

The Role of Philanthropic Studies in Equipping Students to Articulate their
Personal and Vocational Purpose

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Abstract

Positioned within the larger discussion regarding the outcomes of a liberal arts education, this qualitative study examined Philanthropic Studies undergraduates' articulation of purpose. Fifteen majors participated in this grounded theory study, providing insight into the student experience in this new, liberal arts discipline. Findings are expressed in a theoretical framework showing how most students' articulation of purpose successfully evolved to include and integrate personal and vocational aims. Most of the Philanthropic Studies students held a strong, values-based orientation that underscored their experiences and perspective but was not enough to assure a confident vocational purpose on its own. The framework aligns with and complements theories of student development. It illuminates a number of personal and programmatic factors that facilitated or hampered the students' progression. The study suggests that liberal arts-based curricula can do well with a holistic approach that attends closely not just to students' academic achievements but also to their sense of personal purpose, career interests, and vocational concerns, while generously incorporating experiential learning strategies.

Keywords: Philanthropic Studies, Student Development, Nonprofit Education, Grounded Theory

Introduction

Debate about the value and outcomes of liberal arts education is vocal and ongoing. A common view is that this type of education includes studies in the humanities, social sciences, and sciences (Strauss, 2015; Kleinman, 2016) and that liberal education aims to prepare students as “successful, productive members of a free society” (but not to be politically liberal) (Strauss, 2017). At the main for many critics is a belief that education is a private good whose central value is economic (Kleinman, 2016). A concomitant concern is that liberal arts curricula do not offer adequate preparation for employment and that the employment prospects and earning potential of graduates are subpar. Proponents, meanwhile, question these arguments, contending that liberal arts education fosters students’ communication, critical thinking, creativity, openness, and empathy—skills that allow students to contribute to society, live good lives and pursue a range of career interests (Anders, 2017; Strauss, 2015; Turner, 2004). Yet, students and their parents are often hard-pressed to explain these ideas in practice relative to students’ personal paths and vocational goals (Hutner & Mohamed, 2016), leading educators to rethink narratives about (and understandings of) what liberal education needs to be and do in the modern era.

A relatively new entrant into this fray is the Bachelor of Arts (BA) in Philanthropic Studies, launched in 2010 at IUPUI and the first degree of its kind in the nation (Hatcher, Shaker, & Freeman, 2016). Philanthropic Studies, as a “multidisciplinary inquiry into the origins and evolution, forms and contexts, structure and institutionalization of philanthropic and other pro-social behaviors” (Hatcher, Shaker, & Freeman, 2016, p. 261), prioritizes the formation of students’ philanthropic values and civic identity at the undergraduate level in particular. Turner (2004) argues that Philanthropic Studies is a central and centering humanities discipline because it focuses on understanding one’s and others’ aspirations for a better world and on taking action to achieve these ideals. There are similarities to nonprofit studies as articulated by the Nonprofit Academic Centers Council’s (NACC) curricular guidelines, which state that Nonprofit Studies and Philanthropic Studies programs should attend to “the role of the nonprofit/voluntary sector in society *and* leading and managing nonprofit organizations” (“NACC Curricular Guidelines,” 2015, pp. 22-24). The liberal arts approach to studying philanthropy, broadly defined, integrates history, philosophy, literature, political science, religion and sociology. This approach differentiates the curriculum from the professional and practical orientation of nonprofit studies (Degree Programs: IUPUI Bulletins, 2018-2019).

In this complex higher education environment, Philanthropic Studies must balance the principled tenets of traditional liberal learning, with its own unique focus on putting ideals into action, and contemporary students', parents', and institutions' focus on vocationalism and professional and occupational education (Grubb & Lazerson, 2005; Hutner & Mohamed, 2016 ; Turner, 2004). In literature and educational practice, the idea of a "vocation" is taking a broader, holistic approach to include an individual's overall priorities, preferences, circumstances, and abilities (Cunningham, 2019) motivated by other-oriented values (Dik & Duffy, 2009). This is differentiated from earlier definitions, which could mean variously: to have a religious calling toward a career path or to embark on a trade rather than a profession. In this context, Philanthropic Studies' faculty and administrators seek to prepare students to confidently engage in society, as employees, volunteers, and citizens.

With student development theory in mind, we wanted to contribute to the scholarship of nonprofit and philanthropic studies education by documenting the development of Philanthropic Studies' students as they embarked on life after graduation. We intended to inform liberal arts critics and proponents alike by discovering if and how college students develop vocational direction as they explore social issues and intellectual interests in the liberal arts tradition. We also wanted to aid educators who are working to improve undergraduate programs in this growing field (Weber & Brunt, 2019). Therefore, we were guided by the following questions: What is the role of Philanthropic Studies in helping students determine their personal and vocational purpose? Do students feel adequately prepared to enter the workforce as a result of the liberal arts-oriented education offered through Philanthropic Studies?

This was the first qualitative examination of student experiences in the BA in Philanthropic Studies; it was completed in consideration of the larger discussion of liberal arts education. Our goal was to generate a framework showing the progress and defining experiences of Philanthropic Studies undergraduates. We interviewed 15 BA students shortly before or just following completion of their degrees (2012-2016) using grounded theory methodology, an inductive method that prioritizes the data rather than extant theory (Charmaz, 2014). In the next section, we briefly review key ideas of the student development literature that informed this study. Next, we describe the study's methods and findings. Following the tenets of grounded theory methodology, we conclude by further integrating student development literature and theory within the discussion.

Framing Literature Addressing Student Development

The undergraduate years coincide with a key phase in the cognitive and moral development of traditionally-aged students (Black & Allen, 2017) during which they may achieve new levels of consciousness (Kegan, 1994). In contemporary research and practice, student development theory is “a collection of theories related to college students that explain how they grow and develop holistically, with increased complexity, while enrolled in the postsecondary educational environment” (Patton et al., 2016, p. 4). These theories are often used by student affairs professionals and others to inform practice with the goal of fostering students’ positive growth.

Scores of researchers have examined the development of college students’ cognitive processes, identities, intellectual and epistemological understandings, moral reasoning, and, more recently, the integration of these phenomena (Patton et al., 2016). The focus on identity development in adolescence by Marcia (1966), on intellectual and ethical development by Perry (1968), on moral reasoning by Kohlberg (1969, 1976), and psychosocial development by Chickering (1969) have been adapted and expanded to better consider career development (Holland, 1973) and other development questions and remain common references today (Patton et al., 2016). Kegan (1982) and Baxter Magolda (2001; 2008) developed integrated approaches of self-authorship in which students shape their own identities, rather than developing identities derived from outside factors, including others’ perspectives.

