Humanities = Jobs:
The Tactics of Contrarian Entrepreneurial Humanists

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Readers of the ADE and ADFL bulletins know well that the general public, news media, and even many K–12 and university administrators think of the humanities as a set of disciplines that are, shall we say, tapped out. Their intellectual pursuits are solipsistic, so the story goes; their degrees are detrimental to postgraduation employment, and their scholars are lazy, privileged dilettantes living the life of the mind and disconnected from the real world. Even when the humanities are fought for (Bruni; Schmidt), the grim narrative prevails because even the defense is predicated on the same old myth: the humanities are in ruins . . . but they should be saved!

Here's the thing, though: more than a little evidence suggests that, to paraphrase Mark Twain, reports of the humanities' death are greatly exaggerated. There is another humanities story, told less often and with less drama: the humanities are thriving, particularly in places where teachers and researchers have reenergized the humanities' perpetual raison d'être—namely, to preserve pasts, invent futures, collaborate with other disciplines, and (if it's not too arch to say) work to make the world better.

There are, for example, academic humanities programs in the United States experiencing substantial and consistent *increases* in the numbers of students in courses and declared majors. At the University of Kentucky, Peter Kalliney and his colleagues increased student enrollment in English classes by twenty-five percent between 2012 and 2018 (Kalliney 23). At Ohio Wesleyan University, Mary Anne Lewis Cusato (the only full-time faculty member in French), along with Ashley Powers and their departmental team, recently set her institution's record for "the most French majors ever declared" in a single year (Lewis Cusato). In the University of Arizona's College of Humanities, the number of undergraduate majors grew twenty-eight percent from 2017 to 2019 and another eleven percent from 2019 to 2020 ("COH Hits"). Lydia Tang has documented numerous successful—and growth-oriented—initiatives in language programs across the country. And according to the latest (2018) data from the American Academy of Arts and Sciences' Humanities Indicators project, community colleges "conferred 413,246 associate degrees in liberal arts and the humanities, the highest level on record" (Jaschik, "Humanities"). Growing humanities programs may not be the norm at the moment—indeed, the Humanities Indicators project suggests that, overall, the number of humanities majors has declined over the past decade—but there are more than enough such programs nationwide to suggest that their prosperity is not a fluke.[1] To drive this point home, the academic entrepreneurs Aaron Hanlon, Eric Hayot, and Anna Kornbluh have set up a website—humanitiesworks.org—that provides free downloadable posters (nicely designed and in a variety of sizes), each of which offers a common "myth"

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about the humanities (e.g., "Humanities majors earn lower salaries and find less rewarding work than majors in STEM fields"), followed by an evidence-based description of the "reality."

Beyond the academy—and, again, contrary to popular thinking—humanities graduates are in demand and employed in the widest array of careers. According to a report by Burning Glass and Strada Institute for the Future of Work, "the major with the fewest underemployed graduates, according to the report, was 'Foreign Languages, Literature, and Linguistics'" (Newton). A recent survey by the National Association of Colleges and Employers (NACE) found that humanities graduates also have the largest year-over-year increase in average starting salary projections (*NACE Salary Survey* 4). This isn't a new development. The American Academy of Arts and Sciences' 2013 Humanities Indicators study showed that "large percentages of humanities majors are in supervisory roles, with 60 percent reporting that managing or supervising others is part of their job (a comparable percentage to those graduating in other fields)" (Jaschik, "Shocker"). In fact, a majority of workers who received a bachelor's degree in the humanities landed meaningful jobs in the nation's top industries: health care, engineering, and business (*Heart* 15; *Encoura Eduventures Research*). In 2017, the education historian Cathy N. Davidson reported on two extensive internal studies conducted by Google—Project Oxygen and Project Aristotle—that found that the defining traits of its top employees and teams were not technical but humanities skills: communication, listening, critical thinking, and empathy (Strauss). Echoing this finding more broadly, NACE reported in 2020 that the vast majority of attributes that employers want to see on résumés—characteristics such as the ability to work in teams, engage in ethical decision-making, and deploy analytic and creative skills flexibly—are acquired through study in the humanities ("Top Attributes"). Given these repeated and consistent findings by some of the nation's most respected scholars and influential corporate and professional organizations, it is no surprise that the Humanities Indicators project has documented more than seven million meaningfully employed humanities majors in the United States workforce who are distributed throughout every occupation (*Humanities*).[2]

In the University of Arizona's College of Humanities, we have long endeavored to advance this alternative story about the humanities, even going so far as to directly solicit news outlets such as *The Chronicle of Higher Education*, *Inside Higher Ed*, *The Chicago Tribune*, and *The New York Times* to report on it. For reasons we can only guess at, however, reports about how the humanities are growing, not shrinking (at least in some places), or about how humanities graduates are actually highly desirable on the job market in dozens of industries nationally and internationally seem to be of little interest. Not only have these and other news organizations declined to cover such stories, but they have each instead gone on to double down on reports of the humanities' prolonged death rattle.[3]

