinking and subject matter knowledge that they already possess (existing structures) would not be seen as a good fit for admission to a MALS Program.

MALS program directors expressed comfort—and even nonchalance—about high application-to-acceptance ratios since, as one director put it, MALS Programs are often a "second-chance" program for adult students. The consensus is, if students have a bachelor's degree and want to come into the program, typically they can (at least provisionally). They have no desire to see students suffer through standardized testing procedures or worry about stiff competition for admission. This effectively demystifies the entire graduate application experience.

Leadership Relationships with Administrators

Every founding director for which information is available (not necessarily the current director) reportedly has passionately—and often with great energy—penetrated the administrative structure of the graduate division and, in some cases, continuing education. The traditional approach to graduate program development—developing new programs within existing disciplinary categories—has been penetrated and expanded. In this sense, MALS program development represents an important expansion of traditional, narrowly-specialized parameters of graduate education. MALS

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program developers eschew this goal and "go where the problem takes them," directly through and across disciplinary boundaries. Thus, MALS program developers cause everyone concerned with graduate education to rethink its mission. Foster would characterize this as penetration of existing structure.

Continuing education MALS program directors penetrated the traditional vocational structure of continuing education by bringing the humanities into the continuing education agenda and by taking the humanities agenda beyond the scope of the Western intellectual tradition. Other directors spoke of the MALS program being a natural extension of the liberal arts mission of the college, and extending the undergraduate interdisciplinary studies program. In each case, an existing structure is extended and broadened.

Entrepreneurship and MALS programs go hand in hand. In a variety of ways—including building an on-campus constituency of MALS supporters, finding new ways to fund MALS programs, and expanding upon existing institutional structures (the liberal arts mission of the college or an undergraduate interdisciplinary studies program)—MALS program directors break new ground in the service of potential adult learners in the community. These are often new roles for faculty members, who may be strongly identified with the collegial culture and now find themselves concerned with developmental issues. In a more general sense, entrepreneurship and development of programs to serve non-traditional students may be seen as emerging new paradigms for graduate program administration, or even—on some campuses—the arbiter of things to come in higher education. In any case, one sees a fairly complete penetration of existing collegial, managerial and developmental structures, which have been much more clearly differentiated from one another in the past.

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Element #2: Leadership Involves being Politically and Critically Educative.

In this section, I will discuss Foster's second critical element of leadership, the notion that leadership involves being politically and critically educative. Briefly, in order for processes to qualify as critical leadership, there must be evidence that the organizational structure has remedied imbalances of power and serves constituencies not normally served by traditional structures. The educative power of leadership, according to Foster, increases the potential for followers to become empowered. This section is organized in terms of leadership relationships with faculty, with students, and with administrators.

Leadership Relationships with Faculty

Maintaining a balance between serving the needs of a tremendously diverse MALS student population while, at the same time, honoring long-standing faculty interests presents a leadership challenge for MALS program directors. Directors must maintain a balance of power between faculty and students—both of whom are vital to the MALS equation—by continuously encouraging the development of and enrollment in courses that ensure that all participants continue to benefit from the MALS experience.

Several program directors commented on the tension inherent in allowing faculty to teach their research interests and constantly developing new classes in response to student interests. The trick is to create an academic experience which can be enjoyed for its own sake, while still providing a structured degree program for MALS students. Program directors described this as a balancing act requiring the utmost delicacy and

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tact. This tension is an example of the "interplay of knowledge and action," which, according to Foster, characterizes leadership (Foster, 1986a, p. 187).

Leadership Relationships with Students

Typically, graduate admissions procedures require that applicants submit documentation of undergraduate grades, degrees and standardized test scores. Ideally, these items are sufficiently impressive to predict the applicant's success at the increasingly specialized graduate level. MALS programs, on the other hand, do not require submission of impressive academic records or test scores. Because of this, MALS programs provide a channel of access to graduate courses and faculty that would otherwise be unavailable to many graduate students.

MALS programs are described as a good fit with the university's—and often continuing education's—mission to provide non-traditional programs to adult students in the community. In this sense, MALS programs are clearly beneficial to a wide group of adults desiring master's degrees. Unfortunately, as one director pointed out, for many potential students, pursuit of this type of graduate education is seen as a luxury since it does not lead to specific employment. Knowledge acquisition for it's own sake is commonly thought to be part of a cultural philosophy that is accessible only to a select group of privileged people. In an effort to change this perception—which one director called an "indictment of our culture"—two programs have initiated scholarship programs to encourage members of ethnic and cultural minority groups to become interested in MALS Programs. Such initiatives are clear examples of a commitment to the educative empowerment which is a central task of critical leadership.

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Students in MALS programs are often treated as favored, inquiring, well-motivated, "new kinds" of adult students to whom professors, who are "deadened" by undergraduate teaching, are clamoring to teach their newly-developed interdisciplinary courses. Adults who may have had limited success in past school experiences—or who have come to see learning as a process of increasing specialization and rote memorization evaluated by objective examinations—may find themselves in this most-favored student category for the first time in their lives. Students who would be powerless to "self-select" themselves into other graduate programs become powerful in a MALS Program. They may also take what they learn and become more powerful in the larger context of their lives.

As students learn to organize knowledge in terms of ideas instead of disciplines, think through problems in an interdisciplinary way, and learn to look at themselves in relationship to society, technology and nature through new eyes, unequal structures of domination (and possibly oppression) may become clearer. This power to analyze unequal structures gives participants the power to criticize, and, consequently, the power to create change. These students become living examples of the process of becoming critically educated and politically critical.

Leadership Relationships with Administrators

According to program directors, university administrators typically feel pressure to bring new revenue into the university by creating new programs and attracting new students. It is incumbent upon administrators to encourage faculty members to develop new programs to meet these institutional goals. MALS programs successfully bring in a new kind of adult

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student and provide educational opportunity for more members of the community.

Such synergistic relationships between faculty and administrators is mutually empowering. In several cases, the idea of a MALS program had been discussed around the campus, but it wasn't until a new dean or president came along that the program could be planned and implemented. Likewise, presidents and deans who may have wanted to start a graduate interdisciplinary program could not do so without a faculty member or program specialist to make it happen at a program level. Both administrators and faculty members educate each other and work together in a leadership relationship to make MALS programs come to life. The importance of having political allies on campus during the program development process was strongly emphasized by every director. The directors did not speak in terms of changing people's minds, but more in terms of aligning themselves with those on whose support they could count. Directors learned what arguments to use to gain the support of faculty, and which arguments to use on administrators. The most successful MALS program directors were the ones who were able to mobilize the forces of support while, at the same time, assuaging the fears of both supporters and non-supporters.

In order to create alternative educational models, leaders and followers must do more than envision change. They must also act. Administrative <u>and</u> academic actors who are willing to allow institutional realities to be questioned, disconfirmed and then reconfirmed, are all critical players in MALS program development. More than theorizing, all participants must be willing to actively locate their scholarly ideas within a pragmatic framework. They must sustain the life of the mind while lobbying administrators for

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support, searching the community for students, and maintaining active relationships with faculty. The nearly impossible tasks of MALS program directors—which, as every director will testify, does bring about true empowerment and transformation for all participants—is to create the relationships in which critical leadership takes place.

Element #3: Leadership Involves Language.

In this section, I will begin by identifying some commonly-used and commonly-emphasized terms and ideas that were expressed during the MALS Program Director interviews. I have grouped these terms in order to demonstrate that they were heard from more than one director. I have taken particular care to include terms that would be unlikely to be heard from directors of traditional graduate programs. Next, I will define and discuss the language-related concepts of narrative and dialogue, and the extent to which they are seen in the cases in the study. Foster suggests that a change in language leads to a change in thinking, which leads to a change in practice.