Of particular interest for our study, Chickering (1969) and later Chickering and Reisser (1993), sought to understand the development of college students and how the college experience and environment contributed to identity formation and then purpose and integrity. Chickering and Reisser adapted an earlier Chickering model composed of seven vectors or “major routes” through which students move as they develop within the college setting. It is important to note that Chickering and Reisser (1993) considered college students to include “persons of virtually all ages” (p. 34). Acknowledging that students move through the phases at different paces, the first four vectors contribute to identity formation enabling students’ subsequent ability to develop purpose, including vocational goals. Ultimately, students develop integrity where values and actions are aligned. The seven vectors are briefly described in Table 1.

--Insert Table 1 Here--

Table 1
Chickering and Reisser's 7 Vectors

Vector	Descriptive Title	Abbreviated Explanation
1	Developing Competence	Moving from low to high intellectual, physical and interpersonal competence and confidence in abilities
2	Managing Emotions	Moving from little to flexible and increasing control over disruptive emotions, awareness of feelings, integration of feelings with actions
3	Moving Through Autonomy Toward Interdependence	Moving from emotional dependence to freedom, from poor self-direction to independence and to recognition of interdependence
4	Developing Mature Interpersonal Relationships	Moving from lack of awareness or intolerance of differences to tolerance and appreciation
5	Establishing Identity	Moving from discomfort with physical body, lack of social/cultural identity and confusion of self to comfort and sense of self
6	Developing Purpose	Moving from unclear vocational goals, shallow scattered personal interests and few meaningful interpersonal commitments to clear vocation goals, sustained, focused and rewarding activities and strong commitments
7	Developing Integrity	Moving from inconsistency between values and actions to congruence and authenticity in values and actions

Note: Abbreviated according to Chickering & Reisser, 1993, pp 38-39

In keeping with grounded theory methodology, additional literature is reviewed in the discussion section and associated with the study findings.

Methods

Rather than a program evaluation approach, which seeks to measure success against pre-determined objectives and influence programmatic decision-making in as close to real time as possible (Spaulding, 2014), this study sought to expand scholarly knowledge about a new and innovative degree in an emergent manner. Therefore, we used grounded theory to discover students' developmental journey, drawn from their own lived experiences and described in their own words. We followed a constructivist perspective, which recognizes the collective creation of knowledge by participants and researchers (Charmaz, 2014; Guba & Lincoln, 1994). The endorsement of the researcher's point-of-view allows for development of "an abstract theoretical understanding of the studied experience" (Charmaz, 2014, p. 4) referred to as a grounded theory.

In this case, the researchers' point of view was informed by experiences teaching in the Philanthropic Studies undergraduate program, by a commitment to understanding students' reflections and perspectives, literature about student development, and a desire to generate new scholarly knowledge about students' academic journeys. Grounded theory accommodated these interests with its focus on people's processes of change, as influenced by internal (emotional, intellectual, psychological) factors as well as the social context and social interactions (Benoiel, 1996). Grounded theory provides focus and flexibility through strategies, principles, and tools, but does not rely on formulaic directives (Charmaz, 2014).

Sample and Setting

Thirty-seven individuals graduated with the BA in Philanthropic Studies in the first 5 graduating classes (2012-2016); all 37 were invited to participate in semi-structured interviews just prior to or following graduation. The students were personally contacted three times by email. Fifteen students participated in the study, representing a response rate of 40.5%. This number of participants and rate of participation was deemed sufficient in light of the size of the population, the goals of the project, and practical reasons (Charmaz, 2014; Wiener, 2007). Respondents were dispersed among the five graduating classes. The graduates during this period included 26 women (70%) and 11 men; 24% of graduates (9) came from underrepresented racial/ethnic populations. Men were over-represented in the study sample (9 men or 60% of the study compared to 6 women).

Because the program was new, few students were first-time freshman; rather the vast majority were transfers from other institutions or academic areas. Four participants (27% of the sample) were "non-traditional" students, returning to college to complete a degree after extant life experiences such as military service, full-time work, and AmeriCorps. Several of the students completed nearly all of their required Philanthropic Studies courses within their final year, leading to a highly compacted experience. Participants were assigned pseudonyms in order to protect their privacy.

Students in the first Philanthropic Studies cohort graduated from the School of Liberal Arts, while the others graduated from the new Lilly Family School of Philanthropy. Students completed a 120 credit-hour degree, with a 33 credit-hour major featuring 6 required courses, 1 required internship, and 4 elective courses; the remainder of the credits were distributed across general education and liberal arts requirements (Lilly Family School of Philanthropy, 2016). The

required courses for the major included an introductory course; a choice of three courses on either philanthropy in the social sciences, humanities, or civic engagement; a course on historical contexts and the contemporary setting for philanthropy; an ethics and values course; a fund development course; and a capstone course. Students chose the 4 electives from a few advanced philanthropy courses and a larger number of approved School of Liberal Arts and School of Public and Environmental Affairs options. The program and curriculum were informed by an internal multidisciplinary process of consultation and discussion with faculty to establish the discipline (Turner, 2007) and the NACC Curricular Standards (most recently updated in 2015 and not specific to Philanthropic Studies). The course of study included six of the original ten High Impact Practices (HIPs) in Undergraduate Education, specifically common intellectual experiences, writing-intensive courses, collaborative assignments, service learning, internships, and a capstone (Lilly Family School of Philanthropy, 2016). These are among eleven educational experiences empirically proven to contribute to student learning and retention which also include first-year experiences, learning communities, research, diversity/global learning, and ePortfolios (Kuh, Schneider, & Geary, 2008).

Data Collection

Participants were interviewed once at a location of their choice, most often in a private office on campus; a few participants chose public spaces. Interviews ranged from 25 minutes to just over 1 hour and used a semi-structured format. This strategy is recommended for grounded theory because it allows for focus on the topic as well as spontaneous adjustments to adapt to the participant and/or to follow areas that come up during the interview itself (Charmaz, 2014). Interviews were conducted by the lead author or a trained graduate assistant. The interview guide included questions about major choice, positive and negative program experiences, extracurricular and co-curricular experiences, and personal values. As a result of ongoing analysis and principles of theoretical sampling, the interview questions were revised mid-way through the project to better explore reflections related to programmatic learning outcomes.

Data Analysis

Interviews were audio-recorded, transcribed, and reviewed for accuracy. Analysis took place within Microsoft Word, using the commenting functionality, with Microsoft Excel for additional documentation. Interviews were analyzed by two researchers and substantively coded using the line-by-line method or, as the theory began to form, the incident-by-incident strategy

(Charmaz, 2014). Each researcher wrote an independent memo following coding, which generated multiple memos per interview. Memos reported researchers' reflections about the most salient codes, reoccurring themes and possible categories, unanswered questions, and potential links to theories about student development. Grounded theory is not linear and requires constant comparison, meaning that researchers move regularly between the data and the codes, returning to the data (including already-analyzed interviews or the field itself) as needed throughout the analysis, theory building, and narrative development (Charmaz, 2014). The team developed focused codes by assessing the initial codes and making comparisons related to their revelations and implications, which in turn revealed the most salient and theoretically promising codes. These focused codes became tentative categories that were explored in the researchers' memos.

