• Publically traded management consultancy
• Founded in 2002 with approximately 200 employees and grown to about 3,000 today
• Headquarters in Chicago with offices in 17 other domestic and international metropolitan areas
Over 600 consultants partnering with 350 institutions to:

<table>
<thead>
<tr>
<th>PLAN FOR THE FUTURE</th>
<th>ACHIEVE OPERATIONAL EXCELLENCE</th>
<th>ENABLE EFFICIENCY AND EFFECTIVENESS</th>
<th>MANAGE THE RESEARCH ENTERPRISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We enable institutions to think more deeply about the future and to develop and implement strategies that drive higher levels of performance and impact.</td>
<td>We identify and realize opportunities for operational efficiency and effectiveness across all levels of an institution to improve service, productivity, financial management and stewardship.</td>
<td>We design and deliver integrated solutions and programs to increase productivity across institutions.</td>
<td>We use our extensive experience to help improve support for the research mission, increasing levels of service, productivity, cost reimbursement, compliance and systems support.</td>
</tr>
</tbody>
</table>

Strategy | Operations | Technology | Research
My Work

Peter Stokes
Managing Director

+ Strategy, operations, student success
+ Work with a range of public and private institutions
+ Former Vice President, Northeastern University
+ Taught at Stony Brook University, Mass College of Art, Tufts University
LET’S DEFINE THE OBJECTIVE
How Do We Define Marketable Skills?

From “60x30TX”

Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas.

These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.

As concise and clear as this definition is, there remains a good deal of debate in the market at large about the characteristics of employable graduates.
What Kind of Skills Are Employers Talking About?

A mix of cognitive and non-cognitive skills

- Passion
- Rigor
- Collaboration
- Mindfulness
- Ownership
- Curiosity
- Self-awareness
- Resilience
- Motivation
- Assertiveness
- Empathy
- Communication
- Optimism
- Grit
- Technical Skills
- Self-management

Employment-tech company Koru seeks to provide "predictive hiring for fit" via an assessment of the Koru7 Impact Skills: Grit, Ownership, Curiosity, Polish, Teamwork, Rigor, Impact.
Why Are Marketable Skills So Important?

There are many stakeholders in this conversation:

- 6.3 million unfilled jobs and 6.7 million unemployed workers as of March 2018*
- Parents and students want employment outcomes
- Federal and state governments want an ROI
- Institutions want good outcomes to attract prospective students and achieve impact
- Entrepreneurs want to develop solutions to fill gaps not currently addressed by the market
- Think Tanks and Foundations want effective public policy that drives meaningful outcomes

* Source: Bureau of Labor Statistics
There Are a Number of Beneficiaries

A concerted focus on developing marketable skills rewards many

STUDENTS
- Jobs, adaptability, ability to market their own skills sets

INSTITUTIONS
- Deliver on the mission, enhance value proposition, deliver lifelong learning

EMPLOYERS
- Talent pipeline, inform curricula, research collaboration, philanthropy

ALUMNI
- Giving back (mentoring, recruiting, philanthropy) and lifelong learning

STATE GOVERNMENTS
- Efficient use of tax dollars, economic development, attract employers
Yet Obstacles Remain in the Way

Moving from “college-ready” students to “student-ready” colleges

- Insufficient coordination among the many actors in the ecosystem
- Debates about the relative value of traditional educational experiences vs applied professional experiences
- Rise of alternative providers
- Insufficient preparation for demographic shifts that are already underway
- A lack of awareness of the relationship between college majors and careers
  - seekUT
  - C4eo.org
  - Skillful.com
  - Onetonline.org

Frequently Requested Skills by Employers From Online Job postings

Source: Center on Education and the Workforce’s Analysis of Burning Glass Technologies online job posting data (2019).
HOW DO WE PROMOTE MARKETABLE SKILLS?
Don’t Fight the Wrong Battles