Commonly-used Terms

The term *graduate liberal studies* or *master's degree in liberal studies* are both new with this type of non-traditional program and are contrary to prevailing notions about graduate education—that they should be specific, narrow in focus, and related to career or professional development. Before MALS Programs existed, a broad-based exploration of the liberal arts at the graduate level did not exist in modern time at any university. Interdisciplinary studies existed at the undergraduate level at several universities in the study, but not at the graduate level. The term

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specialization, which is normally used to describe graduate study, is not used here although some MALS Programs allow students to specialize in a thematically-based liberal arts area. The terms *core courses*, *symposia*, and *capstone courses* are seen in traditional as well as non-traditional graduate programs.

The terms *adaptive*, *generic*, *broad-based*, and *diverse* are frequent descriptors of MALS Programs. MALS Program are frequently described as problem-based or inquiry-driven:

Director #1: Students think about how people solve problems through multidisciplinary and interdisciplinary methodologies. Everything they do is aimed at trying to show students that a problem is not defined by a discipline but by wherever the problem takes them.

Director #2: Our notion is that we are not teaching stuff, but teaching people what the questions are.

Many MALS Program Directors spoke in terms of wanting to break free of *boundaries*—the boundaries of the academic disciplines (as described above) and also the boundaries of "looking at everything from a White male Western point of view:"

Director #5: Working beyond your borders. Working beyond what you are accustomed to. . . rethink your boundaries and borders.

Director #2: We want to be inclusive, and we want to bring new voices to the conversation.

Director #3: If you're going to be interdisciplinary in the broadest sense of the term, you have to have courses on Tibet and the Middle East and Japan.

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Director #3: When you aren't bound to stay in the history department . . . when you can look at philosophy and literature and art. . . that is extremely freeing.

Director #4: [Students] are not bounded by a discipline, but find where their approach or view is distinctive.

Director #7: What turns me on [about interdisciplinary inquiry] is that none of us thinks about the world inside of disciplinary or artificial boundaries.

The need for *synthesis* or *integration* of the disciplinary and interdisciplinary courses that make up the program was mentioned by every director:

Director #7: Our experiences have some integration, which will make each one of those [course] experiences greater for being integrated into the whole. . . It's good to have something integrated into a whole that isn't the norm but speaks to interdisciplinarity.

Director #4: We allow creative synthesis where [the students] can do videotapes or curriculum models [for their final projects].

Several MALS Directors spoke about *building a community of learners* through the MALS Program, an atypical objective for graduate study:

Director #2: We're really interested in contributing to the intellectual life of [the metropolitan area] by creating a focus of intellectual activity. So our intent is that people will be getting together and talking and forming their own affinity groups and that sort of lifelong commitment to building this intellectual community

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and maintaining it. . . We're trying to create a community of scholars.

Director #4: Intellectual community, they really come here wanting that.

Director #8: Most of them are here for the experience and, in fact, most of them are not distraught, perhaps, but homesick when the program is over because it's been such a positive experience.

Worthy of note is the use of the terms *entrepreneurial* and *money-making*. MALS Program Directors administering programs through Continuing Education used the term "entrepreneurial;" however, Program Directors critical of programs administered by Continuing Education did not use the word "entrepreneurial," but used the term "money-making" instead.

The terms presented in this section illustrate the consistent language used by the directors in the study. In that sense, the fact that interdisciplinary studies has its own language is no different from a discipline-based program having its own language. The question being posed in this study, however, is "Does language affect reality and, therefore, the leadership process?" If a discipline-specific language can frame the boundaries and methodology of that discipline, as MALS Program Directors claim, then it is logical to assume that language specific to interdisciplinary programs can mediate the reality of such programs and the process of their development.

Leadership as Narrative

The narrative of leadership is seen in all the cases in the study. Relationships were formed involving faculty and administration, faculty and

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students, individuals located in continuing education and individuals located in the College of Arts and Sciences, and founding directors and current directors. "Going where the problem takes you" means projecting what is known about one discipline onto another discipline, and finding the solution to the problem somewhere in the interstices between the disciplines. "Communities of learners" are examples of leadership formations within which individuals project their ideas onto others, their "other self" according to Ricoeur (1992), wherein everyone gains insight and understanding. "Moving beyond one's boundaries" and bringing the perspectives of others in pursuit of knowledge are examples of leadership as narrative.

The ability of deans and faculty members to form and maintain relationships characterized by their ability to reflect themselves onto each other is seen as critical in the development of MALS Programs. The following examples of narrative leadership processes are seen in the development of the MALS Programs in the study:

- Developing a certificate program or master's degree program by exchanging ideas with colleagues in committees and at staff meetings
- Convincing faculty to move beyond traditional testing and/or lecture formats
- Bringing truly new and innovative ideas to the program-development process
- Maintaining relationships with individuals perceived to be politically powerful
- Continuing the directorship of a program after the sudden loss of a colleague
- Working to alleviate the concerns of others about scarce resources and low salaries

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- Working out innovative funding strategies and schemes
- Integrating entrepreneurship/money-making with academic rigor.

All of these examples—demonstration of which is seen time and time again in the study—bear witness to the necessity of creating leadership narratives involving as many constituents as possible when working to develop a MALS Programs.

Leadership as Dialogue/Language-sharing

Leadership as language-sharing can be seen in all MALS Programs in the study. Administrators (members of the managerial culture) learn to speak the language of others more identified with academic disciplines and with interdisciplinary inquiry (members of the collegial culture). Conversely, faculty members learn and can use the language of administration (which may also be characterized as the language of money). Individuals associated with the College of Liberal Arts learn to appreciate the entrepreneurial language of individuals associated with continuing education. Associates of continuing education learn to appreciate and speak the interdisciplinary or discipline-based language of associates of the College of Liberal Arts. Students share the discipline-specific knowledge and interdisciplinary inquiry methodologies of faculty. Faculty learn about the application of theory as a result of reflecting on the life experiences about which students speak and write.

When examining Habermas' four norms of communication—comprehensibility, truth, truthfulness and rightness—against the backdrop of MALS Program development, it can be seen that rational thought, shared grammar, lack of deception and appropriateness to the

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context are all found in the directors' comments and statements. According to Habermas (1979), norms of communication argue for the existence of norms of ethics, which are shared by both parties in the communication process. Foster (1980) posits that ethical norms speak to the possibility of neutralizing unfair institutional hierarchies of power. Persuasive communication is used for the purpose of critically educating leaders and followers and to challenge organizational structures that, left unpenetrated, continue to perpetuate imbalances of power. This is precisely the process that Foster calls critical leadership. The result is a new construct for the development, maintenance and rationalization of non-traditional academic programs. Numerous examples of communication of this nature are found in Chapters 4, 5 and 6.

According to Pondy (1978), language is the least visible but most powerful influence on the leadership process. Sharing or not-sharing language is a powerful tool for controlling and/or influencing others in the leadership relationship and—in the cases seen in this study—the program development process. In some instances, knowledge has been shared and, in others, it has not been shared. Dramatic examples of language not shared can be seen when participants die or are suddenly removed from the leadership process for other reasons. Under these circumstances, it is extremely difficult to continue the program development process. A continuity of language—combined with a continuity of champions—is seen as critical to the MALS program development process.

