

CEITL Presentation

Faculty-CaPS Brainstorming Session

Tuesday, March 21, 2017
3:31 PM

Advising

Brainstorm

- Note: many participants identified that they do not work with students 1/1 in advising capacity
- Lead career conversation in class – systematic Q & A
- Freshmen career panels in intro classes
- Last five minutes of class used for providing career resources, job options in major, grad school requirement, etc.
- Advisors aware of ebb/flow of academic patterns (when students busiest with required courses, etc.) and can work in concert with career professionals for planning other activities
- Track graduates and employers
- Faculty advising interspersed into everything – have career ideas, track students
- Talk with professionals and bring them into classes – why skills matter and what kind

Roadblocks

- Primary theme expressed in many ways: there is a university wide career un-awareness problem and a career-culture issue: most faculty have no idea what career people do, what sort of resources we offer and how we can assist them. As an institution, we need to continue our road show to get the word out and be the connectors and mavens that career professionals are known to be.
- Don't know career language – how to handle careers w/undeclared majors; how to handle major choices w/freshmen
- Internships: need more resources for possibilities when advising
- How to provide career resources to students who live further away – don't know employers
 - Solution: Buzzfile.com
- Anxious students: overwhelmed and shut down.
 - Solution: Strategies on chunking down career data, provide info in bite sized portions to avoid anxiety
- *This one is a recurring theme and CaPS should work on this collectively:* Need to advise students on career titles, employers and grad schools for majors.
 - Solutions: Used COLSA slick as example, creating major specific sheets “where are they now” delineating career titles, employers and

grad schools along with other pertinent info which will get disseminated to faculty for advising purposes.

- When to advise students to make a plan B – and how to leave options open for other careers. Faculty not skilled on how to do this
- Freshmen/sophomores take willy-nilly courses, as they move forward academically, they do not have enough time to select minor which will help their career due to the way they selected courses earlier in their academic career. How to advise and handle when students do not have a career-awareness yet
- How to tap into alumni.
 - Solution: LinkedIn and Alumni Relations
- International students' inability to locate jobs. Faculty expressed frustration

Teaching

Brainstorm

- Partner with CaPS to have students run through their presentations (practice oral communication skills and receive feedback) before it takes place in class. Instructors provide CaPS with a grading rubric.
- Draw connections between the "three-minute thesis" and the personal sales pitch, which both require students to consolidate and articulate their thoughts in a meaningful way
- Help students translate their ability to write a class paper to writing a cover letter (there currently seems to be a mismatch and poor understanding from students, and faculty, around whether or not a cover letter is required and how it should look)
- Use evidence based practices for project based learning
- Use Electronic portfolios (e.g., Word Press) and institute university-wide and early on so that students begin developing their professional profile beginning in their freshman year
- Use the capstone requirement within departments for incorporating internship requirements and other experiential learning opportunities
- Reach out to industry organizations that need projects/consults, ensuring that students are working to solve real world problems
- CaPS team to support process of bringing employers and alumni to class for networking, panels, exposure to professionals, etc.
- Provide an assignment for students to research and reach out to employers for a panel discussion and/or information session for the class
Collaborate to provide more job shadow opportunities

Roadblocks

- Unsure of the "best" platform for electronic profiles. Word Press? LinkedIn? What is the value (to students and employers)?
 - Solution: Conduct an investigation of best practices across different colleges and universities

- Faculty Resistance to incorporating (i.e., spending time outside of class) in the capstone courses for experiential learning and internships
 - Solution: Provide an opportunity for faculty in the capstone courses that are already doing this to share the benefits with others.
- Insufficient time and resources to really teach students (and provide opportunities for them to practice) the necessary soft skills that they are lacking
 - Solution: Partner with CaPS team to provide workshops and other opportunities outside of class around the importance of “soft skills” in the workplace
- Numerous barriers, as well as legal and ethical issues around experiential learning (internships, job shadows, etc.) with non-profit orgs and in dealing with children
- Faculty, who are responsible for developing and maintaining site contacts for internships, are unsure which companies are available each semester
 - Solution: Develop a relationship management system for the department, as well as the college, and utilize the CaPS Directors in the colleges to help maintain those relationships
- CEITL is an untapped resource for providing assistance and information regarding best-practices in project based learning
 - Solution: Spread the word about the valuable resource and provide workshops and other opportunities for collaboration

