

Integrating Liberal Arts and Professional Education

Simon S. M. Ho

President, The Hang Seng University of Hong Kong



Oxford Centre for Global Higher Education (CGHE)

Webinar Series on the Arts and Humanities in Higher Education

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“The uses of not” (Book One, Chapter 11)

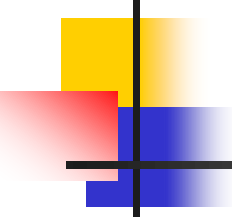
by Lao Tzu: *Tao Te Ching: A Book about the Way and the Power of the Way*

(translated by Ursula K. Le Guin (Shambhala Publications, 1998 edition).



老子道德經第十一章

「三十輻，共一轂，當其無，有車之用。
埴埴以為器，當其無，有器之用。
鑿互牖以為室，當其無，有室之用。
故有之以為利，無之以為用。」



**Thirty spokes
meet in the hub.
Where the wheel isn't
is where it's useful.**

**Hollowed out,
clay makes a pot.
Where the pot's not
is where it's useful.**

**Cut doors and windows
to make a room.
Where the room isn't,
there's room for you.**

**So the profit in what is
is in the use of what isn't.**

Lao Tzu: "The Uses of Not" (Book One, Chapter 11) (Art Credit: Swarat Ghosh, 2011)





The Wisdom of Emptiness and Usefulness

- ❖ A frame of reference and a reflective tone for this webinar
- ❖ Creating containers for free dialogue that participants fill with questions, insight, laughter
- ❖ Work collaboratively to fill the empty space with ideas for addressing some most challenging issues of liberal arts education

Some Different but Related Concepts

- **Humanity Qualities** 人文素質
 - Core, transferrable, human-centred
- **Arts/Humanities** 人文學科
 - Academic disciplines in arts & humanities (sometimes include social sciences)
- **Liberal (arts) education** 博雅教育、釋智教育
 - An education approach promoting broad cross-disciplinary education and nurturing transferable core competencies (rather than just narrow technical and vocation studies)
- **Liberal arts colleges / institutions** 博雅型院校、文理學院
 - a special type of smaller residential institutions (mainly u/g) extensively adopting liberal arts education approach plus other specific conditions/attributes

Under the AI & VUCA contexts, how to reshape our humanities & liberal arts education?

- A case example of how HSUHK adapts and develops its own 'Liberal + Professional' education model
- To re-conceptualize the value of liberal arts education.

Misconceptions and Values of Undergraduate Education

- ❖ The individual & national economic purposes of higher education dominate policy and practice in HE system.
- ❖ Graduate employment rates, graduate salaries, and the vocational skills needs of employers increasingly used as indicators of education quality and cost-effectiveness. → too short-sighted.
- ❖ Trends in pragmatism, egoism and utilitarianism (students chasing GPA, hard knowledge, job opportunities, etc)
- ❖ Misled by the inter'l commercial overall U score ranking system.

6‘C’ Key Humanity Qualities for the i-Gen

- ❖ **C**ritical thinking (‘an examined life’)
 - ❖ **C**reativity (narrative imagination)
 - ❖ **C**ommunication/**C**ollaboration
 - ❖ **C**aring attitude (Empathy)
 - ❖ **C**ultural and aesthetic judgement
 - ❖ **C**ontinuous active learning
- ➔ Nurturing educated global citizens and leaders

Humanity Qualities

- To nurture these qualities, it needs good humanities education: knowledge, skills and attitude.
- Humanities knowledge alone does not automatically lead to humanity qualities.
- It is more about one's value system, attitude & transferrable skills.
- Starting from a human-centered belief and after a reflection of the meaning of life, knowing one's own values, & the deep caring about human beings over the world.
- The pursuit of Truth, Goodness and Beauty in life.

Misconceptions of Arts/ Humanities Education

- ❖ Compared with technology & business subjects, arts and humanities are often described as less attractive/useful to the job market and employers. → True?
- ❖ The demand of students majoring in humanities has been declining.
- ❖ In an 'endangering' state for some humanities subjects in some institutions.
- ❖ Always due to public misconceptions, institutional visions/strategy limitations, and curriculum design and pedagogy inadequacies.

Misconceptions of Arts/Humanities Research/Publications

- ❖ Researchers in arts/humanities often struggle to show clear impact of their work when applying for funding &/or conducting performance assessment, and authorities often links research/publication value with physical innovation/impact.
- ❖ Again always due to misconceptions.
- ❖ Humanities and social innovations/inventions:
 - ❖ “Why Language is Humanity’s Greatest Invention”, David Peterson
 - ❖ Master art/music pieces so touching and sentimental
 - ❖ New laws, institutions, policies or thoughts that radically changes modes of social behaviours and establishes new forms of human interactions and organizations (e.g., parliament, UN, the Olympic Games).