Ultimately categories became theoretical codes leading to the creation of an initial four-step theoretical framework describing students' evolution process during the program. The first model showed the students' arrival at the major as they sought to align interests, values, and education. Next, they understood the utility of their studies, then found enlightenment as they fit their learning into broader societal understandings, and finally they became empowered to act. These ideas led to a return to the data for additional coding and reflection, and the discovery that the initial steps in the process lacked enough nuance, after which the model was refined. A subsequent research discussion about the fluidity of aspects of the process led to yet further enhancement of the now illustrated model. Next, we individually adapted the framework to better capture the range of emergent theoretical understandings. Then, the three adapted models were reviewed for similarities, strengths, and appropriateness, a process that ultimately generated a near-final framework, still with four main phases but with a greater sense of clarity and/or differentiation within each phase, representing the collective view.

We continued to refine the theoretical model throughout the narrative construction and to assure the theory's credibility. The narrative findings were written to follow the theory and interview quotes were identified to illuminate students' experiences in each phase. The coding memos were frequently consulted during this process to ensure accurate representation of their journey and to capture details that may have otherwise been lost.

In qualitative research it is important to use strategies to assure credibility, "the truth of the data or the participant views and the interpretation and representation of them by the researcher (Cope, 2014, p. 89, citing Polit & Beck, 2012). As already described, we worked

collaboratively on all analytical aspects, ensuring multiple perspectives. Memos were written throughout the analysis and the model development was well documented. Extant research was considered as clear themes began to emerge from the data. In order to enhance the model's credibility, two authors interacted with current graduating seniors during their capstone event, which highlighted their progression through the program and goals beyond graduation. These students' reflections were compared with the model, acknowledging that the program has itself evolved in the intervening years, and found to be similar. The model was discussed with the schools' academic leadership and resonated with their views about the students' meaningful experiences, challenges, opportunities, and development.

Findings: Development of a Theoretical Framework

Our analytical process described above led to the development of a theoretical framework in which students moved through a four-phased formation process beginning by (1) seeking a connection between their values and vocational direction, to (2) integrating philanthropy across domains, (3) grounding personal purpose in new knowledge, and, ultimately (4) being able to articulate a cohesive personal and vocational purpose (see Figure 1). As became clear in the interviews and coding, the participants' trajectory was not always strictly linear, their pace varied depending on preparation and/or prior knowledge, and some experiences, particularly those described in phase two, occurred simultaneously. Therefore, the framework describes "phases" rather than discrete "stages" and dotted lines show the fluidity of movement in phase two.

--Insert Figure 1 Here--

Figure 1. Theoretical Framework of Four-phased Development Process leading to Articulation of Vocational Purpose

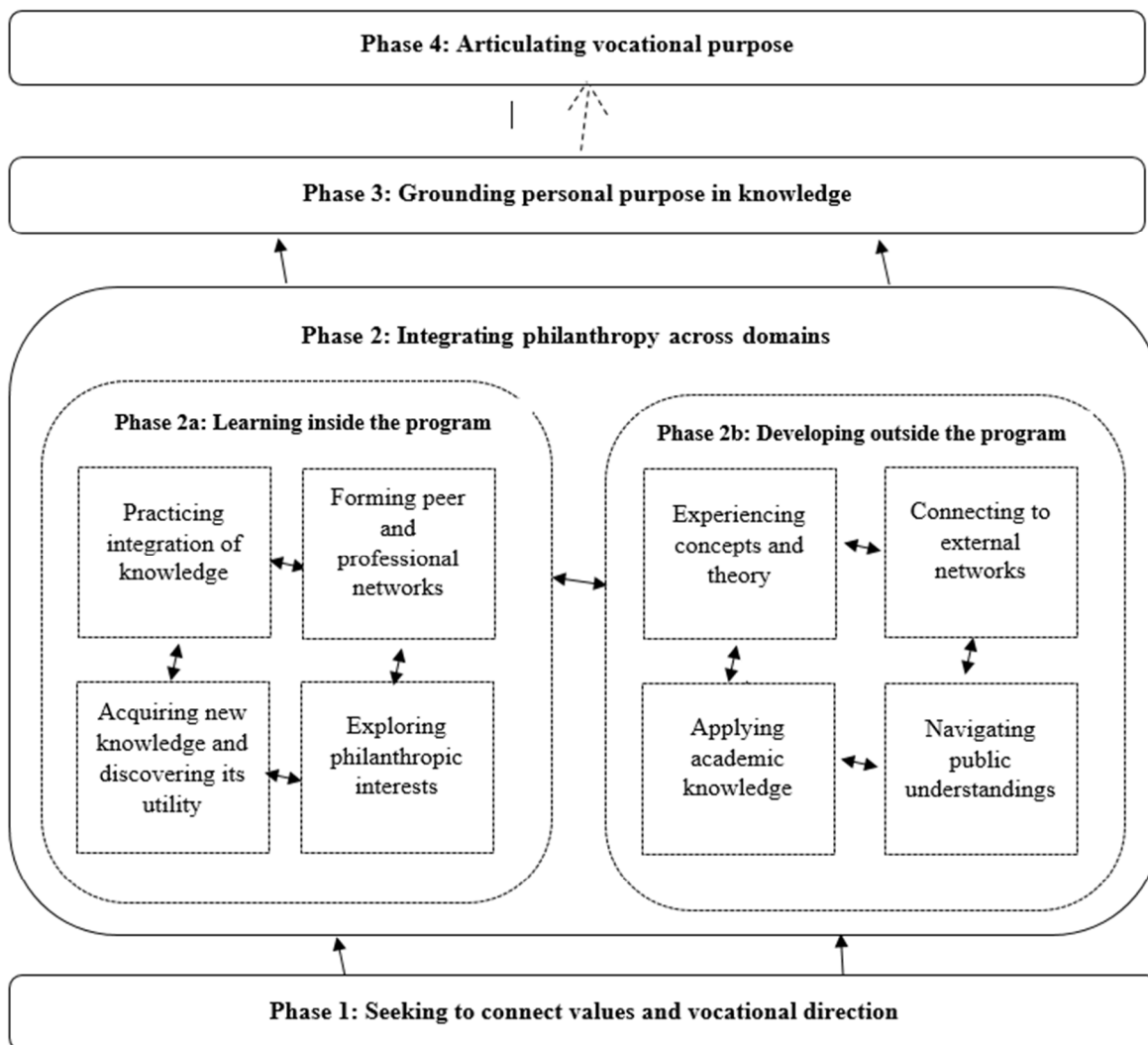


Figure 1: A four-phased process of student development starting when students enter the Philanthropic Studies BA program and concluding when they graduate. The phases indicate how students move from seeking to connect values and vocational direction to ultimately being able to articulate personal and vocational purpose as a result of the learning and development inside and outside the program.