Professional

Brainstorm

- Leveraging alumni for presentations - stories from college
 - Career transitions to the working world
- Industry challenges
- Innovate - internships and experiences for credit (Thompson School Vet Tech Clinic)
- Design thinking book
- Share industry knowledge and skills
- Guest list - group of faculty luncheon - real experience
- What learning in classroom is valued
- Important to have people with vocabulary and faculty have voice?
- Using faculty to build professional networks
- Leverage faculty more at any point
- Industry advisory boards
- Programming for social impact - club started by faculty member with students as volunteers

Roadblocks

- Need administration to support professional skill development
 - English 502/602 - only one section offered and wait list of over 20

- Professional skills development not required
- Good alumni contact info
- Industry challenges - taking students on for internships (Healthcare)
- Needs to be investment in future scaling Internship Opportunity Fund
- Finding people
- Taking board info as a resource for students and faculty
- Don't bring outside in enough
- Not enough emphasis on freshman and sophomore
- How motivate and incentivize
- Time pressure and constraints

New Ideas

Brainstorm

- Invite recent graduates to discuss: what they do, how they got to that path, career management, etc. - maybe include in a Freshman seminar
- Unique opportunities for those students
- 4 year plans
- Skills - construct a narrative: "What can I do with..."
- Guest speakers from within disciplines/industries
 - UNH alum and non-UNH
- CaPS Support
 - Bring in current people from working world
 - Encourage graduate students and undergraduate mentorship
- Credit for incentivizing mentorships and internships
 - Social media - # of contacts
 - Budget out students loan
- Faculty workshop on how CaPS teaches resumes
- Reaching out to faculty - face to face
- Requiring all students to meet with career team

Roadblocks

- Don't have listings of internships
 - *Find ways to get info to faculty - access to WCC?*
- Doing practice on oral communication does not fit into curriculum
 - *Helpful - could use assessment? - Just b/c a student participates in workshops, gains skills through classes doesn't mean their proficient or good at using them. Must have some assessment tool to verify. Feeds into disconnect between universities and employers on student preparedness*
- NEASC Accreditation
 - Standard 8 - UNH coming up for reaccreditation next year. This Standard has to do with outcomes – “Educational Effectiveness”. The Discovery program is grappling with this. Possible place for collaboration? Speak w/Amy Oliva.
- Faculty communication

- Monthly orientation or faculty development hours
- *Faculty newsletter from CaPS - keep relevant and short*
- *Short reminder from CaPS at start of semester on resources available to them, how we can work with them, link to scheduling a class visit*
- Case management system
- No standardization in resumes
 - *Give primer or share Advice or best practice instructions for faculty/staff to share . Quick guide distributed to faculty*

Professional

Brainstorm

- Leveraging alumni for presentations - stories from their college to career(s)
 - Career transitions to the working world
- Industry challenges – bring in experts
- Innovate - internships and experiences for credit (Thompson School Vet Tech Clinic)
- Design Thinking book – give to all faculty
- Share industry knowledge and skills – alumni and employers
- Organize faculty luncheons – employers/alumni to share their real-world experiences
- Important for faculty to know some of the industry/employer vocabulary
- Using faculty to build student’s professional networks
- Leverage faculty more at any point
- Industry advisory boards
- Programming for social impact - club started by faculty member with students as volunteers – professional skill building is one of the objectives

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- Taking advisory board info as a resource for students and faculty
- Don't bring outside in enough
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- How motivate and incentivize faculty time pressure and constraints