Values of Arts/Humanities Education

❖ Western Culture

- * 'Humanism' (人文主義) was originated from the Latin '*Humanitas*' which means human culture.
- * 'Liberal' (自由) → free will, liberating the mind from the bondage of traditions and authorities

❖ Chinese Confucius Culture

- * Human-centred 以人為本, 敬天愛人

Values of Arts/Humanities Education

- ❖ The humanities (broadly including art, music languages, literature, history, philosophy, social sciences, etc) are academic disciplines that study human experience, culture, context & achievement, past and present.
- ❖ They examine the ways in which humans have sought to understand and express themselves and their thinking. And by such narrative expressions or story telling, they contribute to our culture.
- ❖ Students will engage in critical analyses and creative thinking, form aesthetic judgement, and develop human compassion/empathy.
- ❖ They also develop other crucial soft skills including articulating written and oral communication, collaborations, cultural sensitivity and self-management.

Values of Arts/Humanities Education

- ❖ Arts/humanities help us to reflect values of ethics, freedom, equality, justice, and diversity; and a balance between individual and common good.
- ❖ Science can give us empirical data enhancing theories, but it is the humanities and arts giving them moral, emotional and spiritual meanings.
- ❖ Science → Truth, Humanities → Goodness & Beauty.
- ❖ We need both technology/STEM and humanities and their integration in good balance.
- ❖ Needs greater cross-disciplinary teaching, learning and research.

Values of Arts/Humanities Education

- ❖ Prof. Tu Weiming: “A university’s soul or spirit must rely on humanities to shape.”
- ❖ Steve Job: “It is in Apple’s DNA that technology alone is not enough – it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”.
- ❖ Arts and humanities are always an essential part of a university curriculum.

Usefulness of Arts/Humanities Education

- ❖ Most useful for many life-long situations and changing jobs.
- ❖ Zhuang Tzu: “Useless Use is Great Use” (無用之用方為大用).
- ❖ Research evidence show that the income level of humanities graduates is similar to or higher than other majors by the age of 55 (AAC&U, 2013).

Values of Arts/Humanities Education

- ❖ Humanities will be robust, resilient and flourishing again if we handle the misconceptions effectively and improve pedagogy/methodology.
- ❖ Humanities graduates should have very good generic transferable competencies – thus they should be in increasing demand from modern employers.
- ❖ They can pursue a career in business or IT using very high-level web/AI programming tools, or take post-graduate programmes in more technical/prof. subjects.
- ❖ Their open, flexible and innovative mindset/attitude can overcome many different challenges/obstacles.

Values of Liberal Arts Education Approach

- Broad-based liberal (arts) education vs. only technical/vocational studies.
- Whole-person development.
- At least 40% of courses are devoted to u-wide cross-disciplinary common core /GE subjects especially on arts/humanities.
- Offer many humanities major programmes/electives despite low student intake or financial returns.

Liberal Arts Education Approach in the Region

- Has been more common in HK, Taiwan, Korea and Japan.
- In Mainland China, some top universities such as Peking, Zhongshan, Fudan, Xiamen, Zhejiang and Renmin have implemented experimental liberal arts education elements, including GE, classic readings, no major in Year-1 studies, free electives across schools, etc.
- This is very different from the traditional Asian education models that emphasize specialized knowledge, rote learning, examination results and narrow employment considerations.
- Though many institutions using the term 'liberal education' still subordinate the whole-person nurturing to technical/vocational education.

What is 21st Century Liberal Arts Education?

Association of American Colleges & Universities (AACU), 2007

- An approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change.
- Provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest.”
- Helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.”

Nature of U.S. Liberal Arts Institutions

- Usually called “College” instead of “University” to reflect its focus on undergraduates and small size.
- The U.S. Carnegie Foundation classified 225 out of >4,000 American HE institutions as “Liberal Arts Colleges” → a minority.
- Almost all of which are private with more autonomy, flexibility and room for innovation.
- Most powerful vehicle to deliver liberal arts education.
- This is in big contrast to most large or research-intensive universities, so parents and students can have a choice.

