

College Faculty's Perceptions of Career Information

Submitted for Course EDU 776

Seminar: Issues in Education

Central Michigan University

Submitted by: Anna De Grauwe

Capstone Monitor: Dr. David Lloyd

January 5, 2015

Abstract

The purpose of this quantitative study was to discover how college faculty members acquired and delivered career information and advice to their students outside of scheduled teaching time, and to explore any barriers that they perceived existed to them successfully doing so. This research question was selected because college faculty members have proven to be strongly influential in their students' lives, yet graduate unemployment rates in the province of the study site are perceived as being too high.

To explore the research question, an online survey was undertaken in November 2014 at a medium-sized college located in the Greater Toronto Area in Ontario, Canada. The survey invited all 1010 full- and part-time faculty members employed in the fall of 2014 to participate in this anonymous and confidential survey. Study participants' responses indicated that they are well-positioned to provide career advice to students, since most have acquired a number of years of professional experience in their fields of study. Career information is primarily being delivered through the use of faculty's real-life career experiences, although LinkedIn is also being used as a communication tool. Lack of time, lack of knowledge of credible sources, and lack of institutional support were all cited as barriers to faculty delivering career advice and information to students.

Moving forward, the study recommends that further research be conducted on how to encourage students to pursue out-of-class communication with faculty members, with a focus on career advice and information. Further research is also needed on the delivery of career

information, on LinkedIn as a specific tool for doing so, as well as research dedicated to understanding the Canadian post-secondary landscape and labor market.

Acknowledgements

To Jess, Karen, Julie, Tracey, Samita, Cindy, Shauna, Lorraine, Cara, and Crys - I am privileged to be completing my capstone and this program with 10 new friends who accompanied me on this wild and crazy journey. Your support and encouragement throughout these two years has meant the world to me, and I look forward to many more years of friendship. To Lucy – thank you for making me go to the gym at lunch with you on that fateful day, with a little stop by the CMU information session, and my eternal thanks for letting me tag along on your coattails for this journey. I can't imagine having succeeded without you.

Capstone, and this entire CMU experience, would of course not have happened without the encouragement, push, and determination of our cohort's professors. Special thanks must go to Dr. Mike Stacey for his support during the first phase of this project, and to Dr. David Lloyd for his continued assistance in navigating all the final steps required to deliver a quality final document. I must also thank Dr. Patricia Hedley, our first professor, for truly bringing our cohort together as a unit right from weekend one, and helping us to recognize and use our strengths as a true group.

To all my other friends and family, for whom I'm blessed to not have enough space to list here individually, you are collectively my rock and my endless cheerleaders. Thank you for putting up with my good humored Facebook posts over the last two years, and always providing encouragement.

Finally, to my biggest cheerleader, Nancy, you were right when you said this would be another challenge I would meet head on. I love you whole bunches and bunches, and miss you daily even more.

Table of Contents

Abstract	2
Acknowledgements	4
Chapter I: Definition of the Problem	9
Background	9
Statement of the Problem	10
Purpose of the Study.....	11
Research Question	12
Research Sub-questions.....	12
Definition of Terms	13
Limitations of the Study.....	14
Chapter II: Review of the Literature	16
Career Decisions.....	16
Mandate of Colleges	17
Influence of Faculty Members	19
Acquisition of Career Information by Faculty	23
Delivery of Career Information	25
Barriers to Faculty Acquiring and Delivering Career Information.....	27
Summary	28
Chapter III: Methodology.....	30
Research Design	30
Population and Sample	30
Data Collection Methods	31
Variables and Measures.....	34

Data Analysis Methods	34
Ethical Issues	36
Chapter IV: Analysis of the Data.....	37
Results of the Study	38
Summary	74
Chapter V: Summary, Conclusions, and Recommendations	75
Summary	75
Discussions and Conclusions	77
Recommendations	85
Summary of the Discussion	86
References	88
Appendices	94
Appendix A: Marketing Email to Faculty Members	94
Appendix B: Quantitative Survey	96

List of Figures

Figure 1: Student to Faculty Communication Outside of Teaching Time (n=61)	39
Figure 2: Frequency of Email (n=58)	41
Figure 3: Frequency of Hallway Conversations (n=49)	42
Figure 4: Frequency of Instant Messaging (n=15)	43
Figure 5: Frequency of Learning Management Systems (n=37)	44
Figure 6: Frequency of Office Visits (Drop In) (n=40)	45
Figure 7: Frequency of Office Visits (Scheduled) (n=47)	46
Figure 8: Frequency of Phone Calls (n=33)	47
Figure 9: Frequency of Social Media (n=17)	48
Figure 10: Frequency of Text Messages (n=17)	49
Figure 11: Average number of times for communication from students outside of teaching time during a typical course (n=62)	50
Figure 12: Amount of time spent on out-of-class communication with students during a typical course (n=62)	51
Figure 13: Role of faculty in providing career advice to students outside of scheduled teaching time (n=60).....	53
Figure 14: Staying up-to-date with industry trends (n=60)	54
Figure 15: Accepting LinkedIn networking requests from current and past students (n=62)	56
Figure 16: Providing career advice or information via LinkedIn to students who reach out to faculty (n=62)	57

Figure 17: Use of real-life career experiences when delivering career information to students (n=62)	58
Figure 18: Does sharing of personal job / career experiences assist students in determining their own goals (n=62)	59
Figure 19: Factors that prevent the acquisition of career information (n=46)	61
Figure 20: Factors that prevented the delivery of career information to students outside of scheduled teaching time (n=42)	62
Figure 21: Interest in attending a professional development session on career information for students (n=62)	64
Figure 22: Respondents' gender (n=61)	66
Figure 23: Respondents' staffing level (n=62)	69
Figure 24: Respondents' industry of faculty / teaching area (n=60)	71
Figure 25: Respondents' years of professional experience (n=62)	72
Figure 26: Respondents' years of college teaching experience (n=62)	73

Chapter I: Definition of the Problem

Background

“47% of post-secondary students change programs or drop out by the end of their first year, and 50% of those who graduate are not in work closely related to their programs two years after they complete their programs” (Jarvis, 2002, p. 40). Why is this happening? Jarvis (2002) noted that Canada produces high quality career resources for both youth and adults in a wide variety of different formats; all resources are available in high schools, public libraries, and online, and are generally easily accessible. Yet there is an increasing crisis in the Canadian labor market as more and more students graduate with post-secondary credentials and are unable to directly apply their knowledge. In fact,

in Ontario, 34% of college graduates...worked in an entry-level job in 2006. This is problematic for two reasons. First, post-secondary graduates are ending up in jobs below their educational qualifications, thus negating their investment in higher education. Second, they are displacing individuals with lower educational qualifications from those jobs, jobs for which they would otherwise be qualified (Zizys, 2013, p. 45).

While an evolving labor market is a significant source of employment difficulties for all job seekers including new college graduates, this study explored the role that college faculty members play in communicating with students outside of teaching time and what, if any, career resources are shared during these interactions.

Literature to date appears to focus on out-of-class communication between faculty members and students but only briefly mentions career advice among multiple potential topics of conversation (Jaasma & Koper, 1999; Theophilides & Terenzini, 1981) as well as the mentoring abilities of faculty (Bippus, Kearney, Plax, & Brooks, 2003) with regard to career information. It must be emphasized that career information is only one aspect of the above articles and is not the sole focus. No literature appears to solely address how faculty members acquire career information nor does it discuss any barriers that they face in their attempts to either obtain or deliver this advice and information.

Ultimately, all college faculty as well as administration members may benefit from the findings of this study as they may provide insight into how to better support students and graduates in their career preparation beyond the technical skills curriculum taught in the classroom. Support staff within college career centers may also benefit as they may gain ideas on how to better or further collaborate with faculty members in reaching out to students to provide service and career assistance.

Statement of the Problem

The core problem addressed in this study was that “too many people with university or college credentials fail to find satisfying and secure work matching their education” (Zizys, 2011, p. 9). Since college faculty are among “the greatest influencers of student mindsets and decisions after peers” (Chan & Derry, 2013, p. 2), it is important that they obtain and deliver career information and advice that is accurate and timely so that students are better able to

secure employment, ideally employment that is related to their college program. This problem is serious because new college graduates in Ontario have seen their graduate employment rate fall from a high of approximately 90% in 2006-2007 to approximately 83% in 2011-2012 (Colleges Ontario, 2014). Moreover, only 52% of 2012 graduates from an Ontario college reported having employment that they deemed related to their college program field of study (personal communication, September 5, 2013). While this decrease in employment is in line with the recent economic recession, one consideration that this study observed is the role of college faculty in delivering career information with the end goal of increasing employment outcomes.

Purpose of the Study

The purpose of this quantitative study was to discover how college faculty members acquire career information and deliver career information and advice to their students. This study also explored any barriers which may exist and which faculty perceived may restrain them from acquiring and delivering this information to students. The overall results of this study were also cross-referenced with the demographics of the survey respondents for characteristics such as gender, employment status, and years of college teaching experience. The findings from this study may then lead to colleges providing enhanced support for faculty members in performing this part of their roles.

Research Question

How do college faculty acquire and deliver career advice and information to students outside of teaching time, and what barriers exist for them in doing so effectively?

Research Sub-questions

- i. In what ways do college faculty perceive they acquire career information?
- ii. In what ways do college faculty perceive they deliver career advice and information to students outside of teaching time?
- iii. What barriers do faculty perceive exist to acquiring and delivering career information to students?
- iv. In what ways do the demographics of college faculty members such as employment status, gender, area of teaching, and years of college teaching experience influence how they perceive that they acquire and deliver career information to students?

Definition of Terms

Career information: “Career information is used to support all areas of the career development process. It includes occupational, educational, and employment related resources” (Gollert, 2004, p. 8).

Full-time faculty: Individuals who are employed by the college on a permanent basis and who complete a full workload of teaching responsibilities.

Labor market information: “Labor market information helps individuals determine which occupations suit their aptitudes and interests, where the jobs are, and which occupations have the best prospects. It also helps people locate the most appropriate training and educational resources” (Ontario Ministry of Training, Colleges and Universities, 2012, n.p.).

Part-time faculty: Individuals who are employed by the college on a course-by-course basis and who teach as little as one course per semester. Part-time faculty members often work at other educational institutions and in other non-teaching positions in addition to their teaching responsibilities.

Youth underemployment: “Young people employed in jobs that are low-wage, non-unionized, temporary and/or part-time, which rarely offer additional benefits” (Foster, 2012).

Limitations of the Study

This study was conducted using the input and experiences of college faculty at a medium-sized college located in Ontario, Canada. Participation in the survey was voluntary and input from both full-time and part-time faculty members was sought. The researcher recognizes that the findings of this study could be affected by four possible limitations.

First, a possible limitation stemmed from the decision to include both full-time and part-time faculty members in the survey. Long-time full-time faculty members may have feared reprisal if they disclosed that the information they provided to students was possibly out-of-date and no longer in line with industry expectations, even though survey responses were anonymous and confidential. In contrast, part-time faculty members may not have provided accurate accounts of the barriers facing them for fear that their responses may have jeopardized opportunities for future employment, either as a continued part-time faculty member or as full-time faculty. While each faculty group presented with their own limitations, the researcher believed that the study could not be complete without input from both staffing perspectives.

Second, responses from both faculty staffing groups may also have been limited by the self-perception that delivering career advice to students is “not my job” as it is not a task that is formally captured in the job description or in the collective bargaining agreement for faculty members.

Third, this study did not examine career education curriculum which is formally delivered for credit within the college system. Instead, the focus was on general or informal advice and information which is given to students by faculty members. This may have proven more difficult for data capture and assessment purposes because survey questions relied on faculty's memory and perception of their interactions with students rather than on tangible data or curriculum.

Finally, this study considered only the beliefs of faculty at one medium-sized college in Ontario, Canada. As a result, the findings may not be transferable to other community colleges or may only be useful at colleges which are academically structured in a manner similar to the study site. This perspective is in keeping with the work of Lincoln and Guba (1985), as cited in Krefting (1991), who stated that transferability is the responsibility of subsequent researchers, which means it is not an issue of concern for this study's author. However, transferability of results may be a worthwhile suggestion for further research, depending on the findings of this study.

Chapter II: Review of the Literature

Original research cannot be properly conducted without first appreciating the work and understanding the trends which have come before. To further understand and establish the need for the research question, documentation on career decision making, the mandate of colleges in Ontario, and the influence that faculty have on their students will be examined. This literature review also examined how college faculty members acquire career information as well as how they deliver this information and advice to their students. For both of these aspects, they may encounter barriers which will also be sought in the literature.

Career Decisions

It is widely accepted that part of career decision-making rests in choosing a form of higher education to pursue after secondary studies. In Canada, the percentage of individuals 15 years or older who hold a trade certificate, college diploma, or university degree increased from 32.7% in 1990 to 53.6% in 2012, a dramatic increase in only 22 years (Human Resources and Skills Development Canada, 2013). Unfortunately, this increase in the achievement of credentials has not resulted in a lower unemployment rate. The Organization for Economic Cooperation and Development (OECD) recently released findings indicating that the unemployment rate for Canadians between the ages of 15 and 24 was 14.1% as of 2011 (Foster, 2012). This statistic would increase even further if youth *underemployment* was factored in as well (Foster, 2012).

With these statistics in mind, Mayston (2002) and Gillie and Gillie Isenhour (2003), as cited in Bridgstock (2009), stated that career decisions that are made based on solid information are likely to increase the probability of employment, higher income, and an overall higher quality of life. Bridgstock (2009) also noted that if the education sector played a more active role in developing students' career management skills, then economic benefits for society at large would be likely to follow.

