Preparing Students for Professions

Part of our discussion focused on a proposal, “Preparing Students for Professions,” that would aim to enhance instruction of some of the more essential student outcomes identified in the LEAP document and provide practical demonstrations of these outcomes to employers. The LEAP outcomes have been adopted by UAF as its critical student outcomes, and most of the LEAP outcomes have been adopted by UAA as institutionally recognized student outcomes.

According to the “Employer Survey” associated with the LEAP initiative, http://www.aacu.org/leap/documents/MoreEmphasis_2010.pdf employers are looking at several essential educational outcomes traditionally linked with the humanities, fine arts, and social sciences. These include:

- written and oral communication
- critical thinking and analytic reasoning
- complex problem solving
- creativity and innovation
- information literacy
- ethical decision-making
- teamwork and intercultural competence
- civic knowledge and engagement
- global issues
- role of U.S. in the world
- cultural diversity

Our thought was to initiate this effort by providing opportunities for the professional development of instructors in courses such as oral communication, written communication, public communication, logic, ethics, political science, psychology, sociology, art and music appreciation. This might include, firstly, a system-wide meeting of selected faculty to discuss basic issues of how to better deliver instruction and set course content, so that it might be more practical for students seeking jobs from employers who desire such skills in their employees. Additionally, opportunities to discuss this matter with experts in the field and to examine best practices nationally, either through workshops, seminars, or other venues would be a second consideration. The goal of such an effort would be to enhance instructional delivery of these student outcomes as well as a possible adjustment in course content (it should be noted that UAA is planning to reconsider its GER offerings and this may contribute to that effort).

A second stage of this initiative would involve a meeting between instructors who teach course content involved with ethics and civic issues, and, instructors in various professional fields who may have modules on ethics in their courses. The goal would be to discuss the best means for delivery of this instruction. Currently there is a debate nationally about various approaches:
stand-alone courses, team-taught courses by ethicists and instructors in the profession, ethics modules embedded in relevant courses, or tutoring or training of professional discipline faculty by ethics instructors.

A third stage of this initiative would involve a practical demonstration of a students’ competence in these various skill sets, which could assist in employment. John Petraitis proposed the idea of using E-portfolios, which have been advocated in AAC&U national workshop, which John and Patty Linton attended. E-portfolios are something like digital resumes that allow students to provide documents or data to demonstrate skill or competence. The thought would be students could provide evidence of these critical skills in communication, critical thinking, and ethical and civic competence that employers want in their employees, in addition to whatever other skill or competency the student might have. Employers could link to a students’ E-portfolios should they be candidates for positions. Platforms for E-portfolios and their maintenance do involve an expense, but they could certainly enhance chances of employment for students. This may be something that is coordinated with Career Services on the various campuses.

The ultimate outcome of the proposal would be a practical link between key LEAP student outcomes and employable skills that could serve as document to employers. By means of this proposal, the humanities, arts, and social sciences can be more manifestly tied to preparation for professions and employment, thereby demonstrating the importance of these disciplines for the workforce.

Training for Strategic Languages
Based on the model of universities in the San Diego area, this proposal would involve providing instruction in key strategic languages to military personnel in the region. Among strategic languages identified by the Department of State include, Chinese, Russian, Japanese, and Arabic. Through such contracts with the military, universities have realized revenue that permits support of language faculty for academic programs.

Tasks involved: Jim Liszka will query SDSU to see how such a program is implemented and executed.

Experiencing the Arts
The gist of this proposal would be creating a network, centered in each of the MAUs, for bringing expertise to their respective art communities, and enhancing artistic work in the area. Each semester, various art programs would bring in an expert (for example in photography, stage design, etc.), and set up workshops for art organizations, agencies, or artists to share in the expertise.

In discussion about this proposal, Dan argued that there has to be some economic connection with this proposal, perhaps to tourism, galleries, or related art business.
Funding Proposals from UAF for the Statewide Committee on the Social Sciences, Arts, and Humanities

**Interdisciplinary baccalaureate program in Digital Cinema**
Funding needs: faculty positions (1 first year, 1 second year); camera equipment; staff support ($250-350K).
Outcomes: B.A. in Digital Cinema, with coursework in Theater, Journalism, English, and Art, using almost entirely existing courses; training for film industry professionals; build-up of film support infrastructure in Alaska.
Broader Purpose: enables interdisciplinary, hands-on study of the most important art form of the twentieth century and the dominant communication medium of the twenty-first; responds to student demands for study in this area; empowers Alaskans to tell their own stories.