Frustrating as this is, those of us who see the truth of the humanities' bright present and future—members of the faculty and staff, students, alumni, donors, employers, activists, and others—remain delighted to tell that other story, the truer one about how the humanities prepare people to be among our most thoughtful

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actors in the community, our most imaginative leaders in the global economy, and our most empathic and change-oriented participants in the public sphere. The ways we do this work are manifold, but one of the most effective techniques has been to embrace marketing and explore new communication channels, to become what the former University of Southern California president Steven B. Sample has called "contrarian leaders," or what we call in our local administrative context contrarian entrepreneurial humanists (CEHs).[4] According to Sample, the key to contrarian leadership "is to break free, if only fleetingly, from the bonds of conventional thinking so as to bring your natural creativity and intellectual independence to the fore" (3). Insightfully, he also observes that "readers are much more interested in bad news and scandals than they are in good news and spectacular achievements" (163). In the remainder of this article, we present five CEH strategies and initiatives designed to help people both within and beyond the academy to reimagine their understandings of twenty-first-century humanities, seeing them as a set of centuries-old yet highly dynamic drivers of critical and engaged reflection about the ways people make sense of the world in order to directly or indirectly contribute to its betterment.[5] Our hope is that readers will consider these strategies in light of their own complex contexts, (re)deploying and advancing them (as practicable) to amplify the humanities' vitality and to quell the more baleful rhetorics now so much in vogue.

Contrarian Entrepreneurial Humanists

Kairos, the ancient Greek spirit of opportunity, offers a striking image for understanding the nature of skilled CEHs. In the Middle Ages, Kairos was depicted as a figure who had a long lock of hair hanging over his face while being completely bald in the back. Stranger still, Kairos's primary means of conveyance was balancing atop a ball (or sometimes a single wheel), advancing as uncertainly as a tipsy circus performer. This whimsical imagery was meant to suggest that opportunity is unpredictable, capturable only on its approach, never after it has careened by.

CEHs, we propose, specialize in capturing kairos. They practice waiting and watching for opportunity and have developed a knack for sensing when opportunity is closing in; they know how to situate themselves advantageously for a chance to grasp opportunity's forelock. These skills are at the heart of entrepreneurship. In some academic circles, unfortunately, leadership built around entrepreneurship—work that always happens at the nexus of risk and reward (especially financial risk and reward)—conjures images of Wall Street wolves and Silicon Valley profiteers rather than academics aiming to improve the world (or at least their campus or discipline). We propose, however, that the adoption of the following CEH tactics, comportments, and moments of mindfulness is becoming essential for the future of undergraduate humanities education and has the potential to challenge and reverse the specious story of the humanities' demise:

> CEHs are intellectually promiscuous. Steven Sample puts it this way: "go where your competitors don't go and read what they don't read" (68). Sample observes that new ideas in one field are often triggered by concepts, problems, and solutions discovered in seemingly unrelated fields.

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CEHs are playful when it comes to telling important stories. As Sample puts it, "Effective leaders are able to create, manipulate and exemplify not only stories but symbols, slogans, and mantras as well" (148).

CEHs understand that there are academic "boxes" and that these boxes serve a variety of important institutional, organizational, ideological, and communitarian purposes. At the same time, CEHs are always looking for new ways to change what these boxes look like, who they hold, and how they connect with other boxes in and beyond the academy.

CEHs challenge antitransdisciplinary colleagues and senior administrators who think the humanities should "stay in their lane."

To remain successful for the long term, CEHs do not work alone. They collaborate easily and delegate work to people they trust.

Having outlined what we mean by contrarian entrepreneurial humanists and enumerated some of their rules of engagement, we next want to provide a few concrete examples of what CEH work can look like, along with advocacy-related suggestions that humanities scholars and administrators may find useful as they promote humanities disciplines on and off campus.

A Certain Tendency of the Humanities

Several years ago, an article one of us (Durand) wrote about a new approach to undergraduate French and francophone studies alluded to the famous François Truffaut essay that called for a reimagining of filmmaking. Truffaut's essay—"A Certain Tendency in French Cinema"—helped lay the groundwork for what would become the Nouvelle Vague ("New Wave"). While we don't presume here to offer the same kind of "revolutionary shot across the bow" that Truffaut did in 1954 (Brody), we do want to extend Truffaut's urgent call to refigure the discipline he loved—cinema—to undergraduate humanities studies. In so doing, we join the companionable ranks of all those who believe that humanities work that is applied, publicly facing, or otherwise cognizant of and responsive to current trends in culture and society is the humanities' new wave, signaling an opportunity that many CEHs have already grasped and begun to develop. In many instances, these actions are tied to the key terms *public* and *applied*.