Development of Smaller, Residential Liberal Arts Institutions in the Region

- Peking and Zhongshan in Mainland China set up experimental residential 'Boya' (liberal arts) colleges dedicating to liberal art education approach. Also the private independent Xing Wei College in Shanghai.
- Cross-border Collaborations
 - BNU – HKBU United International College, Zhuhai
 - NYU Shanghai, Shanghai
 - Yale-NUS College, Singapore (closed a few years ago)
- Local HK
 - Lingnan University (public)
 - The Hang Seng University of Hong Kong (private)

Characteristics of Liberal Arts Institutions (1)

William G Durden, President, Dickinson College, 2008

- *Mission focused solely on undergraduate education*
- *Small size*
- *Individualized learning*
- *Faculty with a strong commitment to and love teaching*
- *A balanced and distributed program (less on technical competencies)*

Characteristics of Liberal Arts Institutions (2)

William G Durden, President, Dickinson College, 2008

- *Residential*
- *Student life experience that complements the academic*
- *Commitment to create a community of serious discourse*
- *Expectations of strong student engagement in and out of the classroom*
- *Appreciation of lifelong learning for personal and professional satisfaction*

Impacts of U.S. Liberal Arts Institutions

- Although liberal arts college graduates comprise **only 4% of all graduates** in the U.S., they make up a much larger proportion of the most outstanding social leaders in the U.S.
- About **20% of the U.S. Presidents**, 20% of most successful entrepreneurs, 25% of Pulitzer Prize winners, 20% of Fellows of US National Academy of Sciences, and 10% of Fulbright Scholars graduated from small liberal arts colleges.
- According to the 2013 study by Hart Research Associates in the U.S., about **75% of employers recommended** prospective university students to choose small liberal arts colleges.

Challenges to U.S. Liberal Arts Institutions

- More parents and students have concerns about the cost-benefits of liberal arts institutions, especially employment prospects right after graduation.
- Some of these worries are due to some misunderstanding or short-sighted views, especially in the era of AI & VUCA.
- Liberal arts graduates are more able to pursue a job not related to their major, and to change new occupations in the future.
- Need to add more professional subject choices.
- More emphasis on global citizenship and cultural diversity.

Future of Liberal Arts Institutions in the Region

- Should remain passionate that liberal arts institutions provides the most important option of undergraduate education for the 21st century.
- Matter more than ever.
- Effectively adapt the original missions of U.S. liberal art institutions to the challenges and opportunities of the complex global world with contemporary and regional/cultural relevance.
- Matter more than before. Renew the vitality and relevance of liberal arts education.

Future of Liberal Arts Institutions in the Region

- To treat business management/technology as a liberal arts disciplines.
- To promote integrated humanities degree programmes.
- To blend technology with humanities with a good balance.
- To integrate the Eastern and the Western education/life values.
- Stress more on public non-economic purposes.

A case example on how HSUHK adapts and develops its own “Liberal + Professional” education model

- ❖ Heng Seng School of Commerce (1981)
- ❖ Hang Seng Management College (2010)
- ❖ The Hang Seng University of Hong Kong (2018)

- ❖ HSUHK is the first and only private non-profit, residential liberal-arts-oriented university in HK.

- ❖ Puts quality undergraduate teaching and students’ all-round development as its highest priorities.

Vision of HSUHK

Aspire to be a leading private liberal-arts-oriented university in the region, recognised for excellence in teaching, learning and research, serving and advancing our society and the world.

Missions of HSUHK

- To provide students with an all-round transformational and empowering educational experience through its “Liberal + Professional” education model;
- To advance knowledge and to be committed to free enquiry and responsible scholarship; and
- To nurture responsible global citizens and leaders with critical thinking, innovative minds, caring attitude, moral values and social responsibility.

The Award-Winning, State-Of-The-Art Campus



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Schools, Students and Teachers

Schools

- School of Business
- School of Communication
- School of Decision Sciences
- School of Humanities and Social Science
- School of Translation and Foreign Languages

- Full-time Professorial Staff with a PhD

99.1%



- Full-time Students

~ 6,000

- Full-time Teachers

~ 220



25 Undergraduate Programmes (1/2)

School of Business

- BBA (Honours) in Corporate Governance and Compliance
- BBA (Honours) in Economics
- BBA (Honours) in Financial Analysis
- BBA (Honours) in Finance and Banking
- BBA (Honours) in General Business
- BBA (Honours) in Global Business Management
- BBA (Honours) in Human Resource Management
- BBA (Honours) in Management
- BBA (Honours) in Marketing
- BBA (Honours) in Professional Accountancy

School of Communication

- BA (Honours) in Convergent Media and Communication Technology
- Bachelor of Journalism and Communication (Honours)

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25 Undergraduate Programmes (2/2)

School of Decision Sciences

- BBA (Honours) in Supply Chain Management
- Bachelor of Management Science and Information Management (Honours)
- BSc (Honours) in Actuarial Studies and Insurance
- BSc (Honours) in Applied Computing
- BSc (Honours) in Data Science and Business Intelligence

School of Humanities and Social Science

- BA (Honours) in Art and Design
- BA (Honours) in Chinese
- BA (Honours) in Cultural and Creative Industries
- BA (Honours) in English
- BA (Honours) in Psychology
- BSocSc (Honours) in Asian Studies
- BSocSc (Honours) in Philosophy, Politics and Economics

School of Translation and Foreign Languages

- Bachelor of Translation with Business (Honours)

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How does HSUHK Pursue its Missions (1/4)

Adopting the “Liberal + Professional” Education Model

- We challenge our students to know their own values system and develop life-long transferrable competencies (A.S.K.).
- We nurture students to handle challenges and complexities in future work and life.
- We help students prepare for a meaningful, engaged and fulfilling life that goes well beyond job titles and incomes.