**Administrator to run a UAF Center for the Arts**
Funding needs: 1 senior staff or term faculty position, staff support ($100K).
Outcomes: coordinated scheduling of arts events; improved contact with the public; point person for writing arts grants; facilitation of CLA Committee on Collaboration in the Arts and visiting artists series; improved communication between arts departments; point person for development of curriculum in arts administration (with School of Management).
Broader Purpose: strengthen links among departments and between university and community; develop training and experience in arts administration; strengthen arts education through increased federal grants from NEA, NEH, and private foundations.

**Additional requests** are department-specific, and include faculty positions in new specialties for broader disciplinary coverage, one-time equipment requests, and ongoing equipment maintenance money. The most pressing needs in this area at UAF are in Music, especially for an ethnomusicologist and for instrument purchases and maintenance money.
A) Statement of Need
During the Fall 2009 semester I have responded to 34 distinctive requests for participation in film collaborations in Fairbanks or elsewhere in Alaska. I have provided support to the film industry in terms of footage, students, resources, and/or logistics. (Production Assistants are typically paid positions provided to our students on a temporary basis).

- Production Assistants for TV commercial shoot in Fairbanks for Prilosec
- Audition opportunity and publicity outreach for an independent film by Academy Award Nominee and Inupiaq filmmaker Andrew MacLane
- Production Assistants and equipment loans for shooting the trailer for an independent feature film by Wesley Dalton
- Production Assistants and logistics for a Honda commercial to be shot in Fairbanks
- Support for broadcast preparation to Kaleb Yates (Theatre major) for "Letters to Santa" documentary aired on KUAC
- Support to two EPSCoR undergraduate students making a video documentary about ANWAR
- Provided video footage to Canadian Geographic

I have also been contacted this semester and/or met with the following individuals working on film projects in Alaska:

- Ron Holstrom - is fund raising for a 10 million dollar independent film to be shot in Fairbanks. Has solicited feedback on his script
- Ronan P. Nagle, NYC Executive Producer of "Storm Chasers" for Discovery Channel
- Matt Ralston, LA, Showtime network Comedy Special filmed in Fairbanks
- Meg Halsley, Anchorage, producer of Into the Wild, consulted for future projects here in Fairbanks
- John Hessert, Anchorage, founding Yukon River Media Project looking for University support
- Bob Kallenberg, Matsu, Film Editor
- Zoe Quist, LA, producer for $1 million feature
- Peter Lapis, LA, producer for $12 million dollar documentary
- David Worrall, Anchorage, Alaska State Film Office

Finally, I have been asked to assist with video shoots, editing, or training for the following UAF departments in Fall 2009:

- UAF Governance, Staff Appreciation Day Workshop
- Bernice Joesph, CRCD
- William Schnider, Oral History
- Alexandra Fitts, Foreign Languages
- Alla Grikurova, Foreign Languages
- Stephan Golux, Theatre
I provide you with this list as a sampling of the interest, need, and potential of the digital cinema program. I am confident that many other faculty could provide an equally long list of these sorts of contacts this past semester. The number of the inquiries I've received far exceeds the capacity that I, or our student body, can currently meet. The potential is enormous.

B) BENEFITS to UAF and UA in having a Digital Cinema Program:

1. Provide a 21st century education
2. Continue the growth and development of interdisciplinary studies and projects evidenced by this program's previous track record
3. Provide Alaskans with jobs and training in the multimedia industry
4. Tell Alaskan stories by Alaskan people to the world
5. Provide Alaska Native students the ways and means to document, record, preserve, and disseminate their own cultural heritage in their own language and sensibility (note: in Fall 2009's "Let's Make a Movie" class, 30% of the students were Alaskan Native and 50% were ethnic minorities).