Public Humanities

To dismantle the narrative depicting the humanities as siloed and self-interested, CEHs work to redefine the humanities for the public sphere, both on and off campus. In practical terms, this means CEHs tend to occupy and use the mediasphere to expose, engage, and educate the general public about the work that the humanities do in the world beyond the academy. There is no doubt that it is difficult for many to apprehend why studying the evolution of the Portuguese schwa, the religious ideologies embedded in Edo-period folktales, or the changing formats of Ukrainian recipe books is important to the continued functioning and advancement of global society. Unnervingly, even humanities scholars themselves can have trouble drawing

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this connection for people outside their fields. Yet such disciplinary translation is essential if politicians, journalists, donors, campus administrators, and members of the public are going to associate the work that humanities scholars do with actions that make life better.

Applied Humanities

No entrepreneur, diplomat, engineer, or health-care worker can succeed, no careers nor industries flourish—not anywhere in the world—without applying the essential skills we practice and teach in the humanities. Even the so-called hard skills taught in science, technology, engineering, mathematics, and medicine (STEMM) and the various fields in business rest on a foundation composed of essential skills that originate in the humanities: storytelling, rhetoric, collaboration, multiperspectival analysis, historicizing, and so on.[6] It should come as no surprise then when humanities scholars conduct their research in ways that are themselves more applied than strictly theoretical, philosophical, conceptual, or speculative. Digital and computational humanities, humanities work designed around making or building research tools and objects, work that puts humanists in the field more than the library or office and that has them collaborating with people whose skill sets are much different from their own—these are just a few of the indicators signaling that humanities expertise and scholarship have taken an applied turn.

Public and Applied Humanities

Conducting humanities work in a public-facing or applied context is hardly new, of course. Thirteenth-century Dominican friars, for example, produced several of the earliest Bible concordances—applied humanities projects, to be sure. Memory artists in cultures around the world have mesmerized audiences with tales of the people and the wisdom of ancestors from the earliest days, a testament to public humanities' continuity. These long and serpentine histories are unfolding still in humanities departments around the world, a fact that caused us, back in the mid-2010s, to ask, Can the ad hoc public and applied work that every humanities department occasionally generates become something more disciplined, something we could teach to multiple generations of students?

The University of Arizona answered this question affirmatively in 2017, when its College of Humanities launched the Department of Public and Applied Humanities (pah.arizona.edu). Focused on teaching the humanities in ways that concentrate on highly visible and impactful outcomes and on work that is hands-on, creative, experimental, and often career-oriented, the department built its curriculum around subjects like disciplinary translation; intercultural training; cultural computation; health, commerce, and fashion studies; design thinking; rural and community leadership; and others. Its students specialize in collaborating with people from diverse cultural, professional, and socioeconomic backgrounds, and its growing team of faculty members—including its founding head, Professor Judd Ruggill, the apotheosis of the CEH spirit and a key architect of its current structure—have academic and professional backgrounds ranging from applied linguistics, architecture, and

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educational assessment to community organizing, storytelling, software preservation, and archive management. One of the University of Arizona's former College of Humanities deans, Mary Wildner-Bassett, spotted this opportunity with her team in 2014 and began to lay the groundwork for it. When Durand was appointed dean in 2016, one of his priorities was to launch this new department and ensure that the degree his team was now crafting and implementing—the bachelor of arts in applied humanities—was as forward-looking and responsive to cultural and societal changes as possible within the context of the institution's public, land-grant, very research-intensive, STEMM-focused orientation. Durand was convinced that the new institutional structure being developed in the Department of Public and Applied Humanities would allow students to focus on a set of skills vital to both meaningful work and a meaningful life. He also believed it could facilitate more campus transdisciplinarity by connecting a variety of professions and community engagements through partnerships with other colleges on campus.

Now five years old, the Department of Public and Applied Humanities and its BA in applied humanities provide undergraduates with a transdisciplinary education rooted in the humanities that balances a range of professional competencies with a set of more foundational cognitive, creative, international, interpersonal, and intercultural problem-solving skills. The BA has eight emphasis areas taught in collaboration with seven partner colleges: business administration (with the Eller College of Management), medicine (with the College of Medicine, Tucson), fashion studies, plant studies, and rural leadership and renewal (with the College of Agriculture and Life Sciences), public health (with the Zuckerman College of Public Health), spatial organization and design thinking (with the College of Architecture, Planning, and Landscape Architecture), and game studies (with the College of Applied Sciences and Technology and the College of Social and Behavioral Sciences). To our knowledge, no other degree in the world combines a traditional humanities education with both core and elective courses oriented to preparing students for careers in fields that are emergent, international, and highly collaborative ("Degree Requirements"). Students and their families have responded with considerable enthusiasm: the BA in applied humanities has become one of the fastest-growing majors on campus—more than 240 majors gained in six semesters—bucking national trends and anti-humanities media predictions alike.

