

“While many faculty can easily articulate the connections between what we teach and the benefits to non-profit or for-profit organizations of hiring our graduates, *we will not be at the job interview*. Students must be able to make the case for themselves. Long before that interview moment, students need practice demonstrating their soft skills and answering the question: “Why me for this opportunity at this organization at this time?” “Katherine Brown (2015)

Overview of this FLC:

What is Career Readiness?

Though this term is used in a variety of ways, The National Association of Colleges and Employers recently developed a useful definition helpful as a common reference point across a variety of disciplines: “*Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.*

(<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>),

This “successful transition” is a process, not an event. We engage with students at a variety of levels of development and awareness of career interests during their years with us. Faculty across the university in various disciplines and programs may find their pedagogy and expertise within and across courses connecting with one or more of what NACE identifies as “**core competencies**” in student career readiness. Their list includes:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

This FLCs goals are:

- to develop, refine and share specific faculty practices (assignments, readings, course based projects) that foster students’ development of these competencies.
- to focus attention on developing or refining pedagogical strategies to address these competencies
- to connect one or more of these to one or more of your course or program student learning outcomes.

Deliverable:

A “showcase” of accomplishments at the end of the FLC: Your new or significantly revised course, major assignment, activity, digital/web based resource, student project prompt, or collaboration (including service learning, or other community-engaging or interdisciplinary effort) as it relates to one of the competencies.

Who is leading this FLC?

Dr. Katherine Brown, (Associate Professor, Communication) and Faculty Director of CHABSS Career Readiness Initiative (2013-2017).

Who can apply?

Faculty from any discipline and of any rank/status are encouraged to apply.

- There will be an **online community space (cougar courses/community site)** for sharing progress, discussion, and housing resources.
- **CHABSS lecturer and tenure line faculty** are welcome to apply.
- At each session, participants **report progress** toward their goals; FLC colleagues will ask questions and provide feedback.
- Each of the Friday meeting sessions will be informed by discussion of one or more of the competencies listed above (those identified by participants as the ones they want to work on in their applications).
- We will invite campus professional staff (example: Career Center or Student Success professionals from around the university) with pertinent expertise related to Faculty interests and needs to join us for specific sessions.
- Each faculty participant will receive **\$250** in professional development or stipend at the conclusion of the FLC

How will faculty be selected? Faculty will be selected based on these criteria:

- Clearly articulated interest in this FLC’s goals
- Diverse representation within FLC (ideally we would like to include as many different disciplines as possible)
- Availability for the meeting times
- Please emphasize impact, ie, how, by when, where your project will be in use with students, how you will pursue that goal in 2017-18 AY.

Time commitment

- We will meet twice per month, for a **total of 12 hours over the course of the semester, on Friday and one other day of the week.**
- Please indicate your availability:
- **8 hours** (4 two hour blocks on Fridays 11:30-1:30 (one Friday in each month, September, October, November and December)
- **AND 4 single hours**, one other day of the week during each month of Fall semester.

- Please indicate which is preferable to you for weeks we don't meet on a Friday:
- 4 hours on 4 Tuesdays: September-December, from either 11-12, 12-1, or 1-2.
- OR
- 4 hours on 4 Wednesdays" September-December from either 11-12, 12-1 or 1-2

Compensation

- Faculty who complete the Career Readiness FLC will be awarded \$250.00 for professional development or as a stipend at the end of the semester.

TO APPLY: Fill out the application at the following [link](#):

For Priority Consideration: Applications are due on **May 23**; however, in order to ensure diversity of disciplines and rank/status in the FLC membership, applications will be accepted on a rolling basis until September 1st.

Applications should be submitted electronically to facctr@csusm.edu. Those faculty who are chosen to participate will be notified by email.

A maximum of **6 participants will be selected**—Whether or not you already participate in existing college structures, committees, or programs in around Career Readiness, you are welcome to apply for this FLC if you have strong interest in interacting with and learning with faculty colleagues and career readiness/student success professionals from around the university who share an interest in this topic.