Phase 1: Seeking to Connect Values with Vocational Direction

In phase one, students had a general idea of their personal passions or social issue priorities but were searching for ways to connect values and occupations. Simultaneously, they needed to discern which major course of study best suited their needs and interests. Because Philanthropic Studies was a new degree when the study began, none of the early participants entered the program as first-time freshman. The participants had at least one major, if not more,

before they discovered Philanthropic Studies. From health studies and the sciences to elementary and secondary education, participants changed majors while searching for something that spoke to their desire to help others and “address the world’s ills” (James). Two students shared the almost identical sentiment that: “I wanted to help people, you know, that was the one thing I knew” (Matthew) and “I wanted to help people and I wanted to do it for the right reasons” (Emily). The desire to positively impact people’s lives was typical, although visions of how to help were simplistic, idealistic, and even naïve. Lacking deep understanding of social problems, organizational dynamics, and concrete skills, participants needed tools for bridging altruistic desires and workplace realities.

As they searched for the right major, students were not inclined towards a field that could be purpose-driven (like, for example, teaching) but wanted their social and personal values to guide their academic studies and career choices. Ashley articulated that “none of those [previous majors] really spoke to what I wanted to learn as an individual... But it wasn’t until I really talked to them in Philanthropic Studies that I kind of realized that, like me, they have a real passion for change and a real understanding that young people with this sort of drive to help others need an outlet like this program.” The helping professions with clearly defined occupations such as medicine, nursing, and social work did not fit the flexible and evolving exploration – and eventual career opportunities – that the philanthropy students desired.

Through online research, conversations with campus advisors, and interaction with the program director, students concluded that Philanthropic Studies would enable them to help others through a unique and cutting-edge degree preparation. Upon discovering Philanthropic Studies, students described a “lightbulb” moment (Rebecca). The lightbulb moment was characterized as the exact point in time when a student realized that, after time searching for the right major, philanthropy was “exactly what I’ve been looking for” (Emma) and “what I was called to do” (Matthew). Newly declared majors saw the program as the best opportunity to combine their values and vocational interests and do philanthropy as a career. Indeed, the official major declaration, by filing the appropriate university paperwork, triggered participants’ move to phase two.

Phase 2: Integrating philanthropy across domains

Once students took their first Philanthropic Studies course or declared the major, they began to fully immerse in and integrate philanthropy across personal, professional, and academic

domains. Phase two describes students' development as Philanthropic Studies majors, encompassing academic learning (Phase 2a) and developmental experiences outside the program (Phase 2b). The two-sided arrows in the middle of the diagram demonstrate how learning in one area influenced and informed the other and illustrates the phase as boundary-spanning.

Phase 2a: Learning inside the program

Learning inside the program was primarily achieved through formal course work and associated interactions. It is expressed in the model by four key experiences: 1) acquiring new knowledge and discovering its utility; 2) exploring philanthropic interests; 3) forming new peer and professional networks; and, 4) practicing integration of knowledge. While each occurrence could coincide with the others, first came students' acquisition of new knowledge and discovery of the academic concepts' usefulness. As they progressed through the curricula, students explored their philanthropic interests and practiced integrating their newfound knowledge while they developed peer and professional networks among their classmates, instructors, guest speakers, and other university personnel. Most participants completed the Philanthropic Studies coursework in a condensed fashion, which provided an intense experience but sometimes left students with little time to process coursework which could seem duplicative.

Students gained new knowledge about philanthropy, nonprofit organizations, social issues, and placed that knowledge into the context of their background and questions. Guided reflection about philanthropy in their own lives could be life-changing. For example, Daniel, an older student who sought the diversity of an interdisciplinary course of study, indicated that he had never thought of "Philanthropy on the personal level. I had never considered it at all. So, it was amazing." Recognizing philanthropy's presence in their personal lives and finding utility in that new understanding lead them toward deeper understandings of their personal passions. Ryan noted that the coursework "made me realize there are a lot more social issues out there than I had originally perceived. And the way that individuals and organizations are going about addressing them may actually be doing more harm than good. I think through the course work I've been able to look at these social issues and kind of reflect upon what I would do if I was in a position to address that issue." With better background about social issues, participants found direction in matching their passions with eventual jobs in the nonprofit sector.

Gaining deeper insights into philanthropy's response to social issues and the role of nonprofit organizations in local and international contexts allowed students exposure to real-

world issues. In choice writing and research-based assignments, students integrated their interests and prior experiences with new understandings of complex social issues. For example, Stephanie was passionate about addressing homelessness and ultimately wanted to work in a related nonprofit; to better understand the complex social issues related to homelessness, she used her capstone research project to analyze homeless rehabilitation programs. Class field trips provided a sense of “realness” said Emma: “I really enjoyed going to the different organizations around town with some of my classes. It was really neat to be able to get out there and see what people are doing. It just makes it all a lot more real. I found those things really helpful and kind of eye opening to see, oh, this is here!” Opportunities like these brought academic knowledge to life.

Throughout their coursework, students formed important peer and professional networks. Matthew shared that, “The group we had in that class was a really strong group and we all bonded a lot and we were all very open to personal experiences. That class stuck out to me pretty well just because of the bonding that went on with that class.” In team-based projects and discussion-based classrooms students practiced integrating their new knowledge while gaining collaboration skills. Ashley described the relationship-centered learning environment that enriched her experience: “I have found with all Philanthropic Studies classes, but especially this one, you learn to listen a lot better to your peers and really respect others’ opinions and grow through knowing somebody and liking somebody first. And then you talk about their opinions and you converse. That small classroom size made the material all that much more vibrant.” Many of the study’s participants described a close-knit community of fellow majors and they found great joy – and support – among peers, which in turn enhanced their learning.

Phase 2b: Developing outside the program.

Students engaged in formal and complementary learning experiences at the same time, each enhancing the other. Phase 2b illustrate students’ growth through: 1) experiencing concepts and theories; 2) applying academic knowledge; 3) connecting with external networks; and, 4) navigating public understandings. Taken together, interactions with peers, extra-curricular activities such as campus clubs, and co-curricular internships provided opportunities to apply their newfound academic knowledge and experience concepts and theories firsthand.¹ For

¹ The required internship is considered a co-curricular activity because it is complimentary to classroom experiences but beyond the boundaries of campus (Bartkus et al, 2012).

example, Jack found the program's strength was its illumination of his experiences as a community service scholar, an extra-curricular program administered through the student affairs division.

The internship provides the best example of how classroom learning transformed into action in the field. In the internship students not only experienced academic concepts and theories but also applied their knowledge. Daniel described the internship's value: "There's just too many things that I got from that [internship]. The role of communication in the organization was a big one. ...and then being able, I think, to turn down gifts was something I had never thought of. Or even being able to turn down volunteers, was something I had never even considered." Likewise, James acknowledged the internship's important role in providing experiential knowledge that would give him an edge in any job.