Grob's (1984) notion of critique in leadership—that the essence of dialogue is the acknowledgment of not-knowing by both leaders and

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followers—can lead to followers moving into leadership roles and leaders moving into followers' roles. Grob's idea that acquisition of knowledge in and of itself does not constitute leadership is clearly in evidence in this study. The following are some examples of dialogue and/or language-sharing in the development of the MALS Programs in the study:

- Development of interdisciplinary curriculum in a team-teaching or other collaborative relationship.
- Developing of the MALS Program as a result of open discussions during which ideas are exchanged among a variety of administrative and faculty constituents.
- Not taking "no" to mean "no" the first time.
- Bringing "more voices into the conversation" by introducing non-Western ideas into the curriculum.
- Bringing "more voices into the conversation" by increasing the ethnic and/or cultural diversity of the student population.
- Maintaining openness and dialogue involving institution "friends" of inquiry-based learning.
- Providing access to university resources and the university name to graduate students who wouldn't otherwise have it.
- Exposing students to as wide a range of perspectives, ideas and academic "tools" as possible.
- Developing and maintaining a conversation with other MALS Programs.
- Developing and maintaining dialogue with potential outside funding sources for the MALS Program.

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Language is critical to Foster's definition of leadership, since leadership processes require that participants speak the language of the academic disciplines, of interdisciplinary inquiry, and of entrepreneurship. Participants in the MALS program development processes in the study—in spite of the factors prompting their participation—used language to convey meaning and share influence. For this reason, such processes fit Foster's third essential element of leadership.

Praxis

According to Foster, it is not enough simply to reflect. One must also actively work toward bringing about change that corrects artificially constructed structures that perpetuate power imbalances. Any MALS program director will tell you that the creation of an alternative graduate program is very hard work because the development takes place within the context of an academic framework that values tradition and clearly-defined disciplines. In looking at the economic, political and scholarly structures within which the development of MALS programs takes place, it is clear that the true test of the MALS program idea is the degree to which it meets the needs of all participants and stakeholders. Some of these needs include intellectual stimulation, revenue, and expanded teaching opportunities. These needs are balanced by fears of insufficient resources and insufficient students.

Praxis, the actualization of theory by human activity, is the integration of critical reflection (*knowledge*) and purposeful transformation (*action*). Theoretically, if all three essential elements of critical leadership are found, the process may be called leadership. Leadership is inherent in relationships, not within individual actors. Therefore, if one agrees with Foster—that

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leadership involves critical penetration, political action which educates and transforms, and the sharing of language through narrative and dialogue—then it is the praxis of leadership that facilitates the marriage of knowledge and action seen in the development and persistence of the MALS programs in the study. Leaders work toward bringing about change using language that corrects artificially constructed structures that perpetuate power imbalances.

In this chapter, I have presented findings relating to leadership in the development of MALS programs and have explored the extent to which Foster's three necessary elements of critical leadership are present. It is quite evident that organizational structures in higher education have been penetrated by this new paradigm for graduate education. The critically educative nature of MALS Programs can also been seen through the transformation of both leaders and followers. Finally, the language—particularly in the areas of narrative and dialogue/language-sharing—are clearly in evidence in the MALS Programs in the study and their development processes.

The conclusions of the study and recommendations for MALS Program development and for future research are presented in chapter seven.

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CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In chapter seven, I will review the study parameters, literature, methodology, and research findings described in chapters four, five and six. A summary of findings related to curriculum, theoretical constructs, interdisciplinarity, recruitment, admissions and predictors of success, and students of master's degree programs in liberal studies (MALS programs) are reviewed in this chapter. Conclusions about program development, program funding, and leadership are also presented. Finally, recommendations for the development of MALS programs and for future research are presented and discussed.

Dissertation Summary

In this section, I will review the literature that informed the study and the methodology used in the study.

Introduction and Review of Literature

The purposes of the study were to investigate the development of MALS programs and to examine the leaders and followers who advanced the MALS program development agenda to a successful outcome. The increasing number of master's degree programs in liberal studies compels the research community to understand non-traditional, interdisciplinary graduate

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program development, and to closely examine how relationships involving leaders and followers emerge and persist during the program development process.

Specifically, the objectives of the study were (1) to examine the theoretical bases and curricular frameworks of MALS programs, (2) to explore how individuals and groups practiced leadership, implemented change and successfully developed MALS programs, and (3) to determine whether Foster's leadership theory applies to the development of MALS programs.

Categorizing knowledge into disciplinary categories commonly seen in liberal arts curricula today can be traced back to the Greek philosophers of the fifth century B.C. By the 18th century, a liberal arts education was strongly associated with participation in a democratic society and was a commonly-used framework for organizing courses in higher education. By the early 20th century, however, John Dewey's progressive education had developed a following, and utility became the new measure of value in education. The utilitarian view of higher education had become widespread by the end of World War II.

In the early 1950s, however, a movement away from a vocational emphasis for higher education emerged at the University of Chicago with the publication of <u>The Great Books of the Western World</u>. Many Great Books proponents began to speak and write widely on the value of a liberal arts education. This gradual re-emergence of liberal arts into favor in higher education (although professionalism remained predominant) coincided with the growth of graduate programs, which had begun to represent an increasingly larger segment of higher education between 1900 and 1940. Graduate education also experienced rapid growth after World War II, when

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interest in science and technology graduate programs began to move into prominence. By the 1950s, many educators expressed concern about over-specialization and too great an emphasis on vocationalism at the graduate level, and some called for a new kind of graduate program that would emphasize breadth rather than specialization.

The first master's degree programs in liberal studies (MALS programs) were developed in the 1950s. By 1982, 9,000 students were enrolled in MALS programs around the country. Their numbers continued to increase through the 1980s and 1990s. Currently, approximately 120 MALS programs exist across the United States, with more starting each year. MALS programs have two distinguishing characteristics—(1) the curriculum, which is interdisciplinary, and (2) the students, the first of whom are non-traditional.

Foster's model of critical leadership was used as the framework within which to examine leadership in MALS program development. According to Foster, in order to characterize a process as leadership, it must contain the following three elements: (1) demystification (penetration) of structure, (2) being politically critical and critically educative, and (3) paying attention to the symbolic and communicative power of language. According to Foster, praxis is the marriage of critical reflection (knowledge) and purposeful transformation (action).

Methodology

An eight-case study design was used in order to elicit the rich description characteristic of case study research. The final decision to base the study on eight cases was determined by the stratification scheme, which required that each case be a different combination of four factors—program type, region, program size, and institutional type. Seven MALS program

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directors were interviewed for the study; the remaining director became unavailable due to a family emergency and, shortly thereafter, relocated to another state. All directors provided supporting documents about their programs and, in some cases, about the development of their programs.

The research questions were:

1. What theoretical and/or curricular constructs underlie MALS programs and their development?
2. Who are the leaders and followers in the development of MALS programs? What did they do and why?
3. Are the three necessary elements of leadership (penetration/ demystification of structure, being critically and politically educative, and attention to the symbolic and communicative power of language) seen in the development of MALS Programs? Is praxis seen?

Interview transcripts and program documents were utilized in answering research questions #1 and #2. Analysis of the program development process in terms of Foster's leadership theory was used to answer research question #3.

Findings

In this section, I will summarize the study's descriptive findings. I will begin by discussing the curriculum, theoretical constructs, concepts about interdisciplinarity, recruitment, admissions and predictors of success, descriptions of MALS students, the MALS program development process, program funding, and arguments for and against MALS Program development.