We need to be thinking in terms of both/and, not either/or

“The Suicide of The Liberal Arts”
- The Wall Street Journal, August 2015

“Why Critics Are Wrong About Liberal Arts Degrees”
- Fortune, November 2015

“Liberal Arts vs. STEM: The Right Degrees, The Wrong Debate”
- Forbes, June 2015

“Not Every Liberal Arts Grad is Working as a Barista”
- CNN, January 2016

“Why The Tech World Highly Values a Liberal Arts Degree”
- Washington Post, August 2015

“10 CEOs Who Prove Your Liberal Arts Degree Isn’t Worthless”
- Time, July 2015

“Building a Bridge Between Engineering and the Humanities”
- The Chronicle, February 2016
Earnings Will Differ by Degree

Distribution of median wages

<table>
<thead>
<tr>
<th>Major Supergroup</th>
<th>Median Annual Wage (2013$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>$76,000</td>
</tr>
<tr>
<td>Health</td>
<td>$65,000</td>
</tr>
<tr>
<td>Business</td>
<td>$65,000</td>
</tr>
<tr>
<td>All majors</td>
<td>$61,000</td>
</tr>
<tr>
<td>Social sciences</td>
<td>$60,000</td>
</tr>
<tr>
<td>Career-focused</td>
<td>$54,000</td>
</tr>
<tr>
<td>Arts, liberal arts, and humanities</td>
<td>$51,000</td>
</tr>
<tr>
<td>Teaching and serving</td>
<td>$46,000</td>
</tr>
<tr>
<td>High school graduate</td>
<td>$36,000</td>
</tr>
</tbody>
</table>

Source: Georgetown University Center on Education and the Workforce analysis of U.S. Census Bureau, American Community Survey micro data, 2009-2013.

But financial outcomes are not the only outcomes that matter – and we need to consider how a “both/and” blend of skills strengthens employability.
Why Blending Matters
Crossing disciplines and the curricular and co-curricular

“Despite the high unemployment rate for liberal arts graduates, we are seeing that the skills they possess are in-demand when coupled with specific technical skills. Employers report a strong need for recent graduates who possess skills such as writing, adaptability, and problem solving. When combining these skills with workforce-specific competencies, a liberal arts education becomes highly valuable.”

Matthew Sigelman, Burning Glass Technologies

“We would recommend higher education administrators focus on improving academic rigor and increasing the academic standards at their institutions…[as well as] programs that facilitate school-to-work transitions, in terms of internships, apprenticeships, job placement programs.”

Richard Arum and Josipa Roksa

“Access to a college education is no longer enough. The world has changed so significantly that colleges and universities must complement traditional education with real experience, including authentic connections to the workplace.”

John Fry, President, Drexel University

“A degree, once considered the passport to a graduate-level career, needs to now come in a total package – ‘graduate plus’ – as employers seek well-rounded employees who are ‘work-ready’ with clear evidence of both job-specific skills and prized graduate attributes.”

Wendy Purcell, President, Plymouth University
We Have to Build a Bridge Between the Classroom and the Real World

This may require new behaviors from multiple stakeholders

Bring the student experience into the world of work
- Internships
- Apprenticeships
- Co-ops
- Problem-based learning

Bring the world of work into the classroom
- Visiting lecturers
- Mentoring
- Bootcamps
- Curriculum advisory boards

The Capstone Design Expo at Georgia Tech provides juniors and seniors from diverse academic programs with the opportunity to collaborate in the design, development, and prototyping of an application for a real-world, interdisciplinary challenge posed by an industry partner, a member of the faculty, or the students themselves. Past event sponsors have included companies such as CAT, AT&T, John Deere, Kimberly-Clark, Autodesk, and numerous others. Expo sponsors provide $8,000 each in funding to help underwrite the program.
The Through Line Is Also Critical

We must elevate the co-curricular to the same level as the curricular

- **Getting Started**: Linking orientation, FYE programs, advising, career planning
- **Getting Smart**: Integrating the curricular and co-curricular
- **Getting Jobs**: Building a portfolio of experiences to start or advance a career