The story of this exciting new department, however, is just one instance among many that our Dean's Office, department heads and program directors, and faculty and staff members have undertaken as contrarian entrepreneurial humanists. In 2019, for instance, we launched an aggressive, contrarian marketing and branding campaign that presented the humanities as the set of disciplines for students who really want to secure meaningful employment upon graduation.[7] This campaign involved taking out a billboard on Interstate 10—the major travel route between Phoenix and Tucson with upward of one hundred thousand cars per day passing by—that read (in absolutely enormous letters) "Humanities = Jobs." Lower down were the College of Humanities' and university's logos, plus the URL to a special website we had created: choose.humanities.arizona.edu. Other pieces of the campaign included social media promotions of the college's events, awards, grants, and

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publications and videos of current students and alumni to emphasize and provide evidence of the employability of people with a University of Arizona humanities degree.[8] We cannot underline enough the importance of establishing or renewing contact with alumni through initiatives like this; they love to help in ways beyond writing checks. Doing so became one of our highest priorities, and we now regularly reach out to them by email, *LinkedIn*, and other social media, with the help of our director of development and our alumni coordinator.

When our social media and billboard messaging began to generate positive responses from alumni we hadn't heard from since graduation, we saw another opportunity: connect in person. Thus, long before we had heard of coronavirus, Durand and select staff and faculty members began traveling the state and the country to visit alumni in person, one-on-one. In large cities where there was a handful of alumni, we would host an event, catch up with them, and give them an update about the College of Humanities and their favorite faculty members. And of course, like most schools, we always encourage them to return to Tucson for homecoming, where they are introduced to current students (a great opportunity for undergrads and grad students to practice networking), reconnect with mentors, and again learn more about the work of the college. Our alumni also contribute to an annual event, Meet Your Future, during which they mentor humanities students who are in their final year. This can include advising them on applications for the job market, graduate school, Fulbright scholarships, and other prestigious awards. We have found that alumni who participate in these and other experiences remain eagerly engaged with both the college and our students because they understand from personal experience how stressful it can be to have to constantly justify—to parents, friends, teachers, and advisors—the choice to pursue a "useless" humanities degree.[9]

Alumni don't only help our students, however. In 2019, upon realizing that our students were benefiting tremendously from alumni connections but that the Dean's Office itself was not drawing on that same pool of wisdom and expertise, we hosted our first annual charette, a two-day event during which a group of alumni were invited to return to Tucson (at their own expense) to advise us on a number of challenging institutional objectives. This inaugural charette gathered people as diverse as Fortune 100 executives, corporate and public attorneys, a space explorer, a physician, several social workers, nonprofit and NGO professionals, a United States diplomat, and a C-suite executive for the Port of New Orleans, among others. Together, they brainstormed with us on how best to characterize the humanities in the so-called fourth industrial revolution, as well as on tactics for convincing senior leadership that a STEMM-heavy research university needs to have a distinct, innovative, entrepreneurial, and versatile College of Humanities rather than be consigned to a campus unit designed to contain all the non-STEMM disciplines. Following on the success of the first event, we hosted our second charette (remotely via *Zoom*) in April 2021 on the theme "The Tangible Power of Human Imagination." This time around, we paired selected alumni with faculty members and asked them to give PechaKucha-style presentations on how to successfully apply human imagination in the following specific fields: business and corporate leadership, government and

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international relations, health and wellness initiatives, media development, technology analysis, and nonprofit development.[10]

We have also begun to depend on our alumni for special events specifically aimed at contributing to the life of our wider community (Tucson, Arizona), simultaneously exposing this wider public to the real range of work that humanities graduates perform. Our annual Humanities Tech series—generously sponsored by our alumni Bennett and Jacquelynn Dorrance—is a great example. This symposium brings together renowned thought leaders from across the country, College of Humanities faculty and staff members, and students in the Dorrance Scholarship Programs for lectures and discussions about the intersection of the humanities and advanced technologies such as artificial intelligence, machine learning, and robotics. These events are open to the public, and it routinely delights audience members to learn that the humanities are actively engaged in such technical fields.[11]

This relationship reached another level in May 2021 when Jacquelynn and Bennett Dorrance donated an astonishing $5.4 million to endow the University of Arizona College of Humanities' deanship in order "to help further the ideals of free speech and unity, and to strengthen the integration of traditional and cutting-edge approaches to humanities teaching and learning. . . . The gift . . . will be able to bring the humanities to the forefront of the University of Arizona's life and mission through a continuous and fearless spirit of open inquiry" ("College").