Curriculum: As shown in Table 21, all degree-granting MALS programs in the study are the equivalent of 30-33 semester units in length.

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MALS Program #2, which is certificate-granting rather than degree-granting, is a 21 semester unit program. All programs have MALS-specific introductory (core) and/or other required courses. All introductory (core) courses are intended to introduce students to the unique character of interdisciplinary inquiry and to acquaint them with graduate-level research, writing, and research methodologies. Some introductory (core) courses also incorporate multicultural perspectives, which are seen by some program directors as critical to true interdisciplinarity. The single MALS program that does not have required courses which are introductory in nature—Program #8—requires students to take a series of MALS-specific History of Ideas seminars throughout the course of their studies. MALS program directors typically described the purpose of the introductory (core) and other MALS-specific required courses as providing the basis for inquiry-based or problem-based learning.

The number of electives allowed—and the degree to which students are required and/or encouraged to take discipline-specific electives—is key to understanding the philosophy of interdisciplinarity upon which a particular MALS program is based. I have devised an interdisciplinary program typology and have categorized the MALS programs in the study according to interdisciplinary program type. (See Table 21.) Some MALS programs are based on *curriculum-directed* interdisciplinarity, which means that over half of the courses required for the degree or certificate are specific to the MALS program. MALS programs based on *student-directed* interdisciplinarity allow students to take over half the required courses for the degree in discipline-specific areas outside the MALS program. The one program that is based on *split* interdisciplinarity requires that students take an equal number of MALS-specific courses and discipline-based courses. In this study,

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four MALS programs are curriculum-directed, one is split, and three are student-directed.

All MALS programs in the study require a final project or capstone experience; this is the area of least curricular variability among the programs in the study. In every case, this requirement is satisfied by completing one or (optionally) two courses. Five programs require students to write a final project paper or thesis—sometimes accompanying a more creative final product—and three MALS programs allow alternatives to the project paper which may include an internship, independent study or directed research.

The decision to offer or require areas of emphasis within the MALS program is a programmatic decision that, as is the case with electives, is based upon fundamental views of interdisciplinarity. Some MALS programs want students to have as broad a basis as possible in their MALS studies and would not encourage or allow students to concentrate their studies into a particular area. Other MALS programs seek to provide students with the opportunity to concentrate in a single area. The most extreme manifestation of this is seen in Programs #3 and #6, which require students to have an "area of specialization," an idea that other MALS directors might find counter-intuitive to the MALS philosophy. Only three of the eight MALS programs in the study offer areas of emphasis, two of which require students to specify an area of emphasis, which can be "interfield," or completely customized to the student's interests.

All directors said they looked for faculty members who are broad-based and interdisciplinary in their own nature and interests. All directors were themselves broad-based and interdisciplinary in their interests. One director requires team-teaching in the MALS program, others recommend it, and all call it desirable. All directors are unanimous that team-teaching does not

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ensure interdisciplinarity. All directors dislike objective testing in MALS courses and consider it inappropriate. The degree to which such testing is a matter of MALS program policy varied from program to program.

Theoretical Construct: All MALS program directors in the study stressed that their programs are problem-based or inquiry-based rather than bounded by traditional academic delineation, which they called "artificial," "based on convenience," and even "bizarre." Other foundational principles underlying MALS programs included facilitating the formation of life-long intellectual communities, bringing graduate education to a new kind of adult student, bringing new cultural and ethnic voices into the intellectual conversation, liberalizing professionals, allowing students to develop as people, and offering students a broad-based alternative to a career-oriented masters degree.

Interdisciplinarity: Seven of the eight MALS programs in the study insist upon course-level interdisciplinarity for core courses and/or MALS-specific required courses. The one exception is Program #8, which requires History of Ideas seminars which may or may not be interdisciplinary. All program directors describe their programs as being interdisciplinary on a program level. Seven of the eight directors in the study had definitions of interdisciplinarity readily in mind. The director of Program #5, however, maintained a resistance to defining interdisciplinarity and preferred to allow individual faculty members to define it in their own way.

Again, it is clear that concepts of interdisciplinarity determine the curricular structure in MALS programs. The four directors of curriculum-directed MALS programs defined "interdisciplinarity" in terms of bringing multiple perspectives to bear on the problem or topic. The one director of a

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student-directed MALS program who defined interdisciplinarity* emphasized allowing students to direct their interests toward a variety of disciplines, a perspective that is more accurately defined as *multi-disciplinary* than *interdisciplinary*, according to Klein (1990).** Since seven of the eight programs in the study (all except #8) require course-level interdisciplinarity in non-elective courses, the number of electives determines the interdisciplinary type of the MALS program.

Recruitment: Some MALS program directors reported that they had found effective marketing strategies; others expressed frustration and are still searching for effective strategies. Most commonly-used advertising strategies include newspaper advertising, using continuing education's database for direct mailing, sending direct mailings to purchased mailing lists of teachers and community college instructors, providing scholarship money to increase diversity of MALS students, and advertising information sessions about the MALS program. Other strategies that were seen as helpful but out of the direct control of the director were word-of-mouth among students and alumni, capitalizing on the reputation of the institution, and the ability to differentiate one's program and to focus on its individual appeal or uniqueness. Ideas for future marketing include finding ways to encourage employers to see MALS programs as good for employees and thus to reimburse MALS students, and using scholarships to attract ethnically and culturally diverse students to MALS programs.

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* Of the other two Directors of MALS Programs designated to be student-directed, one declined to define "interdisciplinarity" and the other was unavailable for an interview.

** Klein (1990) defines "multidisciplinary" as "essentially *additive*, not *integrative*. . . . There is no apparent connection, no real cooperation or explicit relationships . . . the participating disciplines are neither changed nor enriched" (p. 56). Klein added that some programs in higher education that are essentially multidisciplinary may have an interdisciplinary integration at the end in the form of "an integrative thesis or capstone seminar on a particular problem, topic, theory, or methodology " (p. 56).

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Admissions and Predictors of Success: All MALS program directors report very high admission-to-acceptance ratios and said that this was, in fact, desirable because students are largely self-selecting. Much of this self-selection takes place as a result of the admissions interview. Not one director was in favor of making standardized tests part of the application requirements. Every director expressed having no confidence in the ability of the Graduate Record Exam (GRE) to predict the academic success of adult students in non-traditional graduate programs. Half of the directors were hesitant to admit fully (but were willing to admit provisionally) students who had an undergraduate grade point average (GPA) below 2.8 to 3.0. All directors expressed a willingness to admit provisionally applicants who appeared to be highly motivated and whose interests were a fit for the MALS program. In such cases, performance in the first one or two courses in the MALS program would then determine if the applicant is to continue in the MALS Program.

All directors requiring interviews said that the interview is the most important part of the MALS application process. The two MALS programs that do not require an interview said that the admissions essay or Statement of Purpose was the most important part of the application.

Students: Students in the MALS programs examined by this study were impossible to quantify in terms of age, professional background or academic background since no clear trends can be seen in any of these areas. University alumni, teachers, and retirees were frequently mentioned MALS student descriptors, and most programs report having more female students than male students. All directors said that their students ranged in age from the 20s to the 80s. Program directors tended to believe that MALS students want both the experience of the MALS program and the MALS degree, giving

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equal weight to both process and outcome. The consensus is that the MALS students are motivated—to greater or lesser degrees in individual cases—by the following factors: (1) personal enrichment, (2) participation in a community of scholars, (3) academic accomplishment, and (4) professional advancement.

