

Liberal Arts for the Marketplace

Second Major marketable made out of a minor. A minor with some plusses

3 credits in social media

1 credit in job readiness at 2000 least

1 credit in job readiness at the 30000

6 credits in communication beyond GE

6 hours in technical skills. Please your parents category. 1-3 hour internship.

Committee with a mix of disciplines

Student Senate Discussion was the smartest thing we did.

University-wide thing. Faculty Senate
paperwork submitted.

Questions, Comments, and Ideas:

- 17th Century painting on the screen. Describe what they saw. helping them learn observation skills. Is key to him doing his job, and woefully unprepared for dealing with his patients. Minor in a variety of liberal arts disciplines.
- image on the screen
- Alums form those majors to help our faculty learn how to articulate that.
- Staff our classes with Job Readiness in Chamber of Commerce.
- Graft Job Competencies onto our syllabi.
- COMPASS Initiative. 4 departments Department of English. Growing enrollment. Alumni engagement coming back to speak to students. Will do small videos. Undergrads being involved in other departments marketing their skillsets which will go into a 1-credit course.
- Build into the curriculum the difficulty of getting jobs. One person who got fired from a job. One person who changed jobs. Prompted through reflective exercises and develop portfolios so they are visually showcasing this.
- 4 years that students can opt to take a 3-credit course, being an agent of your education. Deciding on a major and thinking through those courses deliberately.
- Had alums coming back to explain why they couldn't take a job because they couldn't afford to—wasn't paying enough.
- What are the skills you wish you had to help you in the marketplace?
- Essential Skills:10 or 12. Curriculum Mapping. Alum and Community piece. Asking departments to put forward career champions.
- First-semester, senior year, noncredit bearing course. "You're more prepared the job market than you think."
- One-on-One coaching.

- Professional connect: Required one -credit course to connect classroom learning to a job/career.
- Ask employers “What do you want these students to tell you that would make you hire them”?
- Can people in the Arts and Sciences come to your business job fare.
- Polled area business to see what essential skills they wanted.
- PUBLIC OFFICIALS AND BUSINESSES
- How do you staff and pay for additional courses?
- How do you avoid duplication?
- Faculty Development around teaching students the essential skills, even in a lit. course.
- With the right people on campus, we can take advantage of the fact that the world is becoming more numerate.
- Give me a philosophy major with one class in Computer Science, because now we have someone who thinking broadly, but can also speak the language of the digital word.
- Teach students to articulate the skills that they have
- Teach faculty to articulate the sills they teach.