In life, not everything improves in the wake of positive developments. Once our college began to gather steam, for example, cracks in the boiler began to show. A lot of change was happening quickly, and while the benefits were unmistakable, it was also straining our decades-old institutional culture. Seeking help for managing this change—see the fifth CEH tactic above—we began a collaboration with the Conference Board's Change and Transformation Council (CTC). This group includes executives from top United States corporations who have been tasked with the responsibility of driving and enabling organizational transition. In June 2019, Durand attended the Change and Transformation Conference in New York City, where he met Kent A. Greenes, the program director of the CTC. Both Greenes and Durand were intrigued to realize that the academy often experiences the same challenges around change that companies like UPS and Procter and Gamble do. Connecting with the CTC has led to our development of a number of customized strategies built around the CTC's recognition that cultural understanding and critical thinking skills are the most important traits for leaders responsible for managing organizational change. To our great advantage, these are traits we already practice in our college. Where most of us in the humanities lose touch with these traits, however, is when they need to be applied in a frame greater than a particular research project or curricular plan—for example, organizational transformation. Our partnership with CTC has been of tremendous help to us in gaining these skills and is another example of how a CEH orientation sensitizes people to approaching opportunities and energizes their imaginations once those opportunities are in hand.[12]

Finally, our vision to humanize the future of work and public life—part of our college's mission—is reflected in the new initiatives we are developing for students to experience firsthand how their education in language and culture promises to have a

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real impact in their prospective postgraduation work. With a National Endowment for the Humanities grant, and under the leadership of Carine Bourget, department head and professor of French and francophone studies, the college is undertaking a three-year curriculum development program to infuse second language and culture content into courses in business, health care, and other professional programs on campus. These new classes extend applied initiatives already underway elsewhere— for example, required internships for all applied humanities majors—and emphasize the direct relevance of cultural awareness and fluency for specific career choices.[13]

Challenges

Predictably, the "contrarian" and "entrepreneurial" aspects of being a CEH can lead to a number of internal and external challenges that need overcoming. Some humanities colleagues, for instance, can be skeptical about any initiative that seems to foster a corporate rather than academic environment. Talk of branding and marketing, references to "the competition," and attending to details related to employability, rankings, and return on investment can lead to a range of uneasy responses, from concerns about "turning traitor" to accusations of "selling your soul to the devil."

Such alarms, we have come to understand, are almost always well-meant (if not always sensitively delivered). In essence, these concerns are about ensuring that the growth strategies we use in the academy (or at least our little corner of it) are not driven by a profit-before-people ideology. Much of this challenge stems from the way many CEHs repurpose the language of business to make humanities-oriented inroads toward opportunities ordinarily uninviting to people outside of, say, STEMM or business fields. Finding a workable balance between appropriating and succumbing to a lexicon that has been used for ends contrary to those of the humanities is a challenge all its own—and a subjective one at that. We maintain, however, that CEHs need not jeopardize their values nor compromise their vision for the good that the humanities can do in the world. In fact, we believe that CEHs have the potential to transmit these values and visions to students and the public more effectively than ever, precisely by expressing our ideals through language, curricula, and leadership that resonates with the zeitgeist of today.

To this end, our featuring of alumni's successes in all industries and occupations is not meant to depict our college as an efficient laborer-making machine. We strongly agree with Judith Butler in this regard, who writes, "If we only argue . . . that the humanities have value because they are useful to businesses and profit-making parts of the university or the economy more generally, we accept a measure of value that demeans or even destroys what we do—or relegates our fields to subservience to other fields" (3). We do need to make the humanities attractive to as many students as we can and do so in ways that extend the content, values, and curricula that have always made humanities study so worthwhile. People educated in the humanities are precisely what the world needs now, at a time when dialectical thinking, empathy, and the capacity to think and act in service to others seems to be at an all-time low. A civil and just society does not begin in STEMM. It begins

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in the humanities. This is why drawing students into the humanities is so crucial and why tolerating antihumanities rhetoric tacitly concedes to ideologies of self-interest and parochialism. CEHs are motivated to identify and mobilize, for a given situation, all available means of persuasion (to invoke Aristotle), not as a means of disciplinary self-preservation but rather as a means of preservation and uplift of no less than global society itself.

The consequence of humanities proselytizing at this level helps explain why the humanities' fundamental skills are so important to understand in the context of postgraduation employment: all industries—for-profit and nonprofit, large and small, local and transnational—impact the future of humanity. CEHs understand this and are highly motivated to use all available means—from great books to massive billboards—to make this case. There is far too much at stake to let the humanities wither, whether from active rejection or benign neglect.