MALS Program Development: Each of the eight programs in the study was started in a different way. The person who originally suggested Program #1 was the College of Arts and Sciences dean; the program was picked up administratively and academically by a faculty member whose academic interests are interdisciplinary and who is now the program director. The originator of Program #2 is a continuing education program specialist with interdisciplinary interests, who continues to administer the program. The Dean of Graduate and Continuing Studies was the original champion of MALS Program #3; a series of faculty directors has come and gone since the program's inception in 1980. Program #4 originally was the vision of a faculty member in the undergraduate interdisciplinary studies department; the continuing education director subsequently became interested and administratively carried the program through to actualization. The faculty "champion" is now in phased retirement and the continuing education director was killed in a car accident. The current director is another faculty member in the undergraduate interdisciplinary studies department. Program #5 was conceived and executed by a continuing education program specialist with the support of a faculty committee. Program #7 was conceived by an English professor with interdisciplinary interests who has since died; the current director stepped in on relatively short notice and struggles to administer the program in addition to his other responsibilities, which have not been reduced. The program is strongly supported by the president and

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the provost. Program #8 was the dream of the university president and a group of Liberal Arts faculty members over 30 years ago and continues to be administered through continuing education

Arguments For and Against MALS Program Development: The most common arguments in favor of developing a MALS program included the desire to bring alumni and other members of the community (who may eventually become donors) on to the campus, and to expand the liberal arts mission of the university to the graduate level. MALS programs are commonly seen as an inexpensive first graduate program for the university, and a means for providing excellent faculty development opportunities for faculty members who may feel "deadened" by teaching undergraduate courses. Especially in the case of continuing education programs, MALS programs are developed in order to generate revenue for the university by responding to a large adult student market. Arguments against the development of MALS programs included resistance from individuals wedded to academic disciplines, and fear on the part of other faculty members that institutional resources would be diverted away from other programs. MALS program directors and administrators generally worried that there would be insufficient enrollment to sustain the program or that the university would lose money.

Funding: MALS Program Director #1 has an academic budget like any other academic division within the College of Arts and Science (with funding from the College of Professional Studies & Fine Arts) which includes 1.8 faculty full-time equivalent lines. Every other MALS program in the study is funded through its own revenues in the form of tuition collected through continuing education or, in the case of Program #3, the tuition collected from its own students minus a 35% overhead rate returned to the graduate school.

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With the exception of MALS Program #1, every director reported that the program had to make money in order to be retained as an academic program at the university. Sometimes programs have to stay "in the black" class by class; at other times, directors are able to balance the program financially, taking a loss on some classes and making money on other classes or events. Program Director #2 said he was not expected to make as much money as the vocationally-oriented continuing education program directors.

Most directors described themselves as "entrepreneurial" and took pride in how they have creatively funded and administered their programs. Directors frequently have a great deal of authority, responsibility and latitude in budgetary matters. With the exception of Program #1—which operates as an academic unit and also has a stable endowment—every MALS program in the study (even the non-continuing education ones) is based on the entrepreneurial principles of continuing education, including the mandate to make money.

Conclusions

MALS Program Development

The data on the development of the MALS programs in the study point to the following factors as being strongly advantageous in MALS program development process:

(1) **The academic champion has direct administrative responsibility for the development and operation of the MALS program.** MALS Program #1 is an example of an academic champion who became MALS director and who took on the administrative directorship of the program. Even though he is a full-time tenured faculty member in the College of Arts and Letters, he is also

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administratively responsible for the MALS Program, including recruitment, publicity, and financial arrangements. In MALS Programs #2, #5 and #8, the academic champions are not Arts and Sciences faculty members, but continuing education program specialists with a strong humanities backgrounds. In all four cases, the administrative responsibilities for the MALS program were assumed by the very person who had the most intellectual passion for interdisciplinary studies, with excellent results.

(2) **The academic champion has strong administrative support.** Again, in MALS Program #1, #2, #5 and #8, strong administrative support for the academic championship of the MALS program was seen, paving the way at higher levels for the academic champion to develop the specifics of the MALS program.

On the other side of the coin, the following factors are seen as being deleterious to MALS program development:

(1) **An administrative champion without an academic champion.** In some instances, the MALS program is the manifestation of an administrative vision without benefit of consistent academic championship; this is seen in MALS Program #3. In MALS Programs #7 and #4, when the academic champion was lost suddenly (or took a greatly diminished role), the program became difficult to sustain on the power of the administrative vision alone. MALS programs in the study found it difficult, if not impossible, to actualize an administrative vision of a MALS program without having an academic champion to embody the intellectual vision.

(2) **Sudden Loss of the administrative champion.** As seen in MALS Program #4, the sudden loss of the administrative champion left a hole

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that could not be filled simply by hiring somebody new for the administrative position; a new administrator is not necessarily going to be interested in the same academic program that the old administrator was interested in. In this case, with the loss of both the administrative champion and the academic champion, the MALS Program was left with no champion at all, to its peril.

All directors in the study agreed that certain types of MALS programs can only work within certain types of institutions. For example, high-profile universities can successfully run MALS programs through continuing education because students are attracted by the prospect of getting a degree from a high-profile university; such is the case with Programs #2, #5 and #8. Colleges and universities with less recognizable or less prestigious names cannot claim this advantage. MALS Program Director #1—whose program is run through College of Arts and Sciences—feels strongly that the strength of his program is that it is not run on a money-making continuing education basis (even though the university is quite well-known). Every continuing education program director, on the other hand, feels that the entrepreneurial spirit of continuing education is a perfect match with the non-traditional character of MALS programs, particularly since the program serves a non-traditional student population.

The study data indicate that MALS programs must be strongly identified with either continuing education or the College of Liberal Arts. MALS Program #4 is a program that was not strongly identified with either continuing education nor the College of Liberal Arts. Even the most fundamental and important procedures, such as registration, are not clearly defined as either that of continuing education or College of Liberal Arts. As a result, students are frustrated and enrollments are suffering.

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Most continuing education MALS program directors expressed awareness of the tension brought about by the dual and sometimes competing mandates of remaining academically solid while, at the same time, making money. However, MALS Program #8 is a good example of a continuing education MALS program that does not suffer from such an identity problem. Program #8 is a broad-based, generic, interdisciplinary graduate program that does not duplicate College of Liberal Arts division courses nor does it compete for the same students. The director of this MALS program, which strongly identifies itself as different from, but not inferior to, discipline-based liberal arts master's programs at the same university, said that she absolutely did not feel marginalized academically or caught between competing priorities.

Leadership in MALS Program Development

As discussed in chapter one, leadership does not reside within the individual, but in the relationship between individuals. The leadership process is formed as a result of mutual desire to bring about social change in addition to organizational change. Leadership also is distinguished by a "communitarian impulse," which Foster defined as "an ongoing creative enterprise in which actors or agents continually re-create social structure" (1986b, p. 48). Leadership processes redefine the reality of leaders and followers within the context of a social world characterized by patterns of domination; those engaged in leadership must analyze, reflect upon, and penetrate this context.

Praxis is the "recognition that theory must eventually be located in "sensuous human activity" (Foster, 1986b, p. 18). According to Foster, a theory must be tested by seeing the extent to which it has improved the

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human condition. "Praxis, in this respect, stands for the ability of all persons to engage in acts of leadership which help in the transformation to a way of life which incorporates participative principles" (p. 18). To Foster, the following three statements must be true if the process being examined can be called leadership: (1) leadership involves the demystification (penetration) of structure (2) leadership involves being politically critical and critically educative, and (3) leadership requires that attention be paid to the symbolic and communicative power of language.