Unfortunately, Tomini and Page (1994) found that little research had been conducted prior to that time to study the influence that teachers have on students' career decisions, which they noted as being an area of importance since students spend more time with their instructors than they would with a counselor. Moreover, since students typically indicate that their career choices are highly influenced by their teachers (Noeth, Egen, & Noeth, 1984; Tomini, 1990; Tomini & Page, 1992, as cited in Bridgstock, 2009), it is logical to further pursue this area of research by focusing on the career advice that faculty members provide to their students, starting with the historical mandate of colleges in the province of Ontario.

Mandate of Colleges

The Ontario college system was first launched in 1965 by then Minister of Education, William G. Davis. In his comments, Davis noted that colleges

provide for the introduction of a new level and type of education to serve those parts of the population whose needs were not being met by the existing education system.

Focused mainly on career-oriented education, colleges would create a system which would be a coherent whole.....from kindergarten to the post-graduate level. (Colleges of Applied Arts and Technology Basic Documents, 1967, p. 5)

The Basic Documents went on to state that colleges were introduced to address a deficiency that had long existed in the province's educational system, since individuals could previously only choose to pursue university upon completion of high school; this system resulted in "the real needs of a very substantial number of...young people....[being] served poorly and far[ing] poorly in...traditional university programs" (1967, p. 11).

Indeed, the major responsibilities of every college in the province were to be notably different from the traditionally theoretical training of universities by being mandated to:

1. provide courses of types and levels beyond, or not suited to, the secondary school setting;
2. meet the needs of graduates from any secondary school program, apart from those wishing to attend university; and
3. meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates (Colleges of Applied Arts and Technology Basic Documents, 1967, p.13).

As a result of this original directive, Ontario colleges have since provided “quality career education and training to over one million adults... to prepare them to be job-ready....for Ontario’s labor market and [to] deliver a proven return on public education investment” (Association of Colleges of Applied Arts and Technology of Ontario, 1999, n.p.). To effectively and efficiently provide this career education, colleges must then rely on the faculty members they have recruited to educate and influence the career development plans of their students.

Influence of Faculty Members

To deliver the level of career education that is mandated by the government, colleges generally have two staffing options on which to rely: faculty members in the classroom and career center staff outside of the classroom. Astin and Panos (1969), Feldman and Newcomb (1969) and Pascarella (1984), as cited in Lamport (1993), all concluded that faculty members, in addition to parents, are critical in assisting and influencing students’ career decisions. While faculty job descriptions in Ontario do not include a formal advising role outside of classroom time like many colleges in the United States, Cox, McIntosh, Terenzini, Reason, and Lutovsky Quaye (2010) wrote that “the educational value of faculty-student interaction outside the classroom is among the oldest and most widespread [of] beliefs” (p. 767). Indeed, Crowder (1981) observed that regardless of educational background or field of expertise, every faculty member who enters a post-secondary classroom must be prepared to help students who come to them for counseling or for advice outside of the classroom setting. It is the study of this type of interaction and communication occurring outside of the classroom that forms the majority of the existing literature (Lamport, 1993).

Reviewing the literature about faculty interaction with students revealed that there is substantial literature documenting the concept of out-of-class communication (OCC or OOC), also known as extra-class communication (ECC). For the purposes of this research study, OCC is the term which will be used throughout; it is defined by Myers (1994) as faculty and students communicating both formally (e.g. office visits and e-mails) and informally (impromptu meetings both on- and off-campus) outside of scheduled teaching time. The existing literature documents the reasons that students do and do not pursue OCC as well as its frequency and benefits, but very little of the literature incorporates career advice either at all or with any kind of depth; this topic area and the connection to how faculty influence students appears to be a gap in the research literature (Pascarella, 1980).

The influence of faculty members on students was somewhat discussed in Chickering's (1969) model of student development (as cited in Pascarella, 1980), which indicated that when students and faculty members interact regularly and in diverse situations, students are more likely to develop a stronger sense of purpose. Unfortunately, additional research studies indicated that OCC is both fairly infrequent (Fusani, 1994; Jaasma & Koper, 1999; Nadler & Nadler, 2001, as cited in Aylor & Oppinger, 2003) and short in duration (Myers, 2004). Specifically, Myers (2004) noted that the median number of student initiated interactions with faculty members was only two per semester, with a median length of only five minutes per session. Unfortunately, even though Bridgstock (2009) noted that teachers have a strong

influence on students' career choices, such limited frequency and duration of communication cannot likely lead to quality advice or meaningful interactions.

Aylor and Oppinger (2003) indicated in their study that the primary reasons that students avoided communicating with their instructors were a dislike for the instructor and a fear of being seen as the "teacher's pet" by their peers. Myers (2004) further elaborated on two main reasons for students to pursue, or not pursue, OCC, which were student perceptions of their instructor's personal characteristics and secondly, perceptions of their competence level. For example, Theophilides and Terenzini (1981) found that when faculty is perceived by students as competent and caring, their motivation to pursue OCC increased. Similarly, Myers' (2004) own literature review added empathy, responsiveness and approachableness as faculty traits desired by students for OCC to occur. Of course, if students perceive the opposite characteristics to be present, they will not be as likely to pursue interaction with their instructors.

Competency level, or credibility, was also noted as a primary reason for students to pursue OCC. The research focused on this characteristic as student perception of skill, rather than as factuality or based on proof of instructor credentials as a way of establishing competency. For example, Bippus, Kearney, Plax, and Brooks (2003) stated that students will be more likely to pursue OCC if they perceive that their instructors have strong career mentoring ability, while Nadler and Nadler (2001) reported that this level of competency is seen as beneficial in helping them navigate their career decisions and any potential obstacles that may

arise. Bippus et al. (2003) also noted that no matter how uncertain the student is feeling about a topic, they will not interact with the faculty member if they do not perceive that the resulting outcome will be worthwhile for them.

To counteract the negative perceptions of OCC, Cotten and Wilson's (2006) research elaborated on the positive benefits of interaction. They noted that when students do pursue interaction, they generally perceive the collaboration to be beneficial both in the short-term, with the advice given, and potentially in the long-term with increased chances of receiving a referral to an internship, a job opportunity, or perhaps a higher grade in that instructor's course. Interestingly, the final benefit from OCC that students reported in Cotten and Wilson (2006) was increased motivation to please the faculty member with whom they interacted, but not an increase in their thinking about their own career paths.

Nadler and Nadler (2000) subsequently questioned whether a cause and effect relationship existed by asking if OCC produced the benefits described by Cotton and Wilson (2006), or wondering if it is the case that students who already have clear career plans are the ones who seek out faculty interaction outside of already scheduled instructional hours. Ultimately, Bippus et al. (2003) encouraged educators to further research ways of increasing the motivation levels of *all* students to seek out their instructors outside of class so that they can benefit from the career information that faculty have acquired and are ready to deliver to their students.

Acquisition of Career Information by Faculty

How do individuals acquire career information? The Centre for the Study of Living Standard for Industry Canada (2005), as cited in Bell and Bezanson (2006), found that 89.4% of Canadian students knew where to go to find information about how to continue their education at the post-secondary level. However, in the same report almost 60% stated that it was difficult to gather all the information that is needed in order to make a proper career decision. Students also indicated that they wanted to learn about career options other than the ones which require a university education; specifically, the study noted that only 25% of respondents stated that they had good knowledge of careers in the skilled trades, which is training offered at the college level. Levitz and Noel (1989) noted that research on college students indicated that they are more likely to stay in school and graduate when they have some sense of how their present academic experience relates to their future career goals. Thus, students have somehow made the decision on which post-secondary program to pursue, but may still lack clarity and confidence in connecting their education to their overall future career options.

In starting to fill this gap, it is first useful to note that the literature provides clarification on the different terminology with regards to career information. Career advising, educating, counseling, coaching, and consulting are five terms which are defined separately in the work of Burwell, Kalbfleisch, and Woodside (2010). While this terminology is intended for career practitioners, with their industry-specific knowledge and experience, faculty members are generally capable of partially performing two of the five functions, career advising and career educating.

Even without specific training, faculty could perform these functions because Burwell, Kalbfleish, and Woodside (2010) defined career advising as being focused on providing information around education and training options, as well as employment and career development. Career educating, on the other hand, involves teaching about the modern workload and creating opportunities for experiential learning. Even though college faculty are not likely to have formal career advising or educating training or credentials, they are expected to have experience and expertise in their field, which does help to fulfill the mandates of both career functions described above. In fact, Borgen and Hiebert (2006) noted that the key aspect of advising is that credibility comes from the advisor's knowledge and experience, not from theory or formal credentials.

Having established that faculty members could perform some career information and advising tasks even without formal credentials, existing literature does explore general professional development opportunities that are available for faculty. While this literature does not focus on the acquisition of career information for use with students as a potential learning area, some of the broad principles of professional development for college faculty, such as self-directed learning experiences, are worth reviewing.

Cranton (1994), Elam (1996), Houle (1996), and Schuster, Wheeler, and Associates (1990), as cited in Caffarella and Zinn (1999), categorized professional development into three types of opportunities: strategies for organizational development, formal programming, and

self-directed learning experiences. The authors defined the first level as activities which are aimed at systematically bringing about change in the entire organization while the second, formal programming, refers to conferences, meetings and workshops. Since the literature does not mention career information in this capacity, it is the third category, self-directed learning, which seems to fit best with the task of acquiring career information. Caffarella and Zinn (1999) stated that self-directed learning refers to a faculty member's own activities that they plan and implement on their own in the course of preparing for teaching, revising curriculum, and being involved in college committees, among other tasks.

It is ultimately Jarvis (2002) who best summarized the challenge of career information acquisition by faculty members. He noted that faculty, and specifically full-time instructors who have likely worked for the institution for a long period of time, may find it difficult to guide students in their careers when there have been so many changes in the labor market and the surrounding world. Ultimately, he noted that "it is difficult for teachers, who may work in the same building for much of their careers, to imagine this new work world let alone prepare students for it" (p. 41). As a result, faculty need to realize this challenge and ideally find creative ways to overcome it to be able to acquire, and then deliver, information to students.

Delivery of Career Information

Much of the available literature on the delivery of career information by faculty members to students focused on American institutions, as opposed to Canadian ones, which incorporate a formal career course into their curriculum. Ryan (1999) and Whiston, Sexton, and

Lasoff (1998), as cited in Reese and Miller (2006), stated that this type of course can be a highly valuable and effective method of delivering career information to students. Interestingly, Folsom and Reardon (2003) conducted an extensive review of college career course literature and found a declining trend in the amount of publications on this topic. Specifically, 31 studies were published in the 1970s and 1980s, 11 studies in the 1990s and only three in the first three years of the 2000s; very little literature seems to have been published in the 10 years since this last study was published. Based on this declining trend, coinciding with a rapidly changing labor market and with ever-evolving student needs, the authors called for further study on this topic to ensure that new approaches are being incorporated and to measure their impact on today's students.

Separate from American colleges, the Canadian secondary system has also been studied for the amount of career support delivered by teachers to their students (Magnusson & Bernes, 2002, as cited in Slomp, Bernes, & Gunn, 2012). Their study concluded that more effective career development supports need to be offered within the school system. This statement supported the research of Bardick, Bernes, Magnusson, and Witko (2007) who found that starting as early as in junior high school (grades seven and eight), students were not seeking career advice from their teachers. This lack of outreach to instructors is one of the barriers that faculty must deal with, although in and of itself is an area that the literature does not appear to have yet explored.

Barriers to Faculty Acquiring and Delivering Career Information

Regardless of a lack of direct literature on acquisition and delivery of career information by faculty, there is research regarding the barriers that are encountered by faculty when interacting informally with students. The main barriers found in the literature are: a lack of current industry knowledge outside of academia for full-time faculty, the timing and nature of part-time faculty hiring, and institutional scheduling policies. An additional barrier is students' lack of comfort in approaching faculty outside of teaching time, which may reduce the likelihood that career advice is sought from them.

Just as Jarvis (2002) found, Rayman and Brett (1995) stated that faculty who work full-time in academic settings are likely to lack knowledge about the labor market, both newer occupations and more established ones that are outside of the ivory tower. Borgard (2009) went a step further and argued that it is up to the faculty members themselves to realize that they have minimal contact with the world outside of academia and therefore must make a concerted effort to become familiar with the non-academic occupations in which their students are likely to be interested. To help support this self-directed learning, Rayman and Brett (1995) stated that colleges should be supporting their faculty members in staying up-to-date by working with them to maintain their non-teaching knowledge.

An additional barrier has to do with the timing and nature of part-time faculty hiring. The University of Southern California: Rossier School of Education (2013) summarized available research and noted that at many institutions, there is no formal system for the hiring of part-

time faculty and that these individuals are often hired at the very last minute, which leaves them minimal time to prepare and develop a proper course plan. This last-minute timing means that non-classroom hours on campus must now be dedicated to curriculum development, taking away from time spent with any students who are interested in meeting with their instructors. In addition, the authors stated that part-time faculty are rarely granted office space on campus, further limiting their accessibility for their students.

Similarly, an additional barrier for part-time faculty is the lack of planning from the institution with regards to scheduling and orientation. The summary cited Kezar (in press) in stating that it is likely that part-time faculty are employed by multiple institutions and are at the mercy of any of them with regards to their teaching schedule. This timing further results in reduced availability with students.

Finally, Vianden (2006), as cited in Cox et al. (2010), found that many students do not know how to interact with faculty outside of the classroom or even why they would do so. This raises an additional barrier as faculty may be more than willing to share career information but have no audience with whom to share the information. This area represents an additional sub-topic that could be explored in future research studies.