Some may worry that a CEH approach means a future for the humanities that is all about public-facing work, so-called distant reading, and collaborations that are driven by the priorities of STEMM and business disciplines. Nothing could be farther from the truth. One of the most powerful features of humanities education is its capacity to familiarize students with ways of being in the world that are *not* constantly driven by work, money, self-interest, and fear of difference. The lessons derived from a humanities education—new languages, cultures, traditions, histories, and stories—are precisely what make people bold in the face of change, ethical in the face of pressures to the contrary, and patient, empathic, and steady in the face of personal, social, and professional unrest. Practice living the life of the mind, engaging in critical reflection, learning to accept one's own imperfections, appreciating difference in others, undertaking community and social justice work—these are essential (and, we would propose, traditional) humanities skills, the ones so much in demand by employers in countless fields. This fact is why we disagree, for example, with the idea that we should no longer teach literature or that we should not teach anything prior to the twentieth or even twenty-first century. We strongly believe we must continue to teach all genres, periods, and fields because it is this diversity and abundance of materials, topics, and approaches that constitute the preeminent foundation for a life well-lived and for a society worth living in. Communication, critical thinking, adaptability, intercultural competence—skills such as these are the basis of great literature teachers, historians, and translators, to be sure; they also make for great scientists, engineers, and corporate executives, the kinds of leaders and workers who will challenge inhumane practices and champion ideas that open rather than foreclose opportunities and justice for all. It is this fundamental truth that led Robert C. Robbins, a decorated cardiovascular surgeon and the twenty-second president of the University of Arizona, to say:

> I talk to students and I always want to know: Where are you from, what do you study and why did you choose the [University of Arizona]? In just a very quick snapshot, I can find out a lot about the person and the university. I hope to hear: "Are you kidding me, man, the world is changing, did you not know we are in the middle of this fourth industrial revolution? I came here to prepare for that world out there because these people are taking it seriously. We're not only going to learn

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about artificial intelligence and machine learning and how to apply all that stuff, but we're going to learn leadership skills, communications skills, creative and critical thinking skills." And all of that is going to be learned in the humanities, not in engineering and optical science and so we're going to merge those two areas together.   (qtd. in Mace)

This is how a CEH at the highest level of the academy thinks about the future of higher education and the interdependence of STEMM and the humanities. The opportunity Robbins has seen and seized upon is an approach to university education that emphasizes the humanities' absolutely critical role in STEMM pursuits, refusing the story that the humanities are ancillary or somehow institutionally enervating.

What this means in concrete terms for CEHs at every level is that we must, without exception, adapt or develop new pedagogies, technologies, research methods, leadership styles, outreach plans, promotional materials, and internal and external partnerships that explain and clearly demonstrate

> the fact that in the humanities we teach the essential skills that are most in demand by employers and most needed by the world;
> that we are always audience-aware, modifying our materials as necessary to highlight relevant essential skills for particular audiences; and
> our process—concretely outlined—showing how students in our programs acquire these essential skills.

Language-, literature-, and culture-oriented undergraduate course syllabi or general education syllabi, for example, could include statements like this (plugging in concrete examples where helpful):

> In this class, students will acquire several of the competencies that make the world a better place and that are also the most sought-after skills by employers according to the NACE *Job Outlook* report, the World Economic Forum, and the Burning Glass and Strada Institute for the Future of Work report. These skills include communication (written and oral), collaboration, adaptability, critical thinking, creative problem-solving, intercultural competence, and others. Most importantly, by reading, studying, and discussing knowledge that comes from sources not based in English, students will not only acquire the competencies listed above but will also show that they are capable of engaging with and boldly managing situations that many others fear or are unable or uninterested in doing. Specifically, these additional competencies include
>
> - curiosity and a willingness to leave one's comfort zone;
> - the capacity to take on projects that seem particularly difficult or impractical in the context of standard operating procedure;
> - a practiced ability to take initiative, anticipate needs, sense opportunities, and conduct meaningful analyses;
> - reluctance to unquestioningly accept apparencies;
> - strong memorization, synthesis, and ethical determination skills;
> - capacity to adapt rapidly and effectively to changing circumstances;
> - eagerness to work with people who have a wide variety of personal and professional backgrounds;

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- capacity to see—and take advantage of—the ways that stories shape reality (for better and worse);
- disinclination to settle for the ordinary; and
- strong tendency to respect others and see the best in them, as well as a capacity to challenge people respectfully when a situation warrants it.

Notably, these student-oriented humanities competencies are also key competencies for contrarian entrepreneurial humanists.

Syllabi may also incorporate course-relevant quotations from alumni as well as links to videos of alumni in which they explain how they use in their careers the very skills currently being covered in class. Of particular value in such videos is when an alum comments on the indirect importance of certain course activities, such as how multilingual skills *generally* have been helpful professionally or personally. At the University of Arizona, for instance, we have significantly increased our number of undergraduate language majors (e.g., in Russian and Japanese) by having our faculty members, advisers, recruiters, and alumni emphasize the considerable advantage students will have on the job market, in applications to graduate school, or in pursuing new opportunities within a career when they can say, "Not only do I have all the basic qualifications for this opportunity, but I also possess an aptitude for learning, retaining, and using very complex information as demonstrated by my advanced knowledge of [language]."