Do the MALS programs in the study penetrate existing organizational structure? The answer is "yes" for six of the eight cases in the study. In the remaining two cases, there is simply not enough information about the development process itself to make a determination.

Every MALS program originator/champion in the study (not necessarily the current director) recognized that the prevailing view of graduate education was socially constructed and, therefore, could be reconstructed. The organization of knowledge in every case was redefined as interdisciplinary and problem-based rather than discipline-based. The clientele of graduate study has also been expanded, as has been the graduate subject-matter. The usual criteria for admission have been discarded and replaced with new criteria. Assumptions about the centrality of exclusively Western thought in the liberal arts and sciences are being challenged. Respect for intellectual breadth and diversity replace the desire for narrowly specialized knowledge. Intellectual communities are formed.

Penetration of structure is seen in the development of every MALS program in the study about which there is program development information. No information is available about the leadership process which may or may not have been seen in the development of Programs #3 and #6.

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Are the MALS Programs in the Study Politically and Critically Educative? The answer is "yes" for the cases for which information is available. All MALS program originators (either the current director or the originator of the MALS idea) were motivated by the desire to create alternative models of graduate education that would serve a different kind of student, one who was not being served by traditional graduate programs. In some cases, the MALS Program allowed students who would never otherwise meet admission standards to be admitted to the university and thereby gain access to the full range of university resources. MALS programs do not set up roadblocks to keep students out; on the contrary, the directors in the study take pride in facilitating the admission and registration processes. High acceptance rates are not seen as indicators of low admission standards, but rather as a manifestation of a new set of admissions criteria that emphasized motivation and fit rather than quantitative measures of academic preparedness. One director pointed out that the GRE exam is inappropriate for MALS students since it is an objective subject-matter examination. Objective testing in MALS program courses is generally viewed as inappropriate, since the task is not to test one's ability to memorize facts but rather to synthesize and integrate ideas.

Is the Symbolic and Communicative Power of Language Seen in the Development of New MALS Programs? When examining the description and development of MALS programs, one certainly finds new terms, the most notable one being "graduate liberal studies." There is abundant evidence of the power of language, as Foster theorizes, both to perpetuate existing structures and to facilitate the development of new structures. I found evidence of assumptions masquerading as truth (specialization is the only form of graduate education), deception masquerading as fact (standardized

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testing predicts the success of all graduate students) , and unequal systems masquerading as norms of fairness (only the College of Arts and Sciences can administer liberal arts programs). All directors spoke of inherent inequalities in traditional admissions procedures and modes of evaluation

All academic disciplines have their own jargon, which often precludes non-specialists from conversing in that discipline. The same can be said for MALS Programs. But the emphasis of the MALS "jargon"—*adaptive, broad-based, diverse, breaking boundaries, synthesis, integration, community of learners* and *entrepreneurial*—is revealing of a different kind of educational program. The broad basis of MALS programs provides a source of intellectual power—intellectual breadth—which can be seen as an alternative to specialization.

Narrative, dialogue and language-sharing were all seen in the MALS program development process. The act of talking to others advances the leadership process. Examples of narrative, dialogue and language-sharing include moving beyond traditional graduate program models, challenging norms of admissions and evaluation, working with others to gain support for MALS program development, working out innovative funding strategies, bringing more voices into the MALS conversation, and, in a general sense, developing and maintaining openness of dialogue among a variety of constituents.

As seen in chapter one, the term *praxis* refers to actualizing one's theory by examining the patterns seen in what people actually do. In order to achieve the praxis of leadership, leaders and followers must engage in the leadership process for the purpose of bringing about a shared transformation. In the development of MALS programs, existing structures are penetrated and all participants—faculty, students and others in the campus

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community—are educated, both critically and politically. Language—in the form of narrative, dialogue and language-sharing—is found to play a large part in this leadership process.

In summary, all parts of Foster's leadership theory—penetration of structure, political education and leadership language—are present in programs for which program development information is available. If the leadership theory applies, then transformation can occur. The praxis of leadership (combining knowledge with action) is seen in the development of the MALS programs in the study. The study has revealed that, when leaders and followers engage each other to critical reflection, demystify unequal structures, empower all participants, and participate in a common dialogue or narrative, leadership is present in the development of MALS programs and transformation of all its participants occurs.

Recommendations for MALS Program Developers

In this section, I will summarize the recommendations that developed from the study findings. First, I will present recommendations to those seeking to develop MALS programs.

Recommendation 1: The data indicate that the ideal configuration for new MALS program development is for the academic champion (a faculty member or continuing education program specialist with a strong academic background) also to be administratively responsible for the program. The academic champion is not necessarily the originator of the MALS idea. However, he or she absolutely must be a person who is passionate about problem-center inquiry and who also has the administrative skills to develop and maintain the program. Do not try to develop a MALS Program without strong administrative backing. Even the most passionate MALS academic

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champion cannot successfully develop a program without full administrative support. Along these same lines, do not try to develop a MALS Program without strong academic backing. It is unlikely that even a solidly committed administrative champion could successfully develop a program without the full support of at least one faculty member who will not only champion the idea, but also market, recruit and develop curriculum with intellectual passion and energy.

Recommendation 2: At every step in the MALS program development process, developers should seek to establish relationships with other campus constituents who understand the nature of what is being created. Successful MALS program developers "preach the gospel" of the MALS program at every opportunity. Every director in the study reported that widespread support from a variety of campus constituents was critical to the success of program development efforts and reported that, although this garnering of support took a great deal of time and energy, it paid off. Academic champions should recognize that academic program development decisions are argued not on intellectual grounds but on political and/or financial grounds, and they should be prepared to argue for the development of the MALS program in more than just intellectual terms. It is important to recognize, as Bergquist (1992) discussed in The Four Cultures of the Academy, that members of the collegial culture may not fully consider that members of the managerial culture use different decision-making criteria. In the same way, members of the managerial culture may not formulate arguments that are effective when directed toward members of the collegial culture. Since members of both cultures are needed for successful program development, revenue-related language should be used when enlisting the support of members of the

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managerial culture, and faculty development language should be used for the collegial culture.

Recommendation 3: Institutional context is seen as a pre-eminent consideration when making decisions about what kind of MALS program to develop. A burning issue for one MALS program director may be a non-issue for another, and institutional context was often the difference. Explore the answers to the following questions: What is the strength and niche of the possible MALS program within the College of Liberal arts, continuing education, or another academic unit? How strong is continuing education on the campus? Would a non-traditional program fit within the College of Liberal Arts? Such questions must be answered before deciding whether the MALS program is to be administered by the graduate school, by an academic unit, or by continuing education. If the MALS program is to be administered by continuing education, it is essential to create a seamless interface between continuing education and the College of Liberal Arts, and to make a clear and well-understood distinction between the two. If such a joint venture is new, all student processes must be examined—such as registration and transcripts—to ensure that the procedures are well thought out, clearly defined and provide a seamless interface between academic programs and administrative procedures.

Recommendation 4: MALS program developers should ask all participants in the development process, "To what degree are we willing to make the program non-traditional?" MALS Program #1, for example, is willing to be non-traditional in courses and students but not in program administration. Program #8, on the other hand, decided long ago to be completely non-traditional and separate, and clearly not in competition with on-campus programs for students. Seek consensus to the question, "Does

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being innovative and/or non-traditional make the MALS program inferior to academically mainstream programs?" MALS programs that do not address and answer these program to every stakeholder's satisfaction suffer from academic marginalization and identity problems.