This brings me to

C) WHAT IS NEEDED:

- 2-3 Tenure track faculty positions for Digital Cinema
- 2 full-time staff members (1 administrative, 1 technical support)
- $150K in video production equipment
- (and 5,000 sq ft of production studio space wouldn't hurt which could house the recording studio Burns mentions)

This list is only from my perspective, the interdisciplinary Digital Cinema Committee will be meeting on Tuesday January 19 to discuss specific funding requests to put before the Board of Regents. The paperwork for the New Degree Program proposal has already climbed the administrative and governance ladders, and is sitting at the BOR awaiting discussion. Students are in line waiting for the degree to be launched. Currently my student mailing list is at 81 - not shabby for a program that doesn't really exist yet.

Anchorage is currently the seat of the Alaska Film Industry, but it is only a launch pad for rural Alaskan film shoots. UAF is years ahead of UAA for launching a major degree program in film.

Sincerely,
Maya Salganek
Term Assistant Professor, Digital Media
Department of Theatre/Film Studies
University of Alaska Fairbanks
Budget Recommendations:

1. Humanities/Sciences Interdisciplinary Teaching Program

General Idea:
Program would facilitate the strategic offering of interdisciplinary courses co-taught by humanities and science faculty across the campuses. Examples could include environmental science, physics, or math faculty teaming up with literature, philosophy, or art faculty on courses in specific topics. This could be done with an eye toward developing interdisciplinary programs as well.

Reasoning:
There is a perception among students, faculty, and members of the general public that, unlike the sciences, work in the humanities, while interesting, does not lead to important knowledge or understanding. This type of program would address that perception head on and would help faculty and students in both areas, science and humanities, consider ways their disciplines might complement, or critique each other.

Support Needed:
- Faculty Coordinator for each campus.
- Funding for courses (each would cost approximately twice as much as other courses).
- Budget for recruiting faculty and students to the program.

2. Humanities Intensive Summer Programs

Basic Idea:
Put together and intensive interdisciplinary program that rotated between campuses in which students from any discipline could have the chance to focus on a particular theme over the course of a month.

Reasoning:
Students in the sciences often have opportunities to participate in intensive research activities, often in the form of field-work, during summers. This is the type of program that would offer humanities students a similar opportunity and facilitate interaction between faculty members across the campuses.

Note: At UAS we have been working on a plan to offer a field-based summer program in the humanities. Such a program would give students in Environmental Philosophy or
Literature to take a course that allows them to camp for a significant time on the Juneau Icefield while spending several hours a day in a classroom setting.

Support Needed:
   a. Faculty Coordinator
   b. Faculty Salary for Courses
   c. Recruiting Budget
   d. Coordination and Logistics Budget
Dan,

I've attached links about eportfolios as ways of linking general education to skills.

What AACU says about eportfolios: http://www.aacu.org/value/

LaGuardia College is a leader in eportfolios: http://www.eportfolio.lagcc.cuny.edu/

Two good examples of portfolios that link student work to general ed goals. Both students are from liberal arts majors.
http://www.kzoo.edu/pfolio/archive/example/foley/
http://www.kzoo.edu/pfolio/archive/example/weigandt/

Could you pls forward to the rest of the SSAH group?

Thanks.

J
Statement for Senate Consideration

The SW Committee on the Social Sciences, Arts and Humanities is requesting UA Academic Senates support, by endorsing, the following essential learning outcomes as a framework to guide undergraduate education. We believe students should prepare for 21st Century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

  *Focused by engagement with big questions, both contemporary and enduring*

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

  *Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

  *Anchored through active involvement with diverse communities and real-world challenges*

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

  *Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*
The SW Committee is not addressing in this request the issue of assessment, nor are we requesting immediate changes in any teaching methodologies or curriculum.