Finally, it's important to recognize the fact that even members of the faculty who are committed to supporting such pedagogical changes may not know where to begin. To respond to this challenge, one of our faculty members—Internship Director and Senior Lecturer of Public and Applied Humanities Stephanie Springer—successfully competed for one of our internal Teaching and Outreach grants and developed a "Career Readiness and Skills Translation Resource" that she has now made available to our faculty members and anyone else on campus interested in it.[14] Springer introduces the resource this way:

> Dear Colleagues,
>
> You are no stranger to the fact that you help humanities students develop the most sought-after skills in the global job market: communication, adaptability, intercultural competence, critical reasoning, problem solving, and leadership. Despite having these in-demand skills, sometimes our graduating students struggle when asked to articulate their career readiness. Given this, and with funding support from a COH Teaching and Outreach Grant, I created the COH Career Readiness and Skills Translational Resource.
>
> With 30 mix-and-match classroom activities included, the resource helps faculty—trusted mentors with whom humanities students are already interacting on a regular basis—to incorporate career readiness and skills translation discussions and content into existing humanities courses. By being explicit about the connections between classroom learning and future career skills, we help our students critically evaluate their existing and developing career management abilities, articulate their knowledge and skill sets, and describe ways in which they can contribute to any industry.
>
> This undertaking was important before the coronavirus pandemic. Now, given the disruption and change in the labor market, students have an even greater need for thoughtful mentors who help them reflect on how they can leverage their talents

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in a rapidly changing world. Join me by embedding career readiness activities into your courses and, for those already doing this important career-focused pedagogy, share your activities on this crowdsourced document.

Also know that I welcome your outreach because I enjoy these kinds of conversations and collaborations. Email me at stephks@arizona.edu to connect and/or to share which idea(s) described in the COH Career Readiness and Skills Translational Resource inspired you to add career advancing activities into your course or curriculum.

Bureaucratic Challenges

Beyond the challenge of recuperating entrepreneurialism and marketing for use in the humanities, there is another, more technical challenge facing CEHs: the Classification of Instructional Programs (CIP) codes and career clusters. Many readers probably know that institutions of higher education use CIP codes during the creation of programs in order to ensure curricular coverage and to prevent problematic curricular overlap. What may not be known is that CIP codes are also often used to assess the marketability of majors and to track job placement. As noted above, data about the current and future status and demands of work and the job market—for example, data out of the NACE *Job Outlook*, the World Economic Forum, Burning Glass and Strada Institute for the Future of Work, and the American Academy of Arts and Sciences—invariably point to the high value of humanities skills like adaptability, creativity, critical thinking, and collaboration, to name a few. Unfortunately, there are no specific CIP codes for these skills, effectively invisibilizing them to everyone outside the humanities. Students graduating with degrees in French, German, Mandarin, Spanish, and every other humanities major have also majored in adaptability, creativity, critical thinking, collaboration, and so on, but without CIP codes these latter forms of knowledge are obscured. Consequently, while people in and outside the academy (e.g., senior leaders, employers) value these traits over almost all others, they have no clear institutional indicator of their curricular origins.

A similar problem involves career clusters in the National Career Clusters Framework, which Advance CTE describes as

> an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career. ("Career Clusters")

Significantly, none of the sixteen career clusters or the pathways to college and career readiness outlined in the National Career Clusters Framework mention a single humanities discipline.[15] Worse, in at least one instance, the humanities are listed this way on a state's office of higher education website:

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Liberal Arts, Languages, History: Not an official cluster. These programs are officially assigned to Education & Training, but have been placed here to identify education majors from other liberal arts majors. Includes programs in area, ethnic, cultural and gender studies; English language and literature; foreign languages and linguistics, history, liberal arts and sciences, general studies and humanities; and multi/interdisciplinary studies in liberal arts.   ("What")

Until we find ways to stop being written out of key institutional frameworks like this and are able to successfully challenge the use of CIP codes to decide the fate of undergraduate degrees and majors offered on campus, the exigency to encourage and promote undergraduate humanities majors—including transdisciplinary and double majors and dual-degree seekers—will remain. So too will the imperative to do this work in ways that are innovative and appealing to undergraduates and their families and that are intentionally connected to a multitude of nonhumanities majors and careers.