Summary

There is substantial literature about the influence of faculty on students regarding out-of-class communication with much explanation given as to why students do not tend to pursue

interaction with their professors once class time has ended. At best, discussions regarding career advice are briefly mentioned in these studies and generally do not rank as the top concern or motivation of students for seeking out their professors (Jaasma & Koper, 1999; Theophilides & Terenzini, 1981). While some of the research that was focused on career development practitioners can be applied to other professionals who work in a role where career information can be delivered, it was surprising to not find any formal studies focusing on career information and faculty in the college sector (Lamport, 1993). Similarly, the barriers that are documented in the research are broad ones that apply to all faculty members, but which can also be applied to the research question at hand by specifically initiating studies with have a primary focus on career information.

The lack of direct research confirms the need for this type of study of college faculty members to learn about their perspectives on the career information aspect of their teaching positions. By surveying faculty members, the researcher may be able to gain insight into their opinions regarding the reality and challenges of this task. Results may then be used to make recommendations to college administrators on how support can best be offered to this staffing group.

Chapter III: Methodology

Research Design

To study the research question “how do college faculty acquire and deliver career advice and information to students and what barriers exist for them in doing so effectively?”, a quantitative survey was used and the survey focused on faculty members at a medium-sized community college located in the Greater Toronto Area. This method was chosen to best fulfill the exploration of the research question; a survey was chosen so that a wider audience of faculty members could be invited to participate in order to secure a larger number of points of view. Choosing a cross-sectional survey design allowed the researcher to specifically examine current attitudes of college faculty members, and allowed for the collection of research data in only a short period of time (Creswell, 2012).

Population and Sample

The participants surveyed were full- and part-time faculty members at a medium-sized community college located in the Greater Toronto Area in Ontario, Canada. As of fall 2014, there were 1010 faculty members employed at the college; 313 were employed on a full-time basis, and 697 were employed on a part-time basis. Females represented 49.2% of full-time faculty while males represented 50.8%; gender breakdown for part-time faculty was not available. Of part-time faculty, 60.5% were classified as part-time, 16.6% as being involved with field placement, 11.6% as partial load, 6.3% as sessional, and 4.9% as academic non-teaching.

Combined, all faculty members taught within eight academic schools representing over 140 post-secondary certificate, diploma, advanced diploma, and graduate certificate programs.

Programs included studies in areas as diverse as:

- Art and Design
- Business
- Community / Social Services
- Emergency Services
- Energy
- Engineering
- Food and Hospitality
- General Education / Communications
- Health Care
- Information Technology
- Law and Justice
- Media
- Science
- Skilled Trades

Data Collection Methods

The survey was designed using SimpleSurvey.com software as this web tool allowed for an easy design as well as access to automated reporting features. SimpleSurvey.com also

readily allowed for participants to remain anonymous as there was no need to enter any kind of identifying information in order to access the survey. Additionally, SimpleSurvey.com is hosted on Canadian servers, which meant that all data were stored within Canada and were thus not affected by the U.S. Patriot Act legislation.

The college's research department distributed the survey to all faculty members actively employed by the college in the fall semester of 2014. The link to the survey was included in the e-mail cover letter along with an introduction to the researcher, an explanation of the purpose of the study as well as an explanation of voluntary consent in completing the survey. A copy of the marketing letter is available in Appendix A.

The survey was available for a two week timeframe in fall 2014. Availability occurred after three approvals were received; first, when Central Michigan University's Institutional Research Board (IRB) Application was successfully completed; second, when approval was received from the study site's Research Ethics Board; and third, when permission was received from the study site's vice-president, Academic to survey college faculty. Permission from the vice-president, Academic was required because approval of the survey content was needed to ensure it was valid and appropriate for mass distribution.

The survey was divided into 18 questions; questions one through five were dedicated to establishing a foundation for the research question by gauging how faculty perceived the amount of influence that they had with their students with regards to out-of-class

communication (OCC). The questions in this section provided some context by defining OCC since it is a term with which faculty were not likely to be familiar. This section also looked to establish patterns of data with regards to how faculty communicated with students outside of teaching time, how frequently, and for what duration; these questions were critical to establishing a foundation for the research question which then narrowed in subsequent questions.

Question six explored how faculty pursued professional development with regards to emerging trends in their chosen industries. This question directly supported the first research sub-question which sought to understand how faculty members acquired career information both in the past as they started their own careers, and in the present as college faculty members.

Questions seven to 10 were directly linked to the second research sub-question which aimed to investigate how faculty members delivered career information to their students outside of teaching time. There were two themes included in these questions: use of LinkedIn as a delivery tool, as well as the sharing of individual career stories and experiences directly with students. Both of these methods represent highly different communication tactics which the researcher believed would be interesting to explore.

Questions 11 to 13 aimed to better understand the third research sub-question, thus these questions explored the barriers that faculty members may have faced in acquiring and

delivering career information to their students. To conclude, survey respondents were asked to answer five demographic questions identifying their gender, their staffing group, their teaching affiliation on campus, and their years of professional and college level teaching experience.

These demographic questions were important to ask as they may have identified any trends having to do with the research questions, which seem to be a gap in the current literature.

Responses to the survey questions in no way identified any survey participant due to the size of the sample being contacted for this study. Finally, these questions were placed at the end of the survey questionnaire to minimize any variables that might arise from faculty being asked demographic questions at the start of the survey.

Variables and Measures

A variable in this study was the amount of interaction that faculty members had with their students outside of teaching time. An additional variable was whether these out-of-class interactions included any discussion of career information. If there was no out-of-class communication and / or no discussion of career information, then data results could be low.

Data Analysis Methods

The quantitative data gathered from this survey served to establish the validity of the study which Creswell (2012) defined as the “development of sound evidence to demonstrate that the test interpretation matches its proposed use” (p. 159). The category of evidence being evaluated was based on internal structure which questions whether test score interpretations are consistent with the theoretical framework for the survey instrument (Creswell, 2012). In

addition, face validity was also examined to determine if the instrument appeared to measure the research variables. Finally, accuracy was established by conducting a pilot test with a volunteer respondent to ensure that the survey's objective was clearly understood, that the wording of questions was clear, and that the answer choices available were compatible with the volunteer's own experiences (SurveyMonkey®, n.d.).

Within the actual survey, questions regarding the influence of faculty members on students were placed at the beginning so that remaining survey questions were aligned with the order of the research sub-questions; these guided the analysis of the resulting data. Specifically, the data addressed the sub-questions of career information acquisition, career information delivery, and perceived barriers to acquisition and / or delivery of career information.

The majority of the responses were quantitative in nature and this data was analyzed using descriptive statistics. The measures of central tendency were examined with particular emphasis on the mean and mode because both scores have historically been proven to be the most useful (Creswell, 2012). Measures of variability (range, variance, and standard deviation) were also analyzed as the resulting data provided more in-depth statistical information.

Any qualitative data which emerged from questions with an 'other – please specify' option were reviewed, organized, and coded based on broad themes that appeared in the results. The quantitative and qualitative datasets were analyzed separately; the weight of

importance fell on the quantitative results as they formed the majority of participants' responses.

Ethical Issues

Respondents who participated in the pilot test were selected by the researcher who then asked that they specifically not complete the formal survey so as to not skew any of the data results, as well as to protect their own confidentiality and anonymity.

Consent was also attained from the Research Ethics Boards at the study site, and Central Michigan University prior to formal data being collected. Data collection in this quantitative survey was completed electronically via SimpleSurvey.com which allowed for respondent anonymity and confidentiality. Both of these characteristics were critical as the researcher was employed by the same institution at the time in which the study occurred. However, the sample size of approximately 1000 participants meant that the likelihood that the researcher personally knew or recognized the responses of any or all of the respondents was quite small.

Chapter IV: Analysis of the Data

The purpose of the study was to explore how college faculty members acquired and delivered career information and advice to students outside of scheduling teaching time, as well as any barriers they may have faced to doing so. An online survey of all faculty members at a medium-size college located in the Greater Toronto Area was conducted between November 6th and November 20th, 2014. A response rate of 62 (6.14%) respondents was achieved from the 1010 staff employed at the study site in fall 2014 as full-time, sessional, partial load, and contract faculty members.

The survey was divided into 18 questions; questions one through five gauged how faculty perceived the amount of influence that they had with their students with regards to out-of-class communication (OCC) to support the overall research question. Question six explored how faculty pursued professional development with regards to emerging trends in their chosen industries to support the first research sub-question on acquisition of career information. Questions seven through 10 investigated how faculty members delivered career information to their students outside of teaching time to support the second research sub-question. Questions 11 through 13 explored the barriers that faculty members faced in acquiring and delivering career information to their students, which supported the third research sub-question. To conclude, survey respondents were asked to answer five demographic questions identifying their gender, their staffing group, their teaching affiliation on campus, and their years of professional and college level teaching experience to support the fourth and final research sub-question.

The data were compiled and represented narratively and graphically for each question, with responses to 'other – please comment' analyzed by the number of responses and by any overarching themes in respondent comments.

Results of the Study

Research Question: how do college faculty acquire and deliver career advice and information to students outside of teaching time, and what barriers exist for them in doing so effectively?

The primary research question was explored in questions one to five by first asking respondents how students communicated with them outside of teaching time. Respondents were then asked to rank nine different communication methods used by students in order of frequency, as well as to estimate the average number of times and amount of times that students communicated with them during a typical course outside of scheduled teaching time. With the foundation set for understanding communication methods outside of scheduled teaching time, respondents were then asked how they perceived the role of faculty in providing career advice to students outside of scheduled teaching time.

a) Student to faculty communication outside of teaching time

Faculty respondents were asked to indicate which methods were used by students to communicate with them outside of teaching time; respondents were asked to select all options that applied. This question was answered by 61 (98.31%) respondents, all of whom indicated

that email was used, while 52 (85.25%) indicated hallway conversations, 40 (65.57%) indicated scheduled office visits, followed by 38 (62.30%) who indicated drop in office visits. These options were followed by 34 (55.74%) who indicated learning management systems, 21 (34.43%) who indicated phone calls, eight (13.11%) who indicated text messages, seven (11.48%) who indicated social media, and five (8.20%) who indicated instant messaging.

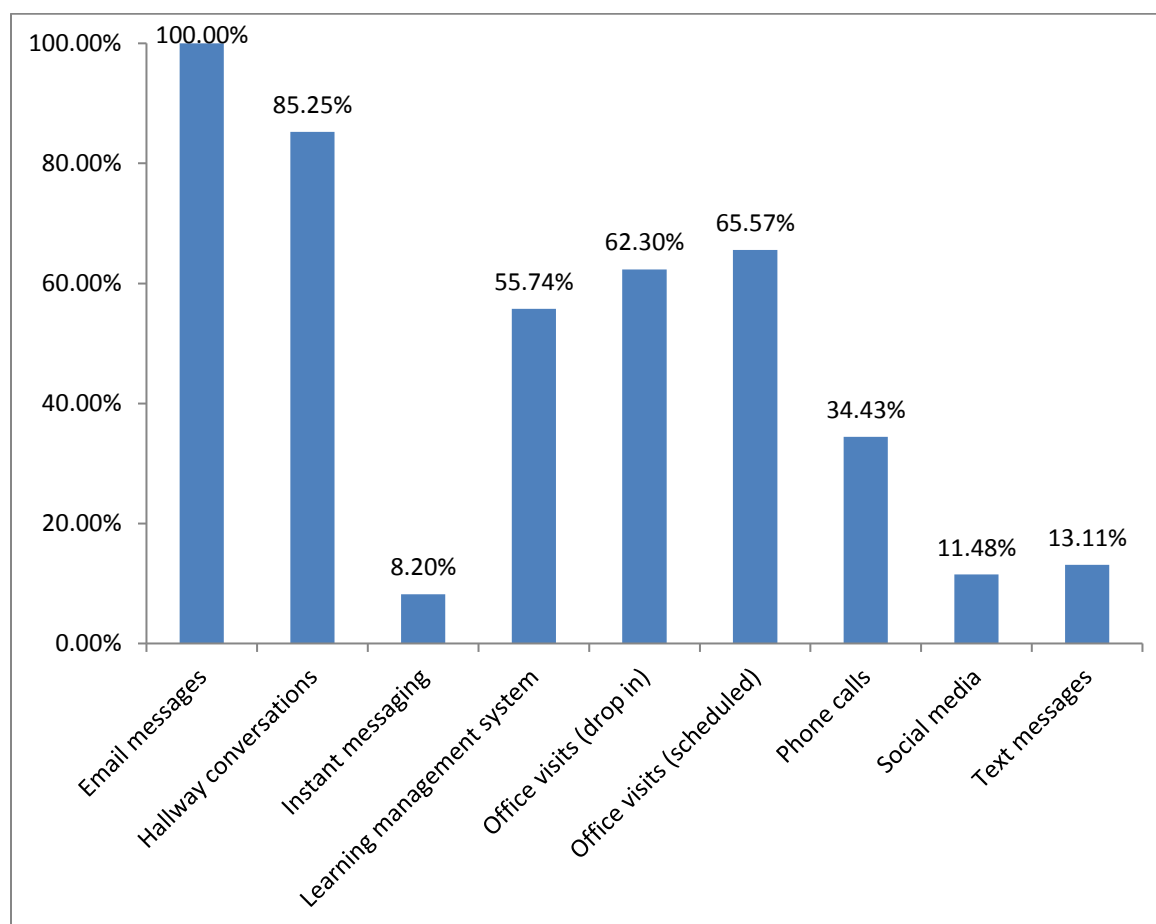


Figure 1: Student to Faculty Communication Outside of Teaching Time (n=61)

Respondents were also given the option to elaborate on their responses in an 'other (please specify)' text box; of the sample, five respondents provided comments for this question,

all with varied answers. One respondent indicated that they post jobs to the program's LinkedIn group, one used the learning management system's discussion board, one provides once per week tutoring in the campus cafeteria and simultaneously tries to emphasize the importance of using the learning management system, while another provides their cell phone number in their email signature as a method of contact, but stated that it was seldom used. Finally, the fifth respondent indicated a preference for scheduled group meetings in person.

b) Frequency of communication methods usage by students outside of teaching time – email

Respondents (n=58) were asked to rank the communication methods used by students outside of teaching time. Each ranking has been presented separately to demonstrate the rate of occurrence for each communication method. Email was selected by 48 respondents (82.76%) as the most frequent communication method, while seven (12.07%) said it was the second most frequent and two (3.45%) said it was the third most frequent. Only one respondent (1.72%) indicated that email was the least frequent communication method used by students.