Working on or off campus – in addition to the internship – also provided occasions to connect their studies with actual work situations. Rebecca worked part time at a fair-trade organization where she learned more about international issues, especially human trafficking, and witnessed her newfound knowledge in a real nonprofit setting. She even talked to the other employees and volunteers about application of course concepts in the organization. Ultimately, she took time off in during the program to live abroad and work with an international nonprofit organization. The time in another country and immersion in a different culture of gift giving and philanthropy established her academic learning as worthwhile and was personally defining.

Time spent in a professional setting provided opportunities for students to expand their networks outside the program. Lauren recognized the advantage of staying in the area after graduation because her network would facilitate an easier job search. And, Emily enthused that one of the most valuable outcomes of her experience was "my network in general... is finding the people." Students understood that the external networks they cultivated would be helpful resources well beyond their time on campus.

Finally, as students interacted with family and friends, they were challenged to navigate others' lack of clarity about philanthropy. Not only was the major itself practically unknown to most of their undergraduate peers, Philanthropic Studies was mysterious to parents and family members. So, the students perfected a "two minute speech" explaining their field and legitimacy of a nonprofit career. When asked about his major, James described explaining the difference between nonprofits and organizations with shareholders. But, he said, "It was hard for people to

even pronounce it, let alone understand what it was. They would commonly identify with the great philanthropists but there is much more to philanthropy than just those people." Likewise, Benjamin choose to start by describing nonprofit work to improve society. He reported a particularly engaging conversation with his grandmother who was concerned that he did not have a single career path: "She was expecting me to say that I was going to do all these things throughout my life. And that I just wanted to skip careers. And, I was like, no but it all falls under one. I can do all this and it's not that difficult." Philanthropy as a broad field of practice appealed to the students but was more difficult for others to understand. Students often had to justify their choice of major while explaining that the diverse and broad nonprofit sector provided many opportunities to use their new philanthropic knowledge for causes (and careers) in line with their values.

Phase 3: Grounding Personal Purpose in Knowledge

A landmark academic experience – one that validated their academic journey – triggered students' movement from phase two to phase three. Students often described a distinct, milestone learning experience such as the completion of a signature assignment. Common examples included the capstone project, leading a discussion in the ethics course, working together as a grantmaking foundation, and completing a significant research project. For instance, in the grantmaking course students worked collaboratively to fund a local organization. Ashley described the process as memorable because "We learned how to be very peaceful with each other, to be very respectful with each other. We learned to listen so much better even if we disagree with one another." Likewise, Emma noted that the granting experience was meaningful "because we all got to feel like we were doing something really important, sort of bigger than ourselves." Emily, meanwhile, cited the completion of a large research paper as "pivotal and very valuable for me and all of a sudden I started thinking of what actually I was interested in." Joshua noted a feeling of accomplishment after leading a class discussion on a contentious political issue "that was both civil and engaging and multiple points raised from both sides and a lot in the middle....to see them think about things differently and have them cause me to do the same. [It was] a productive conversation instead of a frustrating conversation." These types of signature projects solidified students' personal passions, provided a sense of accomplishment, and validated their academic journey, moving them from phase two to three.

In phase three, students defined their personal purpose, rooted in their values, grounded in knowledge, and informed by the formative learning experiences in phase two. Nearly all students entered the program with a desire to help – for some that notion was vague while for others it was more formed. The degree program provided a way to contextualize and think critically about those desires, as explained by Nicholas: “I’ve always cared about people. Philanthropic Studies kind of gave me a framework in which to care about people, at least in my head.” A philanthropic framework provided a guide to help graduates navigate how and when to help, and what it meant to do so in an ethical manner. However, the few students who did not enter the program with a strong values-based orientation struggled in their coursework and ultimately did not achieve phase three.

In the interviews, participants reflected on their philanthropic values as a learning outcome. Matthew declared that “my personal philanthropic ethic is just to help in the best manner that I know how to and to do things as ethical as possible whether, no matter if it’s legal to do or not.” And Rebecca expanded her understanding of philanthropy and nonprofits from what she called “rose colored” to acknowledge the reality of nonprofits’ difficulties such as lack of leadership, indecision, and disengagement. Similarly, Lauren identified and outlined the limitations of philanthropy and helping in society. The altruistic values that brought them to the program had become more nuanced and cognizant of the nonprofit sector’s complex dynamics. At the same time, some students noted that their personal values were enhanced as they learned to be open to new possibilities and innovation. Jack, for example, discovered the value of openness, anchored in new knowledge. He expressed his personal evolution by noting that the coursework, “has helped me grow in what I want to do because it has shown me that, or helped me figure out, that I can take on risks and find new things to try out.”

Many students began the degree program because of their values. These were tested, expanded, and deepened in phase two and articulated in phase three. Stephanie, for example, illustrated how her knowledge, previous volunteer work, and experiences in the internship and student organizations, were woven together as she articulated her calling to address issues of homelessness. Lauren wove together self-identity, ambition, and interests with a nuanced vision of how nonprofits were addressing social issues. Articulating and clarifying a personal purpose shaped the students chosen career path and how they expected to move in the world.

Stage 4: Articulating Vocational Purpose

In the final phase of our framework, students articulated their vocational purpose in broad and specific terms. Eleven of the fifteen study participants achieved this final phase. Participants with vocational purpose knew they were prepared for and interested in particular nonprofit occupational roles (i.e. fundraising or grantmaking). They expressed a general confidence that they could find a job fitting their interests and values and felt enthusiastic about their professional prospects. And, they maintained their other-centered focus as they considered career opportunities.

The desire to improve society broadly and in a range of capacities enabled graduates a varied and interesting career. Emma exemplifies the progression students made from vague notion of helping to a realization that a career in philanthropy was not just possible, but fulfilling: “being in the Philanthropic Studies program I feel like I have a much better sense of the diversity of need now far better than I did in the beginning.” Lauren described a newfound interest in fundraising while acknowledging the various types of jobs she could have over the course of her career: “Before this program, I wouldn’t have any interest in fundraising at all. So it’s really completely put me on a different path. By just, you know, giving me the opportunity to learn about different things I could do for nonprofits or foundations or community organizations. It’s really changed my path.”

For most participants, refining their personal purpose informed their vocational purpose. Knowing that they wanted to help others was not meaningful until they understood how they could do that and visualize themselves in a specific job. Emma said that, “I think if anything, they [the courses] helped me discover this is really what I want to do. For a long time, I was like, I don’t really have any talents, there’s nothing really special about me. I don’t quite know what my passion is. I just know I really like to get out there and figure out ways to help. That’s the one thing that I’ve been good at. So, to be a part of those organizations and see different ways that I can help, lend me to thinking, ok, well that’s what I can do!” Emma's enthusiasm mirrors Nicholas who had narrowed his career interests and displayed a positive attitude about future opportunities, even though he had yet to secure a job after graduation.