The Future of Contrarian Entrepreneurial Humanities

Despite the considerable challenges discussed above, we believe the future of the humanities is brighter than ever. With a growing number of CEHs strongly committed to overcoming old (and in some cases earned) stigmas like racist, misogynist, homophobic, and other kinds of exclusionary canon formation and pedagogies, as well as to actively embracing—for the good of society—the connection between humanities education and career readiness, the humanities are well-situated to reverse the dire institutional and national rhetoric about them. Moreover, a byproduct of the rise of embedded and ubiquitous technologies and infrastructure (e.g., the Internet of Things, smart cities) is a comparable increase in humanities-oriented public discussion about issues such as the role of intercultural competence paradigms within machine learning models, biased decision-making algorithms that unfairly include or exclude the stories, lives, and cultures of people in particular neighborhoods, and so on. For reasons like these, the need for humanities education—if it can be adapted to address such new and all-too-human issues—can only increase. An education that combines the traditional strengths of humanities disciplines with new understandings of how the world's emerging challenges can be addressed by humanities-trained professionals in every field seems a highly desirable goal.

Finally, we believe that a lasting consequence of the COVID-19 pandemic will be a far more widespread understanding that we are truly and inescapably inhabiting a global society. Indeed, we believe this will become not just a generalized understanding; it will be a felt sense born of multiple personal and sustained experiences. The pandemic has illustrated in ways both tragic and striking, to people from every walk of life, that each person's life is inextricably connected to the lives of others everywhere else on earth. This heightened awareness is reshaping local businesses, multinational conglomerates, nonprofits, and NGOs alike, causing them to retool—presuming good organizational and governmental leadership—in ways designed to make them more globally responsive and responsible. As research is done around the world on such topics as pandemic impact, recovery, prevention, and preparation, a

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growing appreciation for skills that connect rather than divide people is, we believe, very likely. This is so because isolation and fear are not just anathema to the humanities, they're also bad for STEMM fields, business endeavors, and the welfare of communities large and small. Humanities education, in other words, is in everyone's best interest, and CEHs are working hard to advance this rewritten narrative in a multitude of imaginative and impactful ways.

Notes

1. Notably, when the base number of humanities is compared historically, the increase is dramatic. From 1971 to 2018, for example, there has been a nearly forty-nine-percent *increase* in humanities majors, from 136,213 to 202,664 ("Associate's Degrees"). Viewed from this perspective, not a single humanities category in the HIP survey has experienced a net loss of majors in more than three decades. There are more humanities majors now than at any other time in history. The measured declines are almost always relative to other factors (e.g., total number of undergraduates year-to-year, national population, or enrollment numbers from the recent past). These are important indicators to be sure, but they are not the whole story.

2. For books that emphasize the crucial importance of humanities skills within the workforce, see Anders; Aoun; Hartley; Henseler; Madsbjerg; Schwab; and Touya de Marenne.

3. Mary Anne Lewis Cusato's recent op-ed in *Inside Higher Ed* is a welcome exception.

4. By local administrative context we mean to say that this descriptive but ungainly term is not in regular use by students or faculty members. Rather, it is useful shorthand for academic leaders to describe colleagues with dispositions that are particularly receptive to new ideas and approaches to the academic mission.

5. We acknowledge that *betterment* is a highly contested term, as well it should be—especially in an academic context where challenges to value statements have historically been vigorously undertaken.

6. The skills we teach in the humanities are often referred to as soft skills as opposed to the hard skills usually taught in the STEMM and business fields. Rather than *soft skills*, we prefer the term *essential skills*.

7. Durand, dean of the University of Arizona College of Humanities, negotiated start-up funding from the provost that allowed the college to create the new Department of Public and Applied Humanities, the new BA in applied humanities, a new Center for Digital Humanities, and several new positions in our marketing and alumni relations team (including a senior writer and both staff and contract videographers).

8. See videos of students at vimeo.com/showcase/choose and videos of alumni at vimeo.com/showcase/5832204.

9. In addition to videos, our departments feature alumni's profiles on their websites and keep alumni informed through newsletters, social media (including closed alumni groups on *LinkedIn* [www.linkedin.com/groups/12024648/]), and through the University of Arizona's *Bear Down Network* (beardownnetwork.com).

10. The many arguments gathered at the charettes and the fact that they came from alumni and donors greatly helped our college to effectively navigate some challenging internal politics, create new groundbreaking initiatives, and reinforce collaborations between our faculty members, alumni, and donors. For videos of the charettes, see vimeo.com/339429585/c96659a87a and vimeo.com/showcase/8625045.

11. For more information on the Dorrance Humanities Tech series, see humanities.arizona.edu/tech.

12. For more information on the College of Humanities and Change and Transformation Council's partnership, see "COH Partners."

13. For more information on this initiative, see "NEH Grant."

14. To learn more about the University of Arizona College of Humanities' Teaching and Outreach Grants Program, visit humanities.arizona.edu/faculty/teaching-outreach-grants. Readers are welcome to request a copy of Springer's resource; contact the authors and they will arrange to have it shared with you.

15. See the Career Clusters and Career Pathways list at cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf.

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