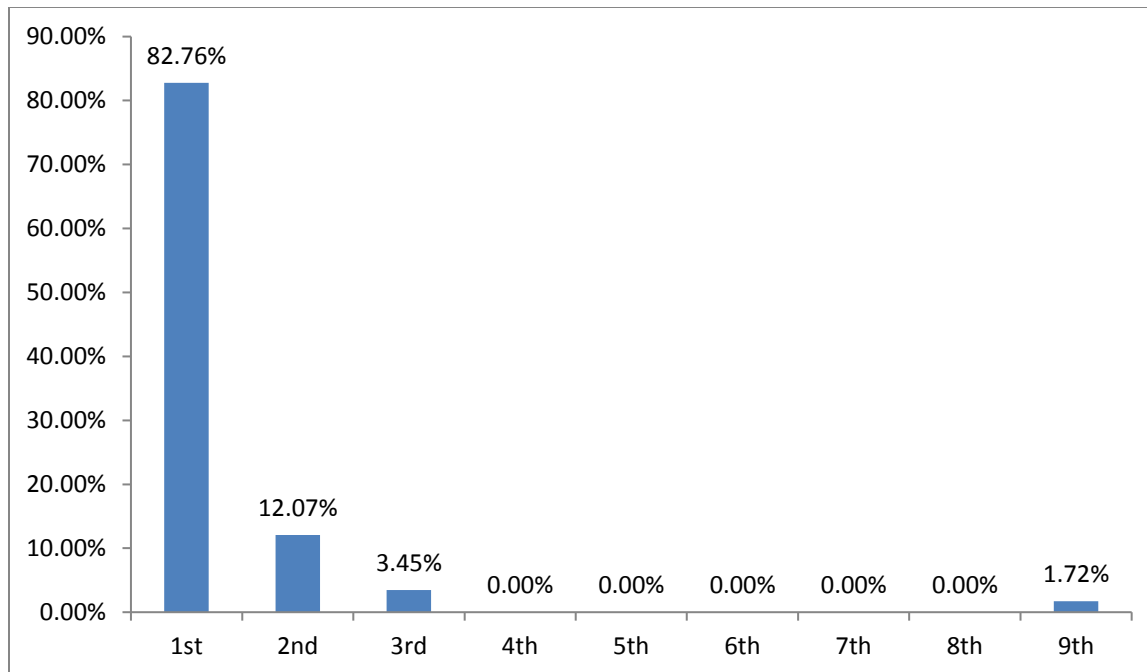


Figure 2: Frequency of Email (n=58)

c) Frequency of communication methods usage by students outside of teaching time – hallway conversations

Respondents (n=49) indicated that hallway conversations were a fairly popular communication method for students. Specifically, seven (14.29%) ranked this method first, while 22 (44.90%) ranked it second. Eight participants (16.33%) ranked this method third, while five (10.20%) each ranked hallway conversations as the fourth and fifth most popular methods. The lowest ranking was sixth place, which was selected by two (4.08%) respondents.

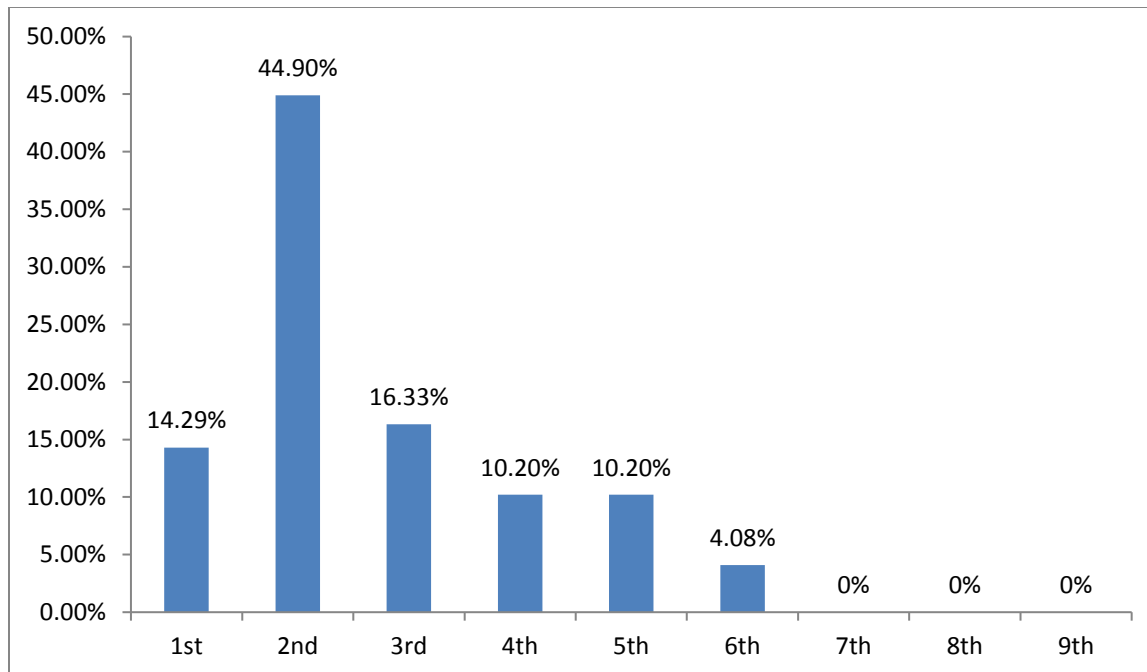


Figure 3: Frequency of Hallway Conversations (n=49)

d) Frequency of communication methods usage by students outside of teaching time – Instant Messaging

The question regarding instant messaging was answered by only 15 of the 62 survey respondents, and provided some scattered results in terms of frequency of usage. Specifically, one respondent (6.67%) each chose instant messaging as the first, third, fourth, and eighth most frequent options. As the sixth most frequent option, there were three (20.00%) respondents, while two respondents (13.33%) ranked instant messaging seventh. The majority of respondents, six (40.00%) ranked instant messaging as the least popular communication method for students.

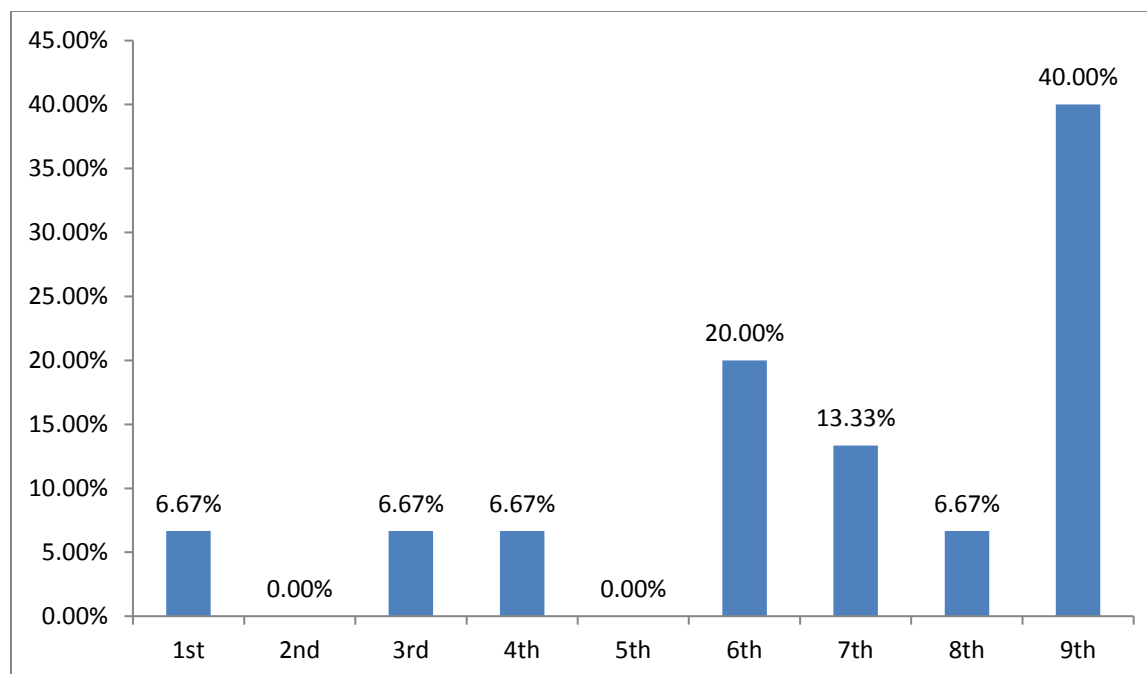


Figure 4: Frequency of Instant Messaging (n=15)

*e) Frequency of communication methods usage by students outside of teaching time –
Learning Management Systems*

Responses as to the frequency that learning management systems such as Blackboard and D2L were used to communicate were quite scattered amongst the 37 respondents. Only one respondent (2.70%) stated that this was the most frequently used option, while eight (21.62%) ranked it second. The highest ranking was in third place, which was selected by 13 (35.14%) respondents. Ranking preferences then dropped significantly, with five respondents (13.51%) ranking it in each of fourth and sixth places, while one respondent (2.70%) ranked it in each of fifth, seventh, and eighth places. Finally, two respondents (5.41%) ranked it in ninth and last place as the least frequently used communication method.

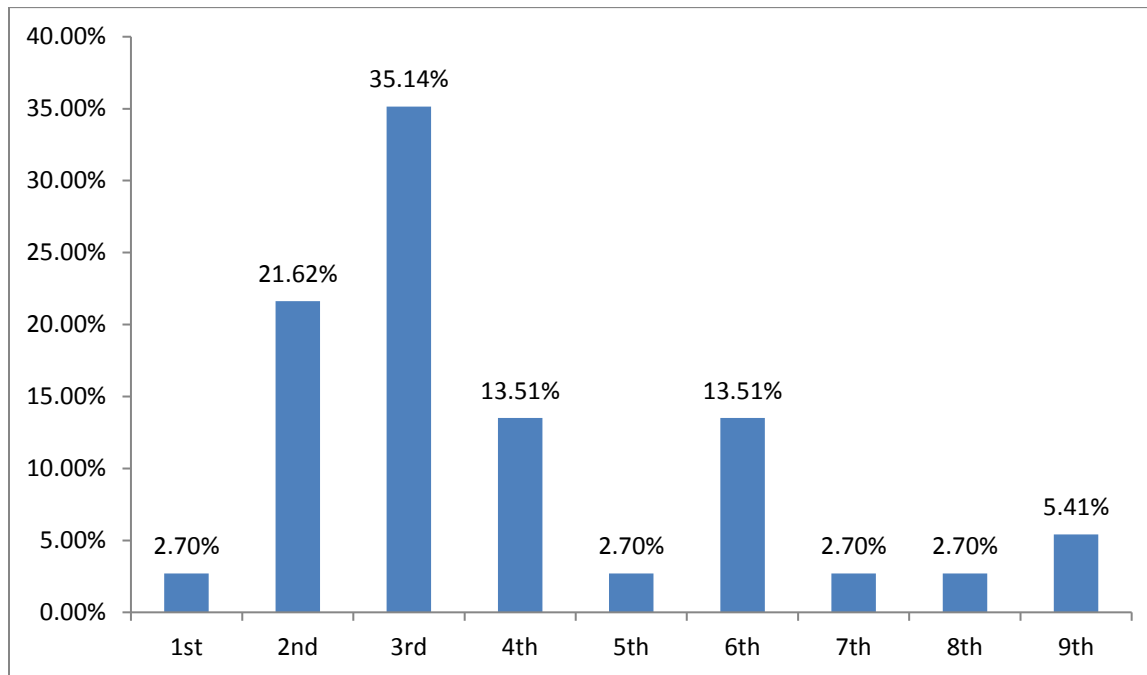


Figure 5: Frequency of Learning Management Systems (n=37)

f) Frequency of communication methods usage by students outside of teaching time – Office Visits (Drop In)

Drop in office visits also proved to be a fairly popular communication method, although zero (0.00%) of the 40 total respondents chose it as the most frequently used option. The majority of respondents were fairly evenly split between second, third, fourth, and fifth places, with eight (20.00%), ten (25.00%), ten (25.00%), and seven (17.50%) respondents respectively. Frequency level then dropped off considerably, with only one respondent (2.50%) selecting each of sixth, eighth, and ninth places, and two (5.00%) respondents selecting seventh place.