Not all students were headed into the workforce upon graduation, rather they had clearly defined plans for graduate or professional school. Ashley, who began the program with significant nonprofit work experience, sought a deeper intellectual experience. Clearly able to articulate her career aspirations, she was moving into the master’s program where she believed

she'd gain additional knowledge and research opportunities. Intrigued by the concept of social entrepreneurship, ultimately, she was "searching for that really good idea and that really awesome mission that I can implement and accomplish, hopefully in international aid."

Those who reached this phase were entering the workforce with great enthusiasm, even if next steps remained vague in select cases. Some could identify room for growth in areas such as financial management but felt confident they could gain those skills once they were in a job. Thomas shared that, "I'm ready to get out in the world and work. I have a lot of energy right now.... I'm ready to take everything that I've gathered from here and go out and apply it and do well with it." Yet, his job hunt and prospects remained ambiguous. On the other hand, Matthew, despite a strong sense of personal values and passion, displayed disconnect between his refined understanding of philanthropy and perceptions of his career possibilities, leaving the final phase out of reach. In the following section, we explain the factors that helped or hindered Matthew and other students' achievement of phase four.

Facilitating and Hampering Factors

To better understand why students did or did not reach phase four, we developed a list of facilitating and hampering factors (See Table 2). These factors emerged from overall trends in students' experiences as part of the constant comparative analysis. The factors described below represent ways students dealt with and responded to challenges and opportunities emanating from both pre-existing attributes and program-related attitudes.

--Insert Table 2 Here--

[Table 2: Hampering and Facilitating Factors

Factors that facilitate or hamper Philanthropic Studies undergraduate students progress in developing personal and vocational purpose

	Facilitating factors	Hampering factors	
Pre-existing	Has a values-based desire to do good	Lacks values-based commitment to field	Pre-existing
	Draws on extant work experience and prior volunteer involvement	Contextualizes education with little previous work or volunteer experience	
	Has a strong personal and familial support network	Faces significant personal and familial challenges and difficulties	
	Benefits from strong peer connections	Struggles with weak peer network	
Program-related	Embraces experimentation of a new degree program	Feels discomfort with ambiguities in new degree program	Program-related
	Recognizes functional and conceptual relevance of studies	Falls short in envisioning applicability of studies (functional or conceptual)	
	Seeks to fill gaps in knowledge and/or skills	Lacks confidence to fill knowledge/skill gaps on own	

Note. The factors represent ways students responded to challenges and opportunities emanating from pre-existing attributes and program-related attitudes.

Thriving students benefited from several facilitating factors. These students had an established desire to do good and often used previous work or volunteer experiences to inform their classwork. Likewise, those who actively worked to align interests, values and opportunities thrived. For example, Emma and Benjamin were active volunteers as young children, experiences that they drew upon frequently and created certainty that Philanthropic Studies was a “perfect” fit. When these students faced personal or academic challenges, strong support of peers and others provided assistance. Ryan easily asked faculty for assistance and recognized that connecting with people was key to success in the program and his future career. Appreciating the program’s newness and taking a positive approach was a valuable attitude in overcoming what for some peers was ambiguous and disorienting. Finally, empowered students who sought to address knowledge and/or skill gaps through coursework or extra-curricular activities felt the most prepared for the workforce and could better express their vocational direction.

While our study was not specifically designed to assess High Impact Practices in Philanthropic Studies, we found evidence that several HIP elements resonated with students’ experiences including collaborative assignments, service learning, internships, and capstone projects. The HIPs embedded in the curriculum influenced students’ iterative and interactive pathways within our model. In particular, the landmark/signature academic experience, described in the model as the trigger between Phase two and three, validated students’ understanding of the

content and brought them to a deeper sense of themselves. This trigger included collaborative team-based projects which prompted greater openness towards diversity (Cabrera et al., 2002) and growth in personal development (Umbach & Wawrzynski, 2005). A strong sense of community among the students and with their faculty further facilitated their progression into phases three and four. Additionally, a strong internship experience increased students' likelihood of a smooth transition to the workforce after graduation (Miller et. al, 2017).

On the other hand, students who displayed evidence of hampering factors were less likely to reach phase four. These students sometimes lacked a values-based commitment to the field and had less life experience to contextualize their learning. They were unable to connect to their passion of helping others or making change in society with their life work and vocation. When they experienced personal difficulties, little support came from personal or peer networks. For example, Nicholas, a self-admitted loner, lacked a sense of community when he returned to the program after stopping out. His path to graduation was also complicated by a weak values orientation upon entry. Ultimately, Nicholas was unable to articulate his personal interests and career goals. Emily, despite a strong peer network, needed more help finding the right internship, wanted more practical job skills, and felt unprepared for life after graduation. Uncertain of how to fill in experiential gaps, Emily and a few others struggled to envision the degree's applicability in their professional lives. Students' persistence and retention is often linked to a number of socio-economic factors as well as individuals' institutional commitment, vocational motivation, life-projects and personal goals (Okun, Goegan, & Mitric, 2009, Casanova et al, 2018). Non-committed students – those with unclear study orientation, high anxiety and low importance of social relationships – are less likely to complete their degree (Makinen et al, 2004). In other words, factors independent of the program may slow or prevent students from achieving a level of vocational purpose.

Discussion

This research, and resulting theoretical framework, is positioned within a liberal arts approach to education, an area of interest and attention (and concern) in the current career-focused educational landscape (Hutner & Mohamed, 2016). The described four-phased process is consistent with psychological and social development theories elaborating the numerous internal processes that evolve for each individual at different paces and the progression through stages or phases and transitions (Erikson, 1980; Perry, 1997; Piaget, 1952). Specifically, the

participants gave indicators of their development consistent with Chickering and Reisser's (1993) vectors of student development and educational environment factors that influence students' progression. The findings about personal purpose support Kegan (1994) and Baxter Magdola's (2001) concepts of self-authorship. The articulation of (or lack of) vocational purpose recall the importance of a sense of accomplishment as identified by Chickering and Reisser (1993) as well as the overlapping states of being and disturbing nature of development described by Perry (1997) and Kegan (1994).

Our model contributes to the literature by exploring students' development phases anchored in an educational program which draws on student values and interests, enriching and developing them as the student progresses through the program. It builds on the seven vectors developed by Chickering (1969) and later Chickering and Reisser (1993) described earlier although our phases highlight an alternate route to the same outcome. Our phase 1 corresponds to Vector 2, which encompasses social and emotional development, which our participants expressed through their effort to connect emotions such as caring or wanting to help to social outcomes and career choices when they entered the program. The immersive experiences within our Phase 2 - acquiring new knowledge, practicing integration of knowledge (Phase 2a), applying academic knowledge, concepts and theory (Phase 2b) - aligns with Vector 1, developing competence and skills. Phase 2a also illustrates Vector 3, the movement through autonomy toward interdependence, by the formation of peer and professional networks with participants using facilitating factors. Again, Phase 2a practicing integration of knowledge aligned with Vector 4, developing mature interpersonal relationships through tolerance, in the way study participants expressed more mature relationships triggered by landmark experiences, specifically collaborative work with peers. Our Phase 3 Grounding personal purpose in knowledge parallels Vector 5, establishing identity, as our participants expressed an enhanced personal identity when making explicit their understanding of past actions, affirming their interests, and expressing self-knowledge. Finally, our final phase of Articulating Vocational Purpose echos Vector 6, developing purpose where students develop vocational plans and aspirations. This was evident in our participants' articulation and clarification of personal and then vocational purpose based on interests and meaningful activity. The process stops at the articulation of vocational purpose and does not include the 7th Vector, developing integrity. This

could only be anticipated through the aspirations of the participants since they had not yet begun the next phase of their lives.