Recommendation 5: MALS program developers should decide early in the process whether the MALS program curriculum is to be student-directed, curriculum-directed or split. Make sure all faculty and administrators involved in the development process are like-minded, not only philosophically and pragmatically, but also in terms of how they view interdisciplinarity. The decision to have a student-directed, curriculum-directed or a split MALS program is foundational to curriculum development and will inform all discussions about how many core courses, how many electives, etc., the program is to have. Seek to involve faculty members and administrators who are interdisciplinary in their own nature and/or research interests and actively solicit their support and involvement in the development of the MALS program. Avoid faculty members or administrators who are heavily invested within a single academic discipline.

Recommendation 6: When deciding upon admission criteria, MALS program developers should weigh the interview (highly recommended by most MALS program directors) and the admissions essay most heavily. Look for applicants who express an interest in broad-based inquiry. Allow students with marginal undergraduate records the opportunity to enter provisionally and establish criteria by which they may continue. Do not consider the data provided by standardized test scores when evaluating applicants; all program directors in the study believe tests provide no useful information and can prevent applicants from even applying. Plan to recruit students by using continuing education mailing lists, newspaper advertising,

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holding public symposia or lectures, and providing scholarships to increase diversity in the program. Create ways to keep alumni actively involved and explore ways to formalize word-of-mouth advertising.

Recommendation 7: MALS program developers should think in terms of how an intellectual community can be created within the MALS program. Seek ways to keep alumni involved after they finish the MALS program. Not only will this create a community of learners (meet student needs) but it will also help with recruitment and fund-raising later (meet program needs).

Recommendation 8: MALS program developers should enlist the expertise and support of the Association of Graduate Liberal Studies Programs (AGLSP) very early in the MALS program development process. Many directors in the study testified to the invaluable help they had received from AGLSP, and how helpful attendance at AGLSP conferences and MALS program development workshops has been. Appendix 4 contains a list of AGLSP member institutions. As of this writing (April, 1996), Dr. Diane Sasson of Duke University is the current president. In January 1997, Dr. Charles Korte of North Carolina State University will begin serving a two-year term as AGLSP president.

Recommendations for Future Research

Recommendation 1: Research is needed on the relationship between tradition and innovation in higher education. MALS programs are very often the marriage of the most traditional elements of education— the liberal arts—with the most non-traditional elements—interdisciplinary courses, adult students and programs administered by continuing education. MALS program directors are innovators and entrepreneurs within an institutional framework that prides itself on being traditional. Research on how best to

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innovate within a traditional setting is needed, especially in terms of what the future holds for higher education.

Recommendation 2: Research on more MALS programs is needed. In this dissertation, I have examined eight programs, each of which is distinct from every other one. If I explored 80 MALS programs, I would have uncovered ten times more interesting, original and creative approaches to developing and running interdisciplinary programs. My focus in this study was the MALS program development process. However, I am left with the sense that what has been learned anecdotally is equally useful and informative to all those involved in MALS Programs.

Studies about the nature of rigor in MALS programs are especially needed. What is the relationship between academic rigor and inquiry-based learning? What form does academic rigor take when the objective is breadth rather than depth? Is it required—or even important—to think about rigor when the desired outcome is neither competitive nor specialized, and when the end result is breadth of knowledge rather than rigorously-acquired specialized knowledge? What does it mean to have a MALS degree from an institution that stands for competitive admissions and academic rigor?

Recommendation 3: Research is needed on how to attract a more ethnically and culturally diverse student population for MALS programs. Do economic considerations keep students away, or is it that the courses seem culturally or ethnically irrelevant? Do students of diverse background see the MALS program as a luxury that is not cost-effective—or has no value at all—in today's world? MALS programs make assumptions about these questions, but no research findings were found to shed light on these concerns.

Recommendation 4: Research into continuing education administration versus academic unit administration of non-traditional

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programs is needed. How does continuing education administration affect an academic program? Does it marginalize the program academically? What is the ideal relationship between continuing education and the College of Liberal Arts when both are involved in administering a liberal arts program? Should continuing education grant degrees? Does the mandate to make money stimulate or stifle creativity in the development of traditional and non-traditional academic programs? These are important areas about which directors express strong feelings, and yet little is known.

Recommendation 5: More research is needed on predictors of success of adult students who enter non-traditional graduate programs. All program directors reported that they knew of no such predictors and that, essentially, one takes a chance on "gut feeling" when making the decision to admit a student in many cases. Such predictors may not be discoverable, but this in itself would be useful information.

Recommendation 6: Research on effective ways to demonstrate to and convince employers that liberal arts graduates have abilities—simply by virtue of their breadth of knowledge—that make them valuable employees would be helpful. Effective strategies to convince employers to support students as they acquire such a broad-based graduate degree are needed.

Recommendation 7: More research on what it means to people to be part of a "community of learners" is needed. Most program directors noted that their students were looking for such a community, but generally didn't know how to really create it. Should this be a grass-roots effort by students or should it be formalized in the MALS program? Information on sustaining a community of learners beyond the structured existence of a graduate program would be useful.

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Recommendation 8: Further research into leadership in the development of other types of traditional and non-traditional programs would be helpful. How does the praxis of leadership—the actualization of knowledge through action—inform the academic program development process, especially when innovation and entrepreneurship are involved? How can educators develop programs that are welcoming and relevant to the growing number of non-traditional students seeking higher education? These are important questions that face all developers of new programs in higher education.

In conclusion, it is recommended that institutions developing MALS programs pay carefully attention to the relationships formed by faculty and administrators during the program development process, and to the lessons learned from others who have successfully developed MALS programs. Leaders and followers who form relationships exemplifying Foster's three essential leadership elements—penetration of structure, critical education of participants, and language-sharing—are likely to create a MALS program that not only meets the needs of all stakeholders, but also truly transforms the lives of MALS program participants.

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APPENDICES

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APPENDIX 1

March 1, 1994

Dear Program Director:

Please send me information about your MALS Program. Specifically, I would like to receive the following items:

1. A graduate catalog.
2. A MALS Program brochure or description of the program.
3. Information about costs.
4. Class schedule and description of courses.

Please send this information to:

Janet L. Littrell
7256 Horner Street
San Diego, CA 92120

Thank you.

Sincerely,

Janet L. Littrell

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APPENDIX 2: INTERVIEW PROTOCOL

INITIAL QUESTION: Please tell me about your MALS program and how it was developed.

1. Describe the admission process to the MALS program.*

2. Under what circumstances do you allow non-degree seeking students to enroll in the MALS program?*

3. What are the required core courses for your MALS program? What is the purpose of the core courses?*

4. What elective courses are required for your MALS program? How do students select electives? How many elective courses do students take? What are the restrictions on courses which can be used as electives?*

5. What culminating project or course is part of your MALS program?*

6. What other required curricular elements are part of your MALS program?*

7. How would you describe the curriculum of your MALS program?

8. How do you define "interdisciplinary?" Is your program interdisciplinary? Why or why not? If yes, how do you achieve interdisciplinarity? What disciplines are represented in your MALS program?

9. How were curricular decisions originally made? Who was involved in making these decisions? How are changes made now?

10. Would you describe your MALS program as based on a particular theoretical construct? (One example of a theoretical construct is a MALS program based on Great Books.) How would you describe the theoretical construct of your program? How was this decision made?

11. Is the tuition fee for MALS program students different for the MALS program from the tuition fee of other graduate programs? If so, explain why there is a difference. What is the difference?