Doing this successfully requires connecting distinct campus units, from advising to career services to continuing education to alumni relations to advancement, and more.
Colleges Can’t Do It All on Their Own

We need to get better at “coopetition” and providing unique value

SIMPLE VALUE CHAIN

STUDENT/WORKER → PROVIDER → EMPLOYER

EXTENDED VALUE CHAIN

STUDENT/WORKER → PROVIDERS → WORK BASED LEARNING → SUPPORT → EMPLOYER

U.S. Chamber of Commerce, Managing the Talent Pipeline, November 2014
Colleges Have to Share the Load

The unique value we deliver must integrate with other providers

Student gets AAS in accounting at Austin Community College

Student then pursues a BBA at the University of Houston

Student uses Handshake for first job search

Student earns a Nanodegree from Udacity in Digital Marketing

Employee receives on the job training in data analytics
Or We Risk Disintermediation and Obsolescence

Imagine the following scenario

- Student uses LinkedIn to select college
- Professional visits LinkedIn’s Lynda.com for top-up skills in business intelligence
- Employee receives on the job data mining training at Lynda.com
- Work Based Learning

Student attends accounting program ranked by LinkedIn

Student uses LinkedIn to find mentor to assist in first job search

Student then pursues a finance program ranked by LinkedIn
WHAT SHOULD YOUR INSTITUTION DO NEXT?
Don’t Narrowcast, Provide Choice But Inform

We have to encourage rather than discourage

• The Arts, Liberal Arts, Sciences, Business, Health disciplines all develop marketable skills – increasingly when blended

• Each career path comes with a set of trade-offs (work-life balance, compensation, lifestyle, social impact, personal enrichment)

• Inform students about the choices they are considering (job growth, trade-offs, readiness)

• Promote programs in a language that is consistent with the language of the employment market

• Consider sunsetting or mothballing low enrollment courses, but don’t be short sighted
Focus on Institutional Competencies

But be prepared to integrate services and partner

• Consider how advising, experiential learning, career services, and alumni relations might function as a virtual one-stop shop

• Consider where to partner or outsource (apps, CRM, analytics, networks) and collaborate with other providers where you can’t or shouldn’t compete

• Think of the institution as a talent development partner within an ecosystem collaborating to drive economic growth

• While also enriching lives and nurturing curious, adaptable individuals who have learned how to learn
Integrate Your Capabilities to Support Marketable Skills

Assess, connect and collaborate to support student success

CONDUCT AN INTERNAL AUDIT
Understand your institution’s current career, coaching and advising-related capabilities, identifying areas of strength and opportunity.

FILL SUPPORT GAPS
Pinpoint areas in which student support could be developed further and determine if your internal resources can effectively close the gap.

POOL OUTSIDE RESOURCES
Partner with outside organizations as appropriate to help your institution strengthen the development of marketable skills.

Thoughtful collaboration between institutions and service providers can enhance the contributions of all stakeholders in promoting the development of marketable skills.
QUESTIONS
THANK YOU
Biography

Managing Director

Peter Stokes

Peter works with college and university leaders to assist them in strategic planning, student success, and organizational effectiveness. He has worked with hundreds of institutions across the U.S. and globally to strengthen operations, define paths to growth and sustainability, manage their program portfolios, reach new audiences, develop innovative curriculum and delivery models, support the work readiness of their graduates, and better engage with their alumni and employer partners.

Prior to joining Huron Education, Peter served as the Vice President for Global Strategy and Business Development in the President’s Office at Northeastern University, where he also previously served as the Executive Director for Postsecondary Innovation within the College of Professional Studies. He also taught literature, writing and communications at institutions as diverse as Stony Brook University, the Massachusetts College of Art, and Tufts University. He has held positions as a technology industry analyst and management consultant, and served for more than a decade as the Executive Vice President and Chief Research Officer at Eduventures, a leading higher education research firm and consultancy. Peter also held the position of Executive Director in the higher education practice at Russell Reynolds Associates, a global executive search and assessment firm.

pstokes@huronconsultinggroup.com, (617) 226-5507