The concept of learning inside the program in phase 2a (i.e. acquiring new knowledge and discovering its utility, exploring philanthropic interests, forming new peer and professional networks, and practicing integration of knowledge) aligns with three of the seven key educational environmental influences enumerated by Chickering and Reisser (1993). The three catalytic influences are curriculum that is connected to the student’s experience, teaching that involves active learning, friendships and student communities that foster exchange between students. Our findings reveal the important role faculty play in creating an environment that fosters reflection and discussion about students’ life experiences in a respectful and collaborative climate. Students referenced specific elements such as group work and class discussions held in a circle format that contributed to their movement through the four development phases.

--Insert Table 3 Here--

Table 3
Comparison of Philanthropic Studies Personal and Vocational Articulation 4-Phase Process Framework with Chickering and Reisser’s 7 Vectors

4-Phase Process	Actions	Chickering & Reisser’s 7 Vectors	Abbreviated Explanation
Phase 1 Seeking to connect values and vocational direction	Effort to connect emotions such as caring or desire to help to social outcomes and career choices	Vector 2 Managing Emotions	Moving from little to flexible and increasing control over disruptive emotions, awareness of feelings, integration of feelings with actions
Phase 2 Integrating philanthropy across domains <i>Phase 2a Learning inside the program</i> <i>Phase 2b Developing outside the program</i>	2a: Acquiring new knowledge, practicing integration of knowledge 2b: Applying academic knowledge, and experiencing concepts and theory	Vector 1 Developing Competence	Moving from low to high intellectual, physical and interpersonal competence and confidence in abilities
Phase 2a Learning inside the program	2a: Formation of peer and professional networks with participants using facilitating factors	Vector 3 Moving Through Autonomy	Moving from emotional dependence to freedom, from poor self-direction to independence and to recognition of interdependence

		Toward Interdependence	
Phase 2b Developing outside the program	2b: Expression of more mature relationships triggered by landmark experiences, specifically collaborative work with peers	Vector 4 Developing Mature Interpersonal Relationships	Moving from lack of awareness or intolerance of differences to tolerance and appreciation
Phase 3 Grounding personal purpose in knowledge	Enhanced personal identity through explicit understanding of past actions, affirming interests, and expressing self-knowledge	Vector 5 Establishing Identity	Moving from discomfort with physical body, lack of social/cultural identity and confusion of self to comfort and sense of self
Phase 4 Articulating Vocational Purpose	Articulation and clarification of personal and then vocational purpose based on interests and meaningful activity	Vector 6 Developing Purpose	Moving from unclear vocational goals, shallow scattered personal interests and few meaningful interpersonal commitments to clear vocation goals, sustained, focused and rewarding activities and strong commitments
		Vector 7 Developing Integrity	Discrepancies between values and actions to congruence and authenticity

Note: Abbreviated according to Chickering & Reisser, 1993, pp 38-39

The study examined if and how college students in the liberal arts-based Philanthropic Studies program connected students' values with vocational direction. Vocational purpose was achieved by almost all participants. Kegan (1994) and Baxter Magdola (2008) examined how individuals – in and outside of college – develop their own more elaborate way of knowing or meaning-making through their relationships with others and ultimately achieve a level of self-understanding and self-definition based on their values and beliefs. Our participants expressed their ability to define themselves, independent of others. Matthew exemplified self-understanding in the following statement, “The school definitely ... helped me again solidify who I am as a person and ... realize that ... there’s all different types of personalities, and just different people out there. You’re one of a kind really. And you’ve just got to find, you’ve got to understand that, and you have to be comfortable with that and you have to just be yourself.” Other students affirmed a more nuanced understanding of their values due to class experiences and exchanges, whether it was their attitude towards religion or taking on responsibility, challenging their political ideology, or their individual stance on what is ethical (the right thing to do) and what is legal (what is legally possible). These findings reflect Kegan’s (1994) Order 4

Self-Authoring Mind, which is the order of consciousness that revolves around the individual's ability to take on their own internal authority for their personal values and beliefs. Our findings are also consistent with Baxter Magolda's (2001) Phase 3 Becoming the Author of One's Life, which is characterized by the capacity to defend one's personal beliefs to the outside world which students experienced in Phase 2b as they navigated public understandings outside the program.

We found a unique feature of the program was its values-based exploration. Guided by Dix & Duffy (2009), our definition of vocation links other-oriented motivations anchored in values to finding a meaningful purpose in career choices. Chickering and Reisser (1993) emphasize that the search for a vocation amounts to much more than looking for a job. They conceptualize vocation as being linked to a deep-seated sense of doing something that corresponds to an enjoyable activity bringing satisfaction and a sense of accomplishment (Chickering & Reisser, 1993). These two definitions shed light on the push for a new meaning of "vocation" to encompass the broad array of student concerns ranging from personal lifestyle considerations to discovering specific talents, finding interest in a field and navigating a career over a lifetime (Cunningham, 2019). Students articulated their vocation concretely through their job search and prospects after completing the BA program. We found both meaningful purpose linked to values and satisfaction coupled with accomplishment in participant responses about career prospects. Participants expressed confidence in pursuing personal interests which were meaningful for them (e.g. homelessness, international development, human trafficking, at-risk youth) and in finding preferred jobs (e.g. fundraising, program management, advocacy) in various chosen nonprofit sectors. They also articulated pathways to their preference demonstrating a clear sense of how to pursue this career (e.g. get experience and then create their own organization, go to graduate school in law, pursue nonprofit management or public affairs, explore international development or education nonprofits). Additionally, participants specified a clear sense of satisfaction and accomplishment from specific experiences in the program such as feeling like they were "on top of the game" when they were able to exchange knowledge and current practices with professionals in the field, learning to listen to diverse points of view, and the meaningful accomplishment of intense discussion followed by an acceptable outcome for their group projects.