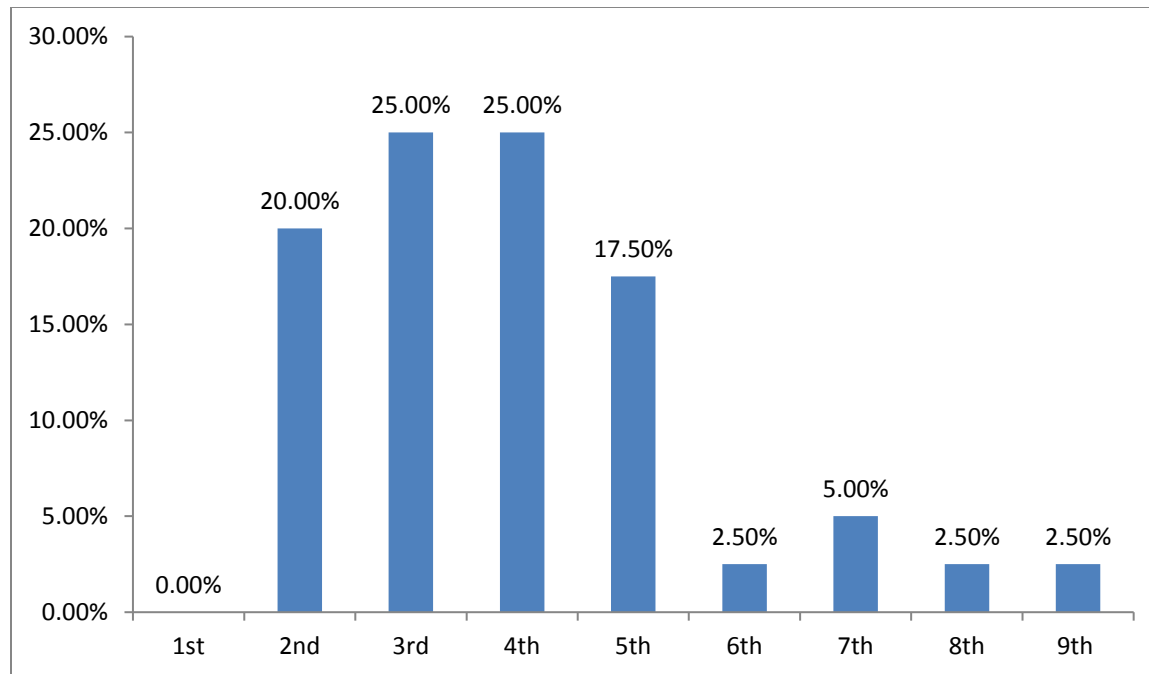


Figure 6: Frequency of Office Visits (Drop In) (n=40)

g) Frequency of communication methods usage by students outside of teaching time – Office Visits (Scheduled)

Scheduled office visits demonstrated similar results to those of drop in office visits by the 47 respondents, starting with zero respondents (0.00%) who selected this method as the most frequently used option. The majority of respondents' ratings were then clustered together fairly closely, with nine (19.15%) respondents ranking it second, six (12.77%) ranking it third, 13 (27.66%) ranking it fourth, and 12 (25.33%) ranking it fifth. These rankings were followed by lower selections for sixth place with four respondents (8.51%), two (4.26%) respondents for seventh place, zero (0.00%) for eighth place, and one (2.13%) for ninth place.

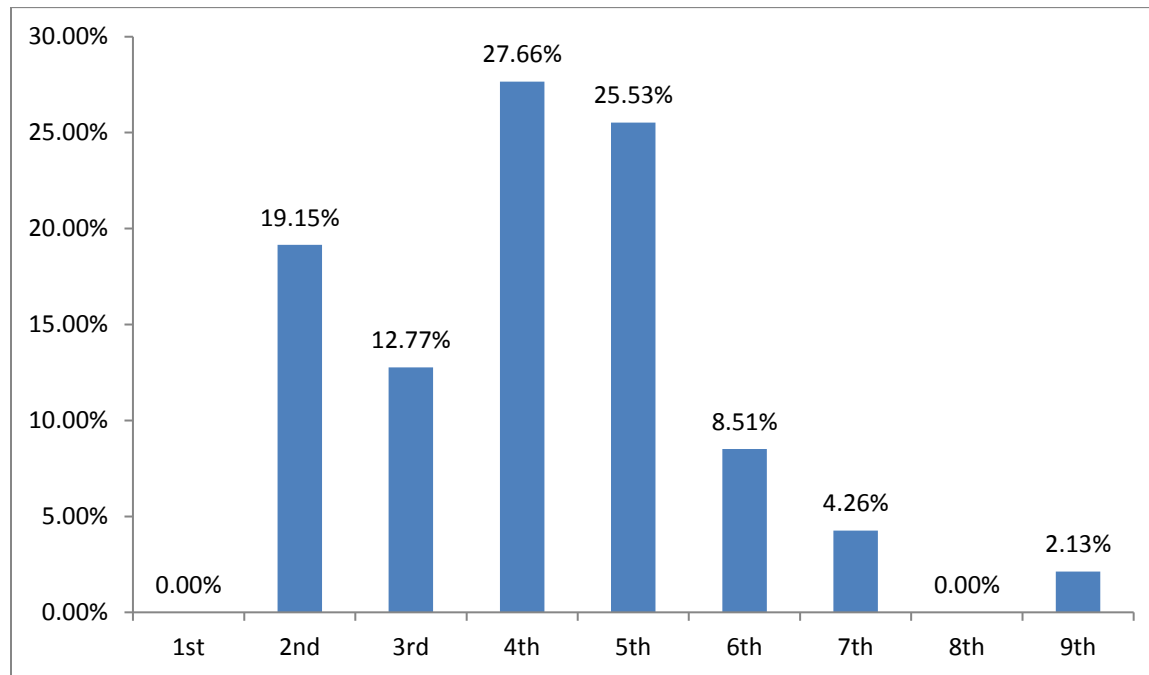


Figure 7: Frequency of Office Visits (Scheduled) (n=47)

h) Frequency of communication methods usage by students outside of teaching time – Phone Calls

The rankings for phone calls as a communication method were also scattered among the 33 respondents. To start, two respondents (6.06%) chose this method as the most popular method, although zero (0.00) chose this as the second option. Rankings then gradually climbed, starting with three respondents (9.09%) in third place, four (12.12%) in fourth place, six (18.18%) in fifth place, and ten (30.30%) in sixth place. Responses then decreased to seven (21.21%) in seventh place, zero (0.00%) in eighth place, and one (3.03%) in ninth place.

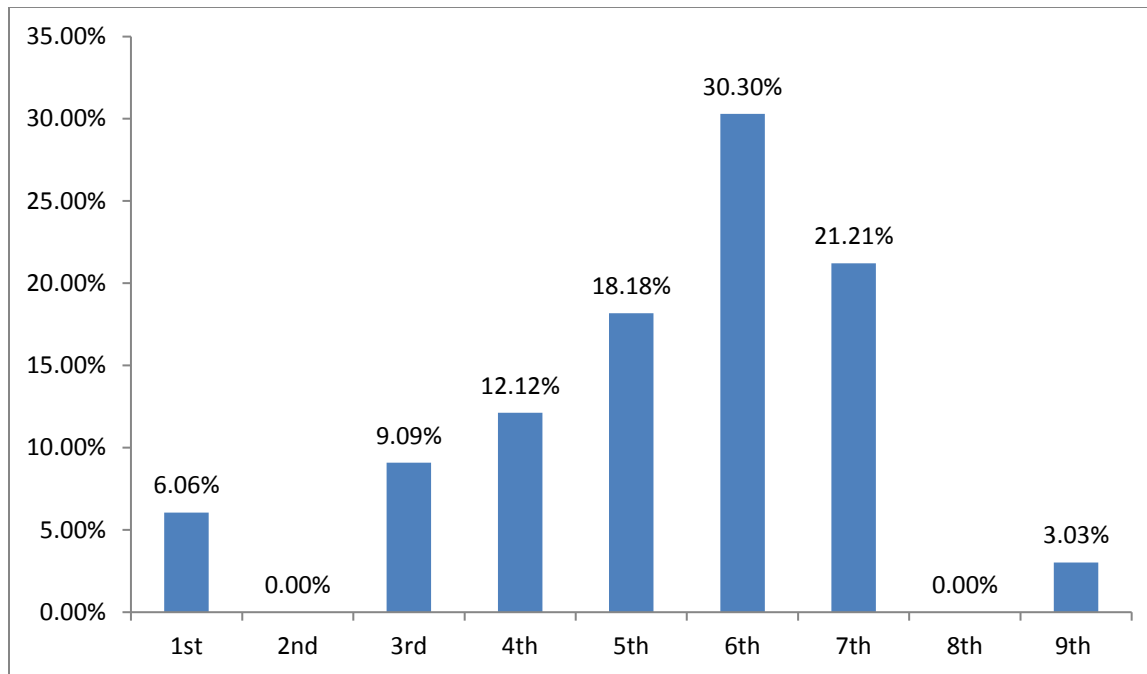


Figure 8: Frequency of Phone Calls (n=33)

i) Frequency of communication methods usage by students outside of teaching time – Social Media (Facebook, Twitter)

Social media was showcased as a less frequent option from the 17 respondents across the board, with no (0.00%) respondents indicating a ranking for it higher than fourth place. Two respondents (11.76%) ranked it each in fourth and fifth places respectively, before increasing to four respondents (23.53%) in seventh place, and seven respondents (41.18%) in eighth place. Results then decreased again with two respondents (11.76%) ranking this method as the least preferred communication method.

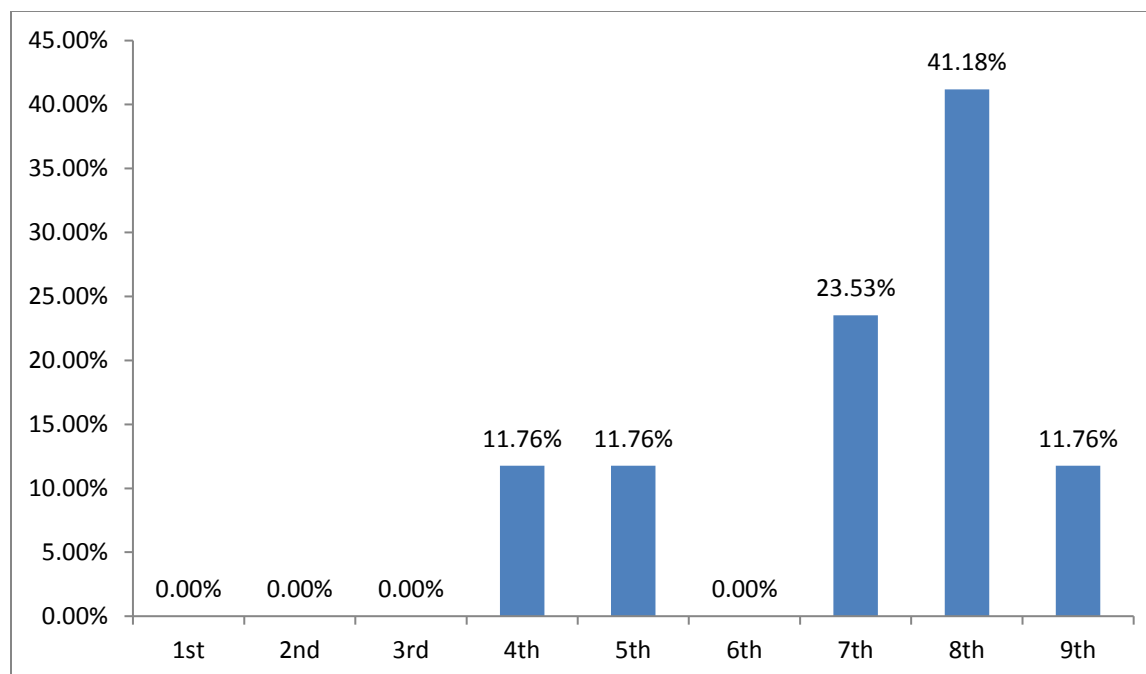


Figure 9: Frequency of Social Media (n=17)

j) *Frequency of communication methods usage by students outside of teaching time – Text Messages*

The 17 responses for the frequency of text messages was fairly scattered throughout the nine rankings, with one respondent (5.88%) each selecting first and second place, followed by three respondents (17.65%) selecting third place. Fourth place was not selected by any respondents, followed by two respondents (11.76%) in fifth place, one respondent (5.88%) in sixth place, and two respondents (11.76%) in seventh place. The highest ranking was eighth place with four respondents (23.53%), and finally, three respondents (17.65%) for ninth place.