12. How do students know what to expect from the MALS program? Are new student orientation activities or materials made available to new students? If so, please describe them.*

---

* Interviewer will ask for documents which may be helpful in answering this question.

* Interviewer will ask for documents which may be helpful in answering this question.

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13. How would you describe the kinds of students that the MALS program is designed to serve (age, gender, profession, undergraduate background, where they live, what they have in common, what they are looking for)? Are MALS students different from other graduate students? If so, in what way are they different from other graduate students at your institution?

14. Does your university conduct institutional research on retention of MALS students? If so, what data are available on how many students (and what percentage) complete the MALS degree? What is known about why students complete and why students don't complete the MALS program?*

15. What do you find are predictors of success for MALS program applicants? What qualities does a "good applicant" have? What qualities does a "poor applicant" have? What reasons for applying to the MALS, if any, are high predictors of success? What reasons for applying are poor indicators?

16. Are there other MALS programs in your geographic area? If so, how do you compete with other local MALS programs? How is your MALS program different? What is known about why students choose your program instead of the other one(s) in the area?

17. In terms of curriculum, how is the MALS program different from other graduate programs at your institution? How is it similar?

18. In terms of theoretical construct, (see question 10 above), how is the MALS program different from other graduate programs at your institution? How is it similar?

19. What is the mission of your university? Is the mission of the MALS program consistent with the mission of the university? In what way is it the same? In what way is it different?

20. What concerns were voiced about the MALS during the program development process? Was program credibility of the MALS program a concern? Was academic rigor a concern? Was potential to attract students a concern? Why or why not? If these concerns were present, how were they addressed?

21. Do MALS students need support services not typically needed by other graduate students? Why or why not? How are these needs addressed?

22. How would you describe the role or niche of the MALS program within the graduate division? Within the university? Within the College of Arts and Sciences? Within Continuing Education or Extended Studies? Within the community?

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23. How is your MALS program similar to or different from other MALS programs that you are aware of? Was this a factor in the development of your program? How?

24. Who originally proposed the development of the MALS program? What was that person's professional position? How would you describe his/her power base within the university? Why did the MALS program initiator feel strongly about the establishment of the MALS program?

25. Did the MALS program initiator become MALS Program Director? Why, why not? If not, what role did he/she continue to play?

26. Does the affiliation of the university (public, private, church-affiliated, etc.) affect your MALS program? If so, how?

27. What administrators were involved in the development of the program? What did they do?*

28. What deans were involved in the development of the program? What did they do?*

29. What faculty members were involved in the development of the program? What did they do?*

30. Who else was involved in the development of the program? What did they do?*

31. Was anybody opposed to the development of the MALS program? Who? Why?*

32. What were the major arguments <u>in favor of</u> the development of the MALS program (demographic data, intellectual value, future endowments, community relations, etc.)?*

33. What were the major arguments <u>in opposition to</u> the development of the MALS program?*

34. What financial resources were needed for the development of the program? How were these resources obtained? Is the MALS program expected to be financial self-supporting? Were outside sources of funding sought and/or obtained? Did it become necessary to broaden the base of financial support during the program development process?*

35. What other kinds of support were needed for the development of the program (such as political, in the community, among alumni)? How was this support obtained?*

---

* Interviewer will ask for documents which may be helpful in answering this question.

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36. Did opponents of the MALS program withhold financial and other types of support for the program? If so, how and why?

37. Did opponents of the MALS program do anything else to prevent the program from being supported?] If so, what?

38. Describe the hierarchy and structure of academic authority at your institution. Who does the Program Director report to? What is the chain of command from MALS Program Director to President?

39. What did the supporters of the development of the MALS program have to gain from its development? What did the opponents have to lose?

40. Describe the sequence of events in the development of the MALS program.*

41. How did the initiator(s) of the MALS program work together with other individuals and groups that were supportive of the program?*

42. How did opponents work together to block the development of the MALS program?*

43. What relationships were formed involving advocates and opponents of MALS program development?

44. Was it important for advocates of MALS program development to obtain relevant faculty support for the program? If so, how was this accomplished?* What advantage was there to faculty members to support the program? What disadvantage?

45. Was it important for advocates of MALS program development to obtain relevant administrative support for the program? If so, how was this accomplished?* What advantage was there to administrators to support the program? What disadvantage?

46. Was it important for advocates of MALS program development to obtain any other kind of support? If so, how was this accomplished?*

47. How does the MALS program fit within the College of Arts and Sciences? Within the Graduate Division? Within Continuing Education/Extended Studies? Within the community?

48. Who teaches in the MALS program? How are these decisions made?

---

* Interviewer will ask for documents which may be helpful in answering this question.

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CULMINATING QUESTIONS: Is there anything else that it would be important for me to understand about your MALS program? What do you hope to see in the future of your MALS program?

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APPENDIX 3

University of San Diego
CONSENT TO ACT AS A RESEARCH SUBJECT

You are being asked by Janet Littrell, a doctoral student in the School of Education at the University of San Diego, to participate in case study research on graduate programs in Liberal Studies. This is an agreement of the protection of your rights in this research.

1. The purpose of the research is to study graduate programs in liberal studies/liberal arts. Specifically, I am interested in the following research questions: (a) What theoretical and/or curricular constructs underlie master's programs in liberal studies (MALS) programs and their development? (b) Who are the leaders and collaborators in the development of MALS programs? What did they do and why? (c) What elements of leadership theory are seen in the development of MALS programs?

2. A multiple case study design will be used. Methodology includes interviews and document review. An initial interview will be arranged at a time that is mutually agreeable to researcher and participant. The initial interview will not exceed 90 minutes. See Appendix A-1 for interview questions. You will also be asked to provide documents that relate to MALS program development. If you cannot locate these documents or, for whatever reason choose not to make them available, you will not be required to do so. After the initial interview and document review, you will be contacted again for a second telephone interview.

3. I will prepare a case report from the data you provide me. I will forward a copy of this case report to you for your review; you may edit the case report on your MALS program to ensure its accuracy before it is included in the dissertation.

4. All information will remain confidential and every effort will be made to report findings in a non-identifying way. Participating universities, individuals, and cities will <u>not</u> be identified by name.

5. Your participation is entirely voluntary and you may withdraw from the study at any time without risk or penalty.

6. There is no agreement, written or verbal, beyond what is on this consent form.

I, the undersigned, understand the above explanation and give consent to my voluntary participation in this research.

Signature of participant: ______________________________ Date: __________

Print name and title: ____

Institution name: ____

Phone: _________________ e-mail address: ____________________________

Signature of researcher: ___________________________ Date: ____________

Witness: ____________________________________ Date: ____________

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APPENDIX 4

Association of Graduate Liberal Studies (AGLSP) Full Membership List

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Association of Graduate Liberal Studies Programs
FULL Membership List

Albertus Magnus College
M.A. in Liberal Studies
Alan Bartholomew
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Eml:

Auburn University-Montgomery
Master of Liberal Arts
Susan Willis
7300 University Dr.
Montgomery AL 36117-3596
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Eml: swillis@edla.aum.edu

Baker University
Master of Liberal Arts
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Sch of Prof & Grad Studies
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Shawnee Mission KS 66211
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Eml:

Beaver College
Master of Arts in Humanities
Lloyd Abernethy
Easton and Church Rds
Glenside PA 19038-3295
Ph: (215) 572-2110 Fx: (215) 572-2126
Eml:

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Doug Den Uyl
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M.A. in Liberal Studies
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140 E. 56th St., #5C
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Master of Modern Studies
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