Most of the participants demonstrated vocational purpose but nearly one third expressed uncertainty or anxiety about their future employment. These participants emphasized their lack of specific functional skills (e.g. communications, marketing, finance, organizational operations or software) and devalued academic study (e.g. philosophy, humanities) in comparison to practicality and real life (e.g. how nonprofits function, government and nonprofit interactions). These concerns fit with critiques about the shortcomings of liberal arts education (Kleinman, 2016). Still, these participants recognized a variety of benefits, for instance, in their reading, writing and reflection skills, versatility and open mindedness, the discovery of additional interests and capacities (e.g. working with children), the value of practical educational experiences (even when seemingly unrelated to their specific interest), and in being inspired by women's prominence and power in nonprofits. Thus, students recounted benefits, which had positive workplace outcomes, but failed to recognize them as such. This apparent discord in the students' narratives concurs with Perry's (1997) definition of development. Perry (1997) emphasizes the process of evolution from a simplistic right/wrong vision and way of knowing through a more nuanced vision that encompasses multiple visions and ways of knowing to finally a commitment to one's own values and beliefs. This process is characterized by overlapping states of being, contrary positions or understandings which are part of the evolution to another development phase. In our study, participants sought technical competencies believing their education should have provided more of these skills. They recognized, however, that the program had facilitated other, unexpected competencies, enriching their lives and opening new possibilities from the adaptation and learning. Kegan's (1994) notion that the process of growth can be disturbing helps to pinpoint the disconnect around participants' perception of which competencies would help them find a meaningful position in the workplace.

Our model of BA students' personal progression through the BA in Philanthropic Studies illustrates the development of undergraduates in a specific (and even unusual) academic context. Comparison to the theories of student development and undergraduate education show that while much can be explained by turning to the broader literature, a defining force for Philanthropic Studies students was the values-based orientation that was woven throughout their lives.

Limitations and Future Research

Our research makes a useful contribution by articulating a framework that shows how student development occurs through a combination of personal priorities, academic experiences,

and vocational discoveries via a series of defining experiences and moments offered within a liberal-arts program. It contributes to the growing but still new fields of Nonprofit and Philanthropic Studies education and to programmatic desires to improve and respond to evolving student needs. We recognize its limitations as well as the opportunities for future exploration.

This research provides a valid point-in-time examination of the BA program and generated a number of interesting insights. The study took place during the first five years of a new program, before the academic leadership had reviewed and modified the program from its first iteration. The researchers' discussions with current students suggest that our key themes resonate but an updated, comparative project examining today's students' progression and reflections would be a relevant counterpoint to this study. Along these same lines, this project focused exclusively on students' lived experiences and reflections and was not a case study or program evaluation meant to deeply assess the program itself. Students' progress toward their professional and personal goals is not just their own responsibility, but also the program's obligation and close review of programmatic efforts is also needed.

All students who graduated during the study period were invited to participate and 40% accepted the request, which allowed us to reach theoretical saturation (Charmaz, 2014). However, these self-selected participants may have been more inclined to participate because they had particularly positive or negative experiences. How those experiences are similar or different from the remaining 60% of graduates is unknown. Also of note, the sample's male to female ratio was not proportional to the Philanthropic Studies student population, meaning that the male experience may have dominated the study findings. With a larger student population, future research could adopt sampling techniques to better match the student body and allow for analysis of gendered identity development (Belenky, et. al. 1986; Josselson, 1996; Marcia, 1966). Additionally, because of the newness of the program at the time of the study, very few, if any, first time freshman majored in Philanthropic Studies or were in the study. Exploring differences among traditional, adult, and transfer students in the major could lead to a more nuanced examination of student development theory among populations of students. This study was also conducted before the students were immersed in their careers. Researchers could survey or interview these and other BA graduates post-graduation about how they are using their academic experience in their careers.

We discovered that values and/or social issues attracted most Philanthropic Studies students to the major. As a result, they seemed somewhat advanced in their identity development by Chickering and Reisser's (1993) model and in linking their career (or vocation) to other-oriented motives and seeing that as the key to meaningful work (Dik & Duffy, 2009). It is possible that students in additional liberal-arts majors (i.e. English, anthropology, history, philosophy, sociology) and even nonprofit management would demonstrate a developmental course quite different from what we discovered—one that perhaps would prioritize intellectual interests or specific career roles. Digging more deeply into the Philanthropic Studies journey in comparison to other undergraduate trajectories could generate interesting insights about how to blend values, careers, and interests in consideration of students' vocational pathways.

Implications and Conclusion

Two-thirds of study participants completed the four phases, turning personal values into knowledge-based purpose and establishing concomitant vocational purpose. The liberal arts based curricula, together with several formative co-curricular and personal experiences, facilitated this journey. Students who did not complete the progression were challenged by extant personal factors and difficulties with academic agency. Not only these students, but all students, will benefit from continued holistic and personalized support (as suggested in Cunningham, 2019) in creating their broad-based, life-long vocational purpose. Programs have valuable opportunities to prepare students for the crucial interactions and experiences that take place outside class and off-campus as well as within the academic environment.

Although this research is not meant to be generalizable and did not assess programmatic efforts in its intent, some of its implications may also apply to other contexts. Here are some suggestions for educators to consider:

- Gain a holistic understanding of students' values, interests, concerns, personal situations, and work and volunteer experiences to recognize what may help or hinder their progress. Programs can use this information to create personalized plans to assure students have as many key experiences as possible.
- Remember that students' related, but external, experiences are part of their all-inclusive, academic experience. Knowing that these associations with curricular experiences are powerful will help programs create additional venues for their students to apply, experience, and connect to what they are learning.

- Provide as much real-world learning and relating inside the classroom as possible. Active and experiential learning strategies should be paired with conceptual education and theory. Assignments can also be made “authentic,” requiring students to create work-like products using course information.
- Prepare students to cope with ambiguity and to find the learning in what may be difficult experiences (such as group work, developing networking skills). Explaining why activities are relevant and how students can use them to their benefit will create a more transparent learning experience.
- Help students express their vocational hopes in the context of what they value and how they want to live their lives. Encouraging them to intentionally integrate career aspirations with their values and intellectual interests will help assure movement toward vocations rather than jobs.
- Create advising structures and faculty tools to help students see and discuss the skills-related gaps in their academic journeys and use strategies like HIPs and student development theory to help them develop strategies to address deficits. These discussions can also help students understand technical skills, personal competences, and academic knowledge in relation to career needs.

Our study adds to the larger discussion of liberal arts education by exploring how young people’s desire for lives of meaning and career preparation can lead to educational journeys focused on personal philanthropic identity and related intellectual experiences. In multiple studies employers report a preference for the kinds of cross-cutting skills fostered by liberal arts education (AAC&U, 2018), but there is concern about whether students actually acquire these skills or are truly prepared for life-long careers. Students are agents of their own experiences but academia must continue to advance a new kind of liberal arts experience that is guided by research and assessment (using tools like AAC&U’s VALUE Rubrics) (Rhodes, 2010) and includes strong attention to personal experiences and circumstances as well as students’ career aspirations and experiential learning. As a liberal arts program with a practical leaning—that is focused on *doing* for others (Turner, 2004)—Philanthropic Studies can be a leader in this domain.

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