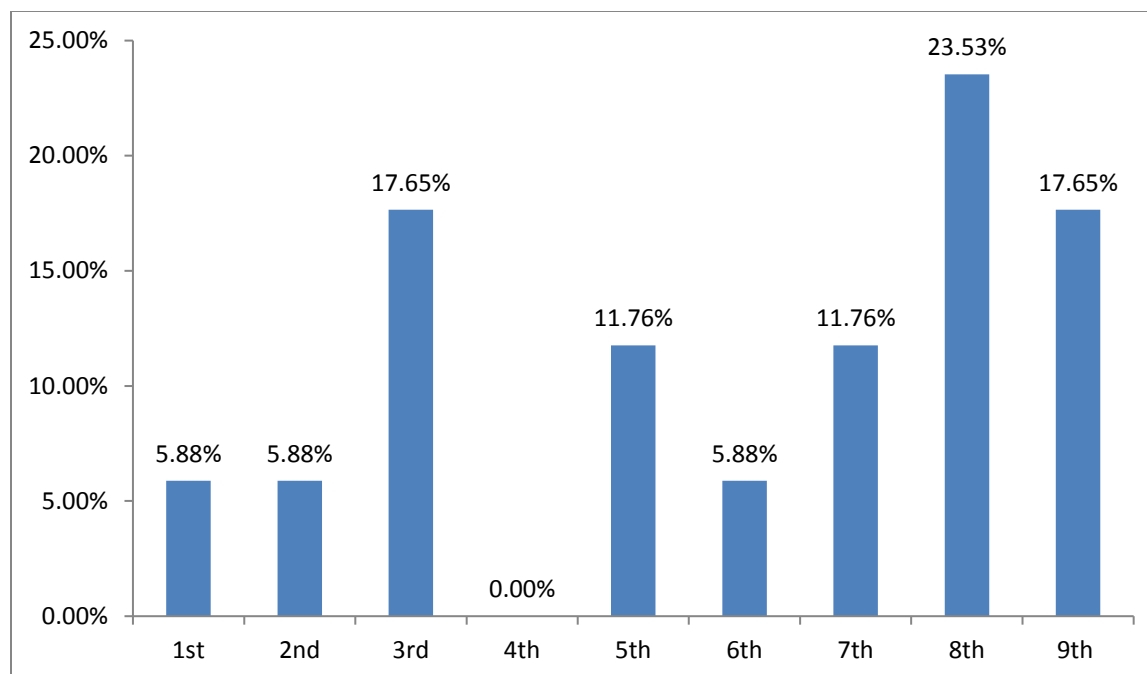


Figure 10: Frequency of Text Messages (n=17)

Two respondents provided additional comments after completing their rankings. One respondent indicated that they do not communicate with their students via social media, and stated that the rankings should have included a 'zero' option. The same respondent also indicated that they rarely see their students in the campus' hallways, and also cannot remember the last time that a student stopped by their office, or phoned them. The second respondent indicated that they usually try to allow ten to 15 minutes at the end of each class so that students can approach them for questions or problems.

k) Average number of times for communication from students outside of teaching time during a typical course

All 62 survey participants answered this question about the average number of times that a student communicates outside of teaching time during a typical course. Only one respondent (1.61%) said that students communicated with them only once during a typical course. The highest ranking was by 24 respondents (38.71%) who said that students communicated two to five times during a course. This was followed by eight respondents (12.90%) who indicated six to ten times, and six respondents (9.68%) who indicated 11 to 15 times. 'More than 15 times' for communication outside of teaching time was indicated by 23 respondents (37.10%).

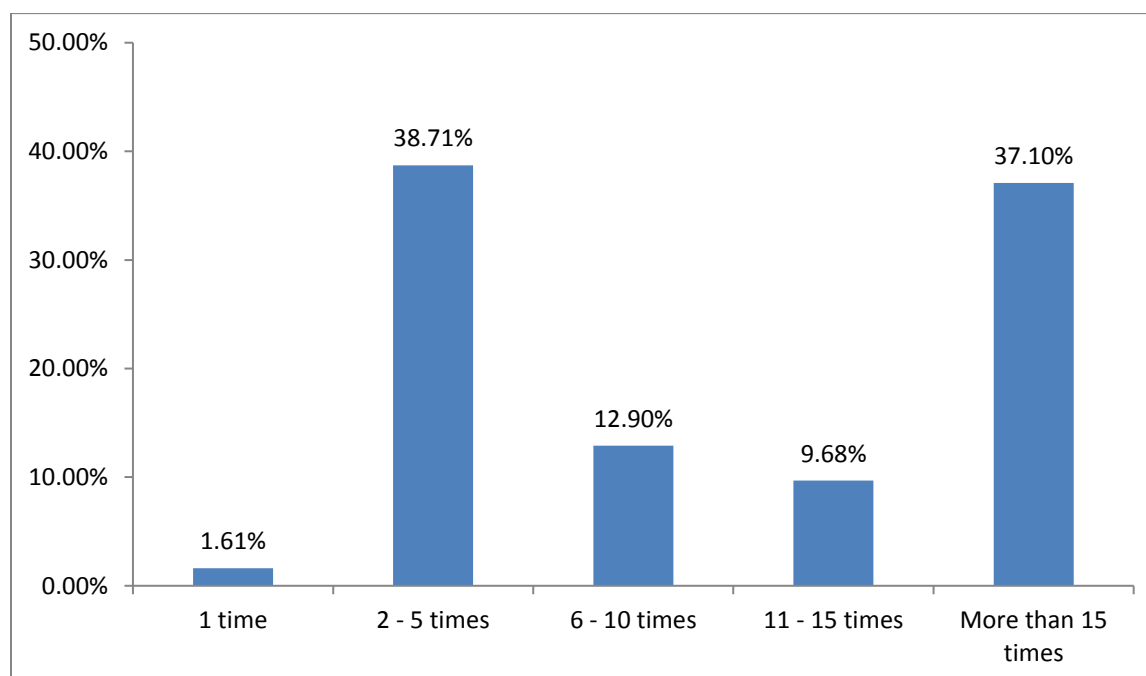


Figure 11: Average number of times for communication from students outside of teaching time during a typical course (n=62)

l) Amount of time spent on out-of-class communication with students during a typical course

All 62 survey respondents answered this question regarding the amount of time spent with students for out-of-class communication during a typical course. Responses were varied, with nine respondents (14.52%) each selecting one to 15 minutes and 16 to 30 minutes. In the middle, 15 respondents (24.19%) selected 31 to 60 minutes, before decreasing to seven respondents (11.29%) for 61 to 120 minutes. Interestingly, the highest ranking was for the longest amount of time, with 22 respondents (35.48%) stating more than 120 minutes was spent on out-of-class communication with students during a typical course.

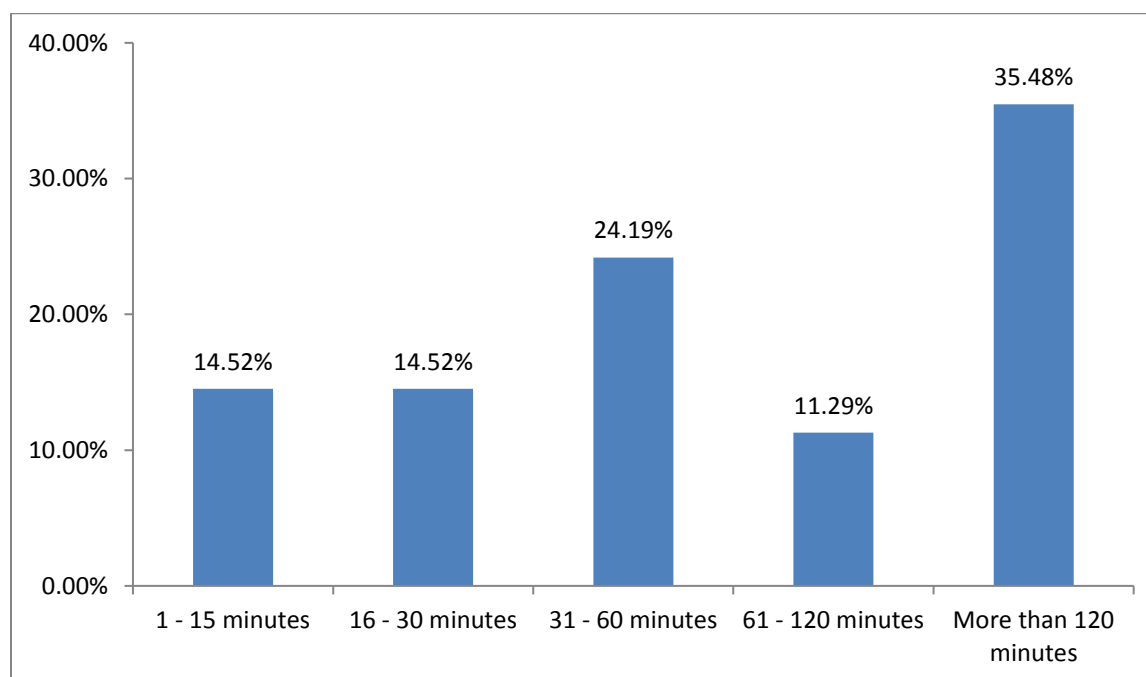


Figure 12: Amount of time spent on out-of-class communication with students during a typical course (n=62)

m) Role of faculty in providing career advice to students outside of scheduled teaching time

The 60 respondents answered this question with significant variety in their responses. Only two respondents (3.33%) replied that they do not provide career advice to students outside of teaching time because that is or should be the role of the on campus career center. The highest response rate was for the next option, with 28 respondents (46.67%) indicating that they give basic job search advice to students, including names of companies, web sites, and some resume advice, options which were included in the survey question. Fewer respondents, 11 (18.33%), stated that they provided intermediate job search advice, including networking opportunities with their own professional contacts, and more in-depth career advice. Finally, 19 respondents (31.67%) stated that they delivered advanced job search advice to students, which included the survey options of providing references, actively sharing their own network with students, and staying in touch after their course ended.

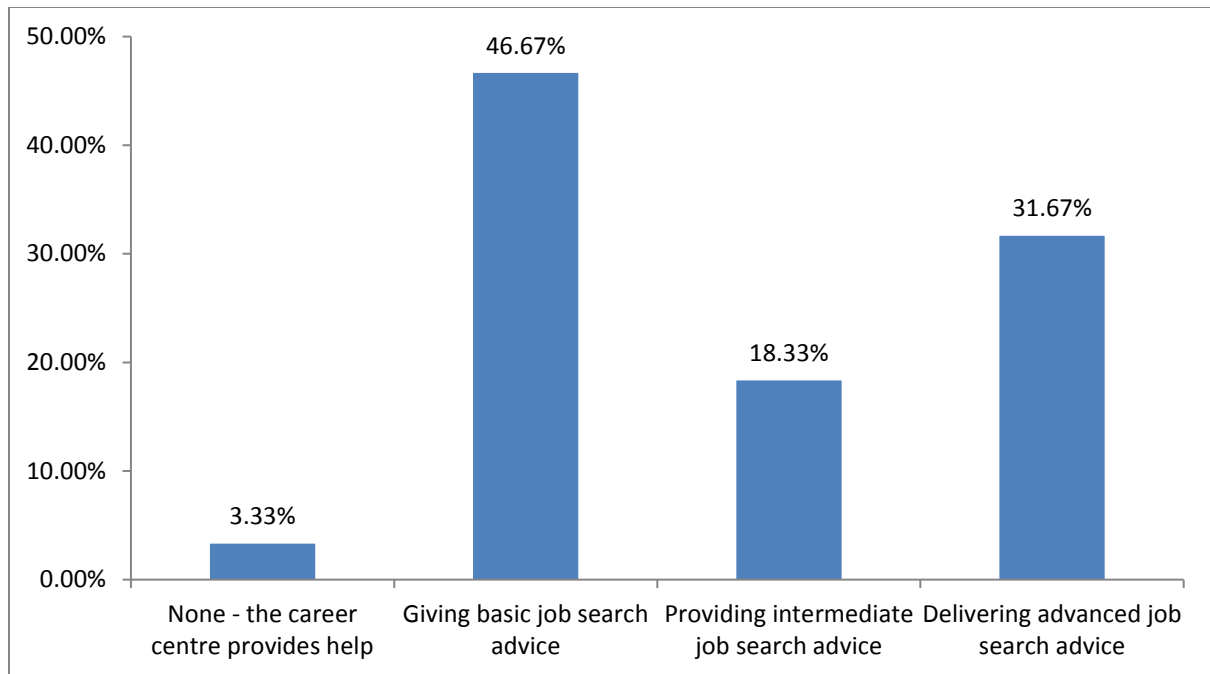


Figure 13: Role of faculty in providing career advice to students outside of scheduled teaching time (n=60)

Research Sub-question i: in what ways do college faculty perceive they acquire career information?

The first research sub-question focused on faculty member's perceptions on the acquisition of career information. This area was explored in question six by asking respondents to indicate how they stayed up-to-date with ongoing changes and new trends in the industry related to their teaching focus area.

n) Staying up-to-date with industry trends

With regard to techniques for staying up-to-date with industry trends, 60 respondents selected all that applied from the available options. Consulting was selected by 18 respondents (30.00%), while journals and LinkedIn groups were selected by 27 (45.00%) and 28 (46.67%) respondents respectively. Listservs were the least used option with eight respondents (13.33%) indicating that they used this approach. Memberships in professional associations were a popular option chosen by 35 respondents (58.33%). The final two options were the use of social media which was selected by 25 respondents (41.67%) and web sites, which was selected by 43 respondents (71.67%).