6'C' Desired Qualities of HSUHK Graduates

- ❖ **C**ritical thinking ('an examined life')
 - ❖ **C**reativity (narrative imagination)
 - ❖ **C**ommunication/**C**ollaboration
 - ❖ **C**aring attitude (Empathy)
 - ❖ **C**ultural and aesthetic judgement
 - ❖ **C**ontinuous active learning
- Nurturing educated global citizens/leaders

Liberal + Professional Education Model

- ‘Liberal’
 - A broad-based and cross-disciplinary approach to connect knowledge domains, facilitate thinking, and solve problems, with strong emphasis on humanities and social sciences.
 - Students regardless of their majors are nurtured to appreciate the importance, power and uses (both economic and intrinsic) of humanities and arts.
- ‘Professional’
 - many major programmes are of a professional nature, with the aim of equipping students with the in-depth competencies required to enter into chosen professions.
 - Nevertheless, business, management and IT are treated as liberal arts subjects centred on ‘human values’.

How does HSUHK Pursue its Missions? (2/4)

- A U-wide cross-disciplinary Common Core Curriculum with emphasis on humanities and social science
- Integrated humanities & social science major programs
- ‘Global Humanities Initiatives’ jointly with UNSECO & CIPSH
- Integration of humanities, technology and management.
- ‘Management as Liberal Arts’ (MLA) initiatives

How Does HSUHK Pursue its Missions? (3/4)

- Interactive small class teaching
- Close student-teacher relationships
- Teachers' guidance and mentorship for individual students outside classrooms
- A full Residential College System combining living and learning, the only in HK
- The leading institution in business ethics, sustainability & ESG education/research in the region

How does HSUHK Pursue its Mission? (4/4)

- Honours Academy, the first of its kind in HK, an incubator for future public, entrepreneurial leaders
- “One Student One Internship” Programme
- Extensive outreaching/experiential learning opportunities including international service-learning, exchanges and independent research
- Full-time employment rate of 80% within 4 months of graduation with very positive feedbacks from employers

Externally-funded Student Development Centres/Institutes

- Centre for Asian Languages and Cultures
- Institute for Youth Sustainability Leadership
- Service Learning Section (under Centre for Teaching and Learning)
- Start-up and SME Resource Centre
- Wu Jieh Yee Centre for Innovation and Entrepreneurship
- Centre on Management as Liberal Arts (under development & to be approved)

Management as a Liberal Art (MLA)

- ❖ Management should be viewed more as a liberal art than a professional subject
- ❖ In his 1988 book *The New Realities*, the management guru Peter Drucker wrote:

“Management deals with people, their values, their growth and development – and this makes it a humanity. So does its concern with, and impact on, social structure and the community.”
- ❖ *“ I focused this discipline on People and Power; on Values; Structure and Constitution; and above all on RESPONSIBILITY – that is focused the Discipline of management on management as a truly LIBERAL ART.”*
-Peter F. Drucker, Jan 1999

JUNZI UNIVERSITY 君子大學

HSUHK is the only higher education institution in Hong Kong using bamboo material extensively in all new buildings

- Sustainable & eco-friendly
- Bamboo signifies upright integrity with resilience, and perfect balance of grace & strength
- HSUHK upholds the core values of a Junzi
- “Environment Nurtures Talents” (環境育人).



Wrapping Up with a Quote

“That is not ‘political correctness’, that is the cultivation of humanity”.

-- *Cultivating Humanity*, Martha C. Nussbaum, 1997.



Thank You!

A Friendly and Small Community of Inquiry



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Wei Lun Square

Close Teacher - Student Relationship



Wei Lun Square

“Along with the President” Series



Hiking Trip
December 2015



Cycling Trip
February 2016



Lion Rock Night Hike
March 2017



Hiking from Lion Rock Park to
So Uk
November 2018
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Hiking from the Peak to
Kennedy Town
April 2019



Organic Farming Experience
December 2019

Community Engagement



HSUHK students interacted with youngsters of ethnic minorities
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