

## Use orientation and career events to encourage students to explore the myriad values of *both* the humanities and sciences.

*Audience for this recommendation:*  
Educators, Administrators, Career Centers

[Survey research](#) we conducted at one of our project's universities demonstrates that students see the humanities as personally but not professionally valuable (see [KF-9-1](#)). Conversely, they see the sciences as more likely to lead to benefits for society but the humanities to lead to self improvement (see [KF-9-5](#)). Additionally, many students view the main purpose of their college degree as getting a well-paying job--to the exclusion of any other values. How can educators and advisers more effectively convey the myriad values that *both* the humanities and sciences offer--professionally *and* personally--to oneself and to society?

### Try this:

→ **Orientation packet.** As part of a student's orientation packet, include a questionnaire asking students to think about what they value in both their personal and professional lives and what opportunities can help them achieve those values. Then students can organize classes and extracurriculars around their proposed goals, and discuss them with fellow students. For example, a passion for the environment could lead a student to consider taking a course on ecocritical literary theory alongside one on ecosystem science and policy.

→ **Value-oriented career fair.** Most career fairs involve individuals representing their businesses to potential employees. However, consider a fair consisting of

university employees and alumni speaking to students about the specific skills and personal/professional benefits that their undergraduate experience has given them for their career. We suggest not organizing the fair by discipline but instead by skills and benefits. For example, individuals from different careers who value set working hours can discuss how their undergraduate training led them there. Or alumni can speak about the influence of certain classes at college. For example, a cancer researcher could speak on the importance of taking a race and media class related to racial disparities in medicine, or a historian could speak on taking a geology class and the different scales of time it helped reveal.



→ **Gather resources across departments.** Just as communication is key for students, communication between departments is also crucial. What values do you consider your discipline developing? How could your class benefit by featuring a speaker from another, seemingly opposite, discipline?

#### Resources

\* Research backing up this recommendation: [M-9](#), [KF-9-1](#), [KF-9-5](#)

\* Related materials: WE1S Bibliography for [Value of Humanities](#); [MR-9-5](#)