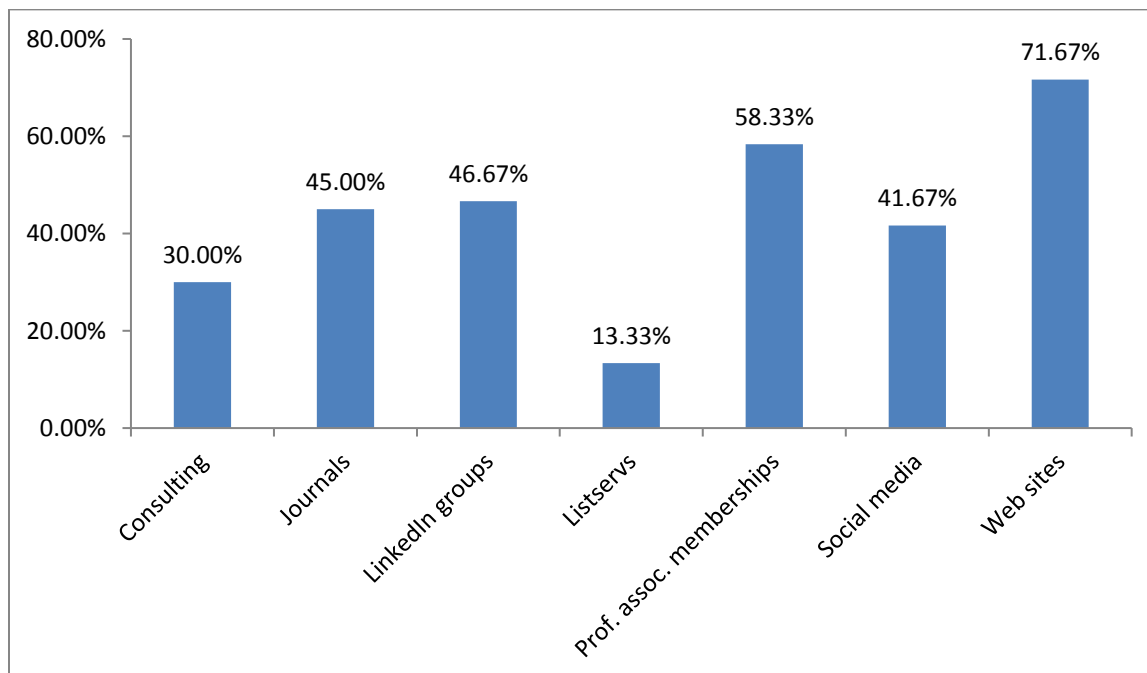


Figure 14: Staying up-to-date with industry trends (n=60)

Respondents were given the option to elaborate on their answers, and 17 chose to provide additional comments. General networking with other industry professionals was mentioned by six respondents (35.29%), while attending professional conferences and conventions was mentioned by five respondents (29.41%). The next two most frequently mentioned options were participation on program advisory committees (PAC's), which was mentioned by three respondents (17.65%), and work in the industry, both paid and unpaid, which was also mentioned by three respondents (17.65%). Guest speakers were mentioned by two respondents (11.76%) and remaining options, each mentioned by one respondent (5.88%) included site visits to employers, furthering their own education, conducting research, and reading the newspaper.

Research Sub-question ii: in what ways do college faculty perceive they deliver career advice and information to students outside of teaching time?

The second research sub-question focused on the delivery of career advice and information to students outside of scheduled teaching time, and was explored in questions seven through 10 of the survey. Questions seven and eight looked at faculty usage of LinkedIn to both connect with students and graduates, and to stay in touch or share advice used the social media site. Questions nine and 10 explored the usage of faculty's real-life career experiences with students, and whether the respondents thought that these experiences were helpful in helping students to determine their own career goals.

o) Accepting LinkedIn networking requests from current and past students

All 62 survey respondents answered the question as to whether they accept LinkedIn networking requests from current and past students. The majority of respondents answered either always or sometimes, with 20 respondents (32.26%) answering always and 22 respondents (35.48%) answering sometimes. Only five respondents (8.06%) said that they never accept student requests, while 15 respondents (24.19%) indicated that they do not have an active LinkedIn profile.

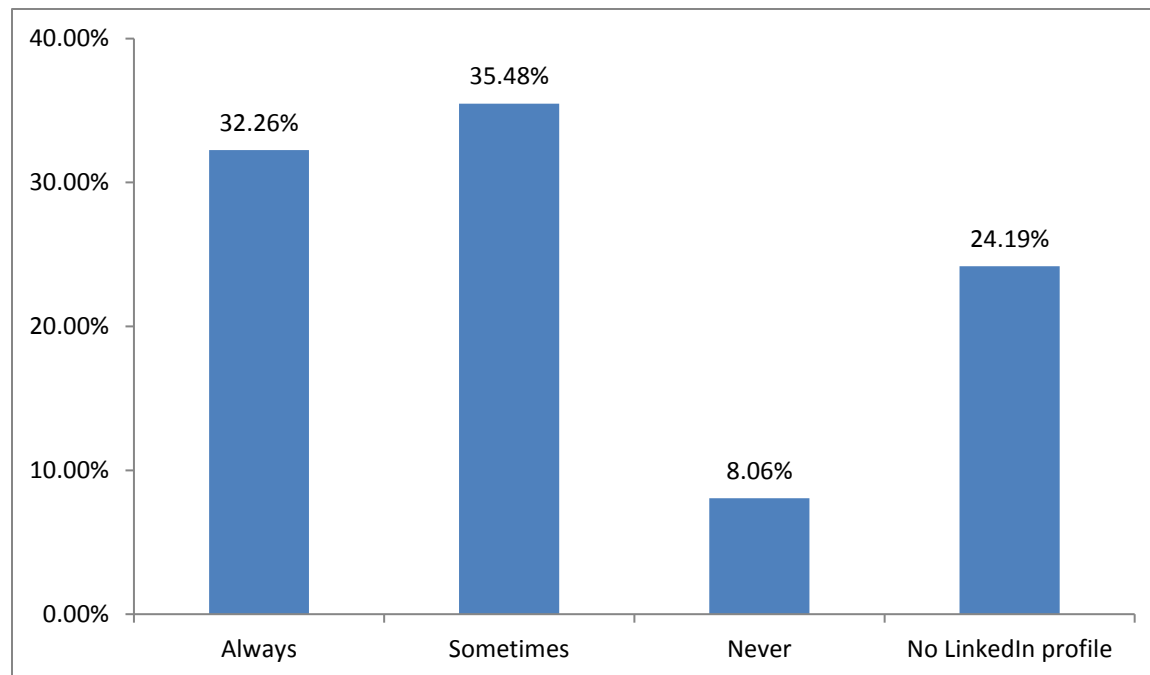


Figure 15: Accepting LinkedIn networking requests from current and past students (n=62)

p) Providing career advice or information via LinkedIn to students who reach out to faculty

All 62 survey respondents completed this question on whether they have provided career advice or information via LinkedIn to students who have reached out to them. For the most part, responses were evenly divided amongst the available options, with 11 respondents (17.74%) indicating always, 18 respondents (29.03%) indicating sometimes, and 15 respondents (24.19%) indicating that they have never been asked to do so. Only four respondents (6.45%) indicated that they never provided career advice or information via LinkedIn. In addition, 14 respondents (22.58%) indicated that they do not have a LinkedIn account. Answers to this question were inconsistent in comparison to question seven for which 15 respondents indicated that they do not have a LinkedIn account.

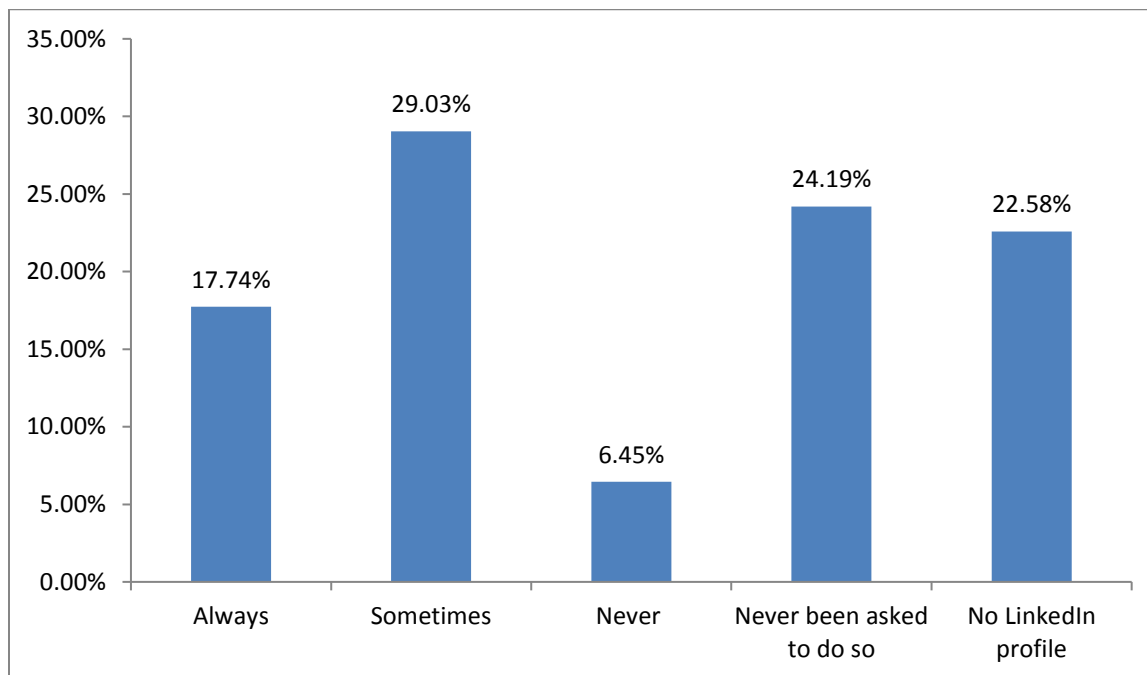


Figure 16: Providing career advice or information via LinkedIn to students who reach out to faculty (n=62)

q) Use of real-life career experiences when delivering career information to students

All 62 survey respondents answered this question as to whether they use their own real-life career experiences when delivering career information to students outside of teaching time. 'Yes, as often as I can' was selected by 26 respondents (41.94%) while 36 respondents (58.06%) selected yes, if it's appropriate. 'No, I never share' was selected by zero respondents (0.00%).

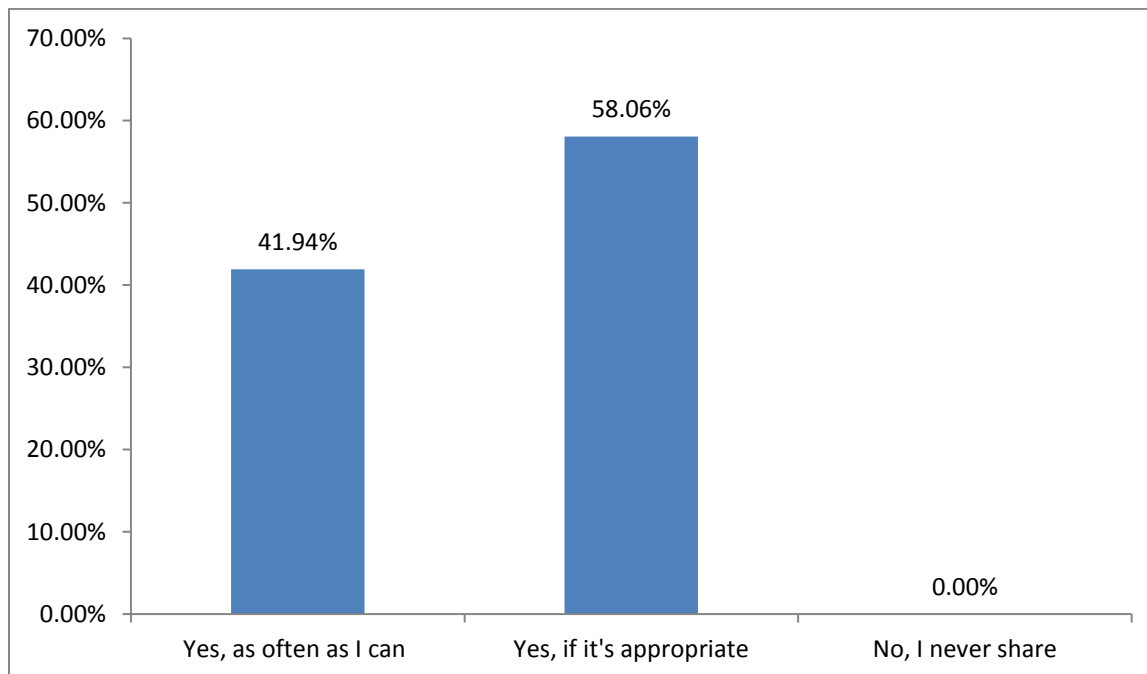


Figure 17: Use of real-life career experiences when delivering career information to students
(n=62)

r) Has sharing of personal job / career experiences assisted students in determining their own goals

All 62 survey respondents answered question 10 which asked if they believe sharing their own job / career experiences outside of teaching time assists students in determining their own career goals. The majority of respondents, 39 (62.90%), indicated yes as their response. Only one respondent (1.61%) answered no to this question. Maybe was answered by 15 respondents (24.19%) while seven respondents (11.29%) stated that they believed that it depended on the course.

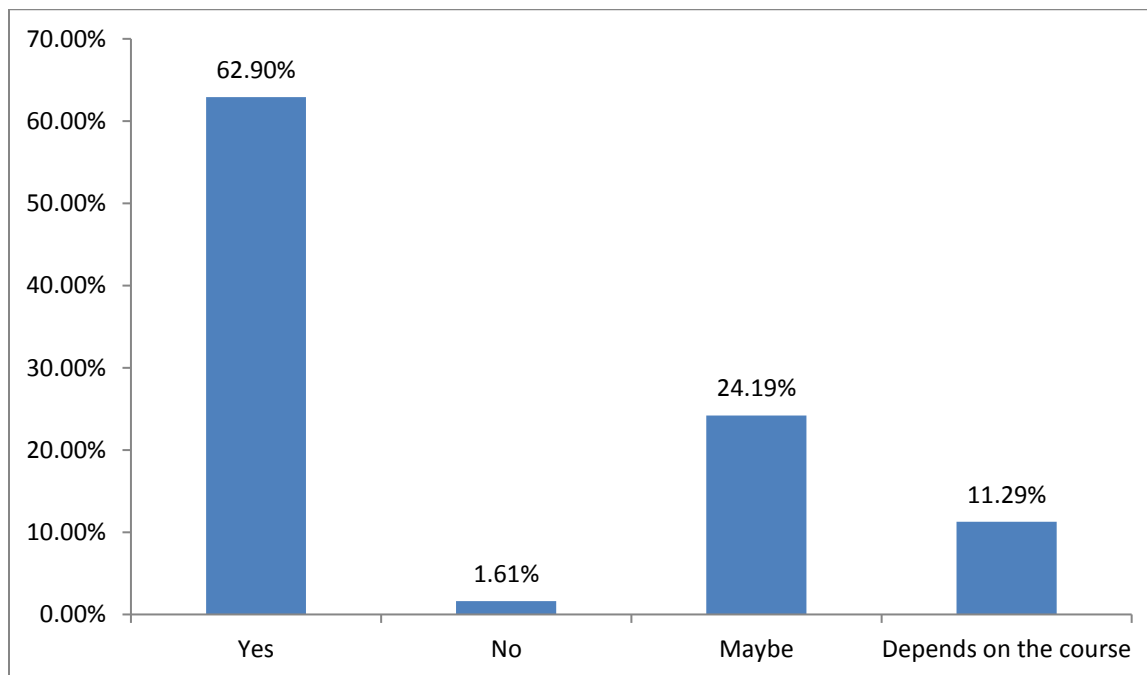


Figure 18: Does sharing of personal job / career experiences assist students in determining their own goals (n=62)

Research Sub-question iii: what barriers do faculty perceive exist to acquiring and delivering career information to students?