James Everett, Vice Provost and Acting Dean, School of Arts and Science, UAS
Susan Henrichs, Provost and Executive Vice Chancellor for Academic Affairs, UAF
Eric Heyne, Interim Dean, College of Liberal Arts, UAF
Kevin Krein, Associate Professor of Philosophy/Academic Director of Outdoor Studies, UAS
Patty Linton, Associate Dean, College of Arts and Sciences, UAA
James Liszka, Dean, College of Arts and Sciences, Professor of Philosophy, UAA
John Petraitis, Professor of Psychology, UAA
Carol Swartz, Campus Director, Kachemak Bay
Daniel J. Julius, Vice President for Academic Affairs, UA System (chair)
In Defense of the Liberal Arts

By Jon Meacham | NEWSWEEK
Published Jan 9, 2010
From the magazine issue dated Jan 18, 2010

At noon last Wednesday in Sewanee, Tenn., in a 19th-century Gothic hall dominated by a sandstone fireplace and decorated with portraits of somber bishops, the University of the South—my alma mater—elected a new leader, John M. McCardell Jr., the former president of Middlebury College. (We refer to our president as vice chancellor, in the English tradition. If the fates had ever brought Anthony Trollope and Tennessee Williams together to collaborate, Sewanee might have been the result.) Those of you who share an affinity for small institutions know the power of sentiment at such moments—how the old rooftops remind us of when we were young, and all of that. Arguing the interests of Dartmouth before the Supreme Court, Daniel Webster captured this feeling well: "It is, sir, as I have said, a small college. And yet there are those who love it."

I love Sewanee, an Episcopal university tucked away on 13,000 rural acres of the Cumberland Plateau. It is a place where students and faculty wear academic gowns to class, where the vice chancellor also serves as mayor, and where I spent four years without having a key to my room, much less locking it. Modernity intrudes with a single full-time traffic light on campus, but for years that incursion was ameliorated by the sight of a professor of religion's cat taking a daily nap on the street directly beneath the light. People knew to steer clear.

Belief in liberal-arts colleges like Sewanee, however, is about more than sentiment. As I sat listening to McCardell accept his election, I thought, not for the first time, about the difficulty of making the case for something so expensive and so seemingly archaic—an undergraduate liberal education—in an economic and cultural climate that favors efficiency and tangibility. It is inarguably hard to monetize a familiarity with Homer or an intimacy with Shakespeare.

It is just possible, though, that the traditional understanding of the liberal arts may help us in our search for new innovation and new competitiveness. The next chapter of the nation's economic life could well be written not only by engineers but by entrepreneurs who, as products of an apparently disparate education, have formed a habit of mind that enables them to connect ideas that might otherwise have gone unconnected. As Alan Brinkley, the historian and former provost of Columbia, has argued in our pages, liberal education is a crucial element in the creation of wealth, jobs, and, one hopes, a fairer and
more just nation.

Barack Obama started out at such a school (Occidental in Los Angeles) before moving to Columbia, where the core curriculum requires undergraduates to be grounded in canonical literature, philosophy, and history. Steve Jobs, who dropped out of Oregon’s Reed College, nevertheless credits a calligraphy class he attended there with providing part of the inspiration for the Macintosh. Employers say all the time that they value clarity of writing and verbal expression, and that they often find liberal-arts graduates expert in both.

We need to make sure that the liberal arts prepare people for a good life, not just the good life. For too long private colleges like mine have been seen, with more than a little justice, as provinces of the already affluent. Such institutions devote a lot of resources to remedying this, but educations at the more elite private schools are prohibitively expensive, and always will be.

Which is why the state universities that underwrite liberal-arts programs, including newish public honors colleges within large research institutions (Michigan and Georgia are two examples), should continue that good work. There is never enough money—or at least it seems as though there is never enough—but cutting the liberal arts is a false economy.

The other emerging market is the world of online education, which is one of the great democratizing stories of recent years. Like NEWSWEEK, Kaplan Inc. is a part of The Washington Post Company, so I am unapologetically prejudiced. Yet the fact remains that digital educational enterprises are to the 21st century what public universities were in previous generations: accessible and more affordable means for people to better their minds and their lives.

For some the future will be shaped by a Sewanee, for others by a business course taught online. The unifying theme that connected my own musings among the bishops (living and dead) was straightforward: if the country is to prosper—economically, culturally, morally—we have to trust in the institutions, old and new, that nurture creativity, and then hope for the best.

*Jon Meacham is editor of NEWSWEEK and author of American Lion: Andrew Jackson in the White House and American Gospel: God, the Founding Fathers, and the Making of a Nation.*

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