The third research sub-question explored any barriers that respondents perceived existed to the acquisition and delivery of career information to students; these perceptions were explored in questions 11 through 13 of the survey. Respondents were asked to identify any barriers that they perceived existed for both the acquisition of career information, and, separately, the delivery of career information to students. Finally, respondents were asked if they had interest in attending a professional development session on career information for students, to help them build skills in this area of knowledge.

s) Factors that prevented the acquisition of career information

Respondents were asked to select as many factors as applied as to why or how they believed they are prevented from acquiring career information. Of the 46 respondents to this question, nine (19.57%) indicated that there was a lack of institutional support from the college, while 11 (23.91%) indicated they lack knowledge of credible sources to access for such information. Only five respondents (10.87%) indicated there is no need as they are already up-to-date on career information for their industry, while 31 respondents (67.39%) indicated that they experienced a lack of time as a barrier to acquiring career information.

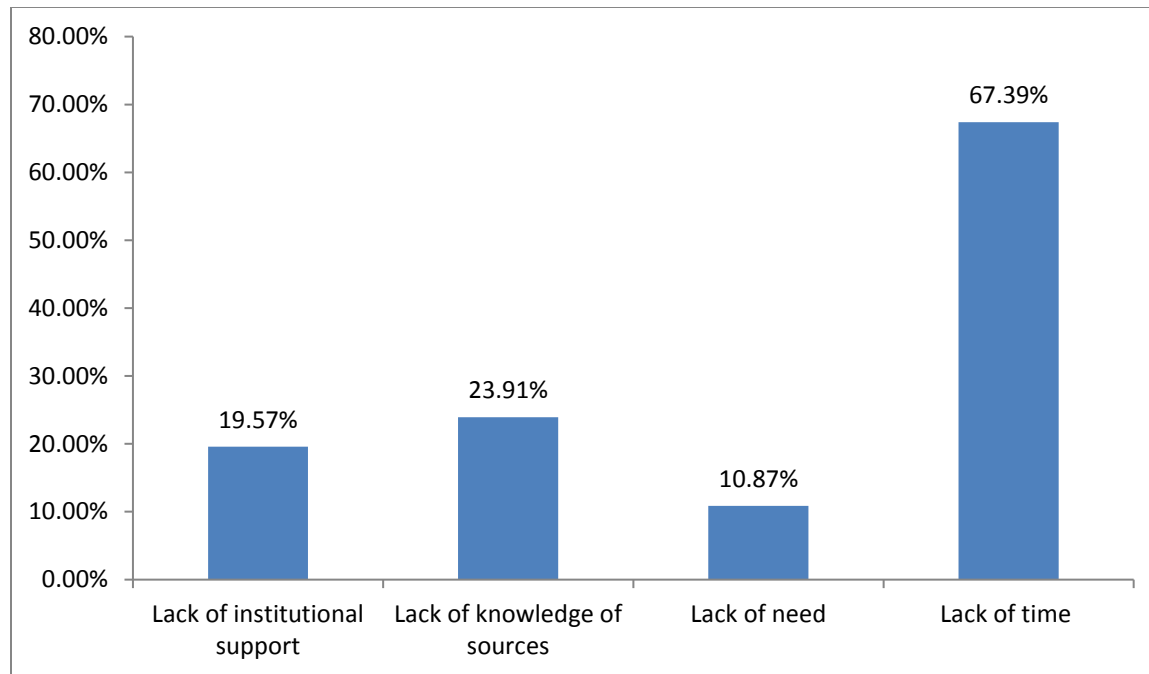


Figure 19: Factors that prevent the acquisition of career information (n=46)

Respondents were given the option of expanding on their choices with an open text box option; ten respondents provided written comments. The majority of respondents (5, 50%) commented that nothing prevented them from acquiring career information. The other five responses were each varied and included responses such as “working in a quickly changing industry... [means] keeping up is impossible” and that acquiring career information “does not often fit into my availability.” Two other comments appeared to be similar as one respondent noted “n/a – I teach [general education]” while another noted “since I teach students in many different programs, I don’t make a point of acquiring specific career information for them.” Finally, one respondent noted that since “career services... conducts sessions for me each session, that helps both myself and [my] students know exactly where employers are hiring within my industry.”

t) Factors that prevented the delivery of career information to students outside of scheduled teaching time

Respondents were then asked to identify factors that prevented them from delivering career information to students outside of teaching time. The 42 participants for this question indicated factors such as lack of adequate space on campus to meet with students (eight respondents, 19.05%), lack of experience in providing job search and career information (nine respondents, 21.43%), lack of resources to pursue professional development (six respondents, 14.29%), lack of time (33 respondents, 78.57%), and lack of up-to-date knowledge about industry trends (eight respondents, 19.05%).

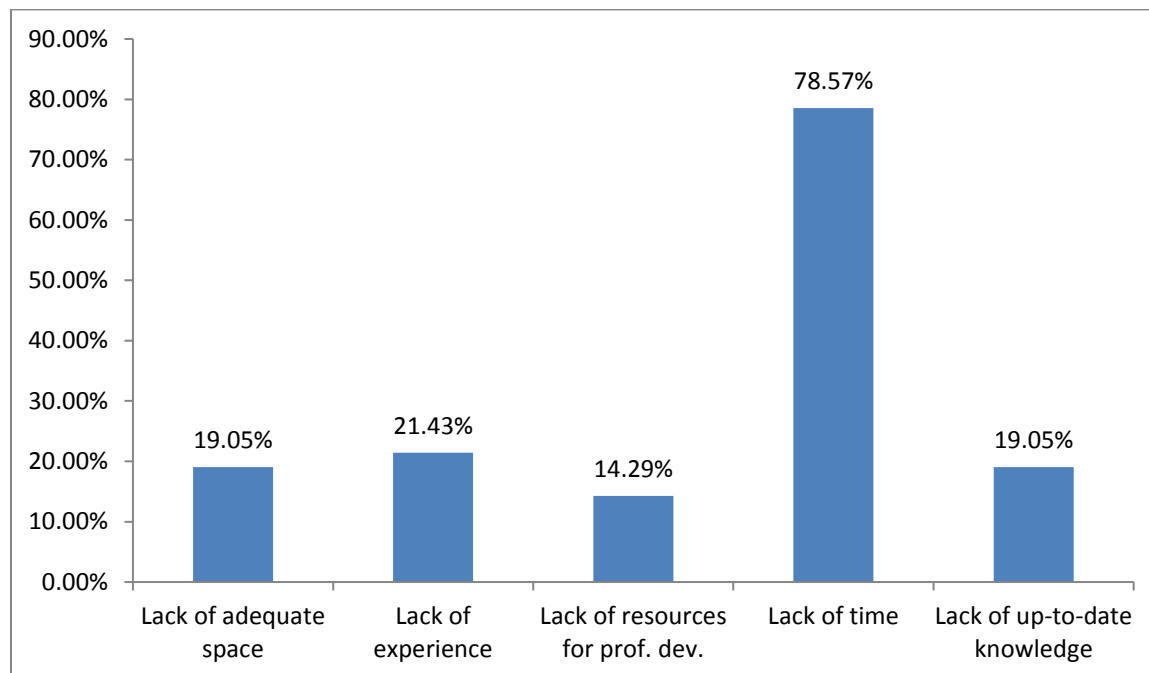


Figure 20: Factors that prevented the delivery of career information to students outside of scheduled teaching time (n=42)

Respondents were given the option of expanding on their choices with an open text box option; 15 respondents provided written comments. Almost half of the respondents (seven, 46.77%) replied that nothing prevented the delivery of career information to students outside of teaching time. In stating this, two respondents elaborated quite a bit by saying that, first, they provide “current and past students with career information both in the class and after the semester. Typically it is former students asking specific job advice so LinkedIn is a good way to keep in touch.” The second respondent who elaborated stated that “it is critical to teach students to think beyond their books and classroom to the next steps in their journeys – if [they are to be successful] then assisting students to transition into careers is not optional.” Lack of knowledge of the specific industry of the students was also cited by two respondents (13.33%) as a barrier. The remaining respondents each cited unique reasons including a “lack of funding to pay for extra time worked”, that their “career experience and contacts do not usually match up with the students I teach” and that “I... provide career information despite time issues and lack of space. The lack of office space is professionally embarrassing.” Other responses included that the respondent teaches general education, therefore the question was not applicable, and that the respondent does provide career information when they are on campus or when a student reaches out to them. Finally, one respondent stated that “sometimes I lose my voice, so it’s hard to talk to them.”

u) Interest in attending a professional development session on career information for students

All 62 survey respondents answered this question to indicate their level of interest in attending a professional development session on campus focused on career information for college students. Of the respondents, 31 (50.00%) indicated yes while 16 (25.81%) indicated they were unsure and 15 (24.19%) indicated no.

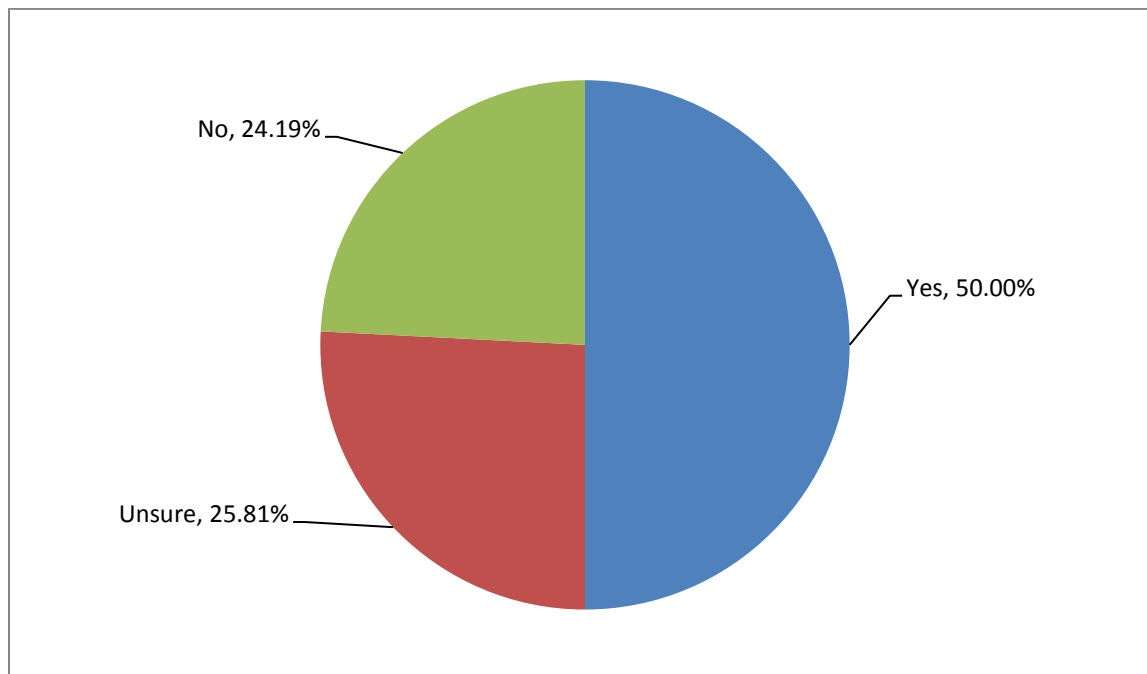


Figure 21: Interest in attending a professional development session on career information for students (n=62)

Research Sub-question iv: in what ways do the demographics of college faculty members such as employment status, gender, area of teaching, and years of college teaching experience influence how they perceive that they acquire and deliver career information to students?

To conclude the survey, respondents were then asked five demographic questions to assist in identifying any overarching trends in how faculty members acquire and deliver career information. Respondents were specifically asked to identify their gender, their staffing affiliation, their teaching / industry focus area, their years of professional experience, and their years of college teaching experience. With each question, respondents were also given the option of 'prefer not to say' to further protect their anonymity. Responses below have been analyzed in two ways: first, a classification of respondents' demographics has been provided, followed by a thematic analysis of their overall survey responses to assist in identifying any demographic specific trends to support the overall research question and three supporting sub-questions.

v) Respondents' gender

To understand the background of the respondents, a number of demographic questions were asked at the end of the survey. First of all, respondents were asked to identify their gender, resulting in 61 (98.39%) participants answering this question. Females represented the largest response rate with 39 respondents (63.93%) while 18 males (29.51%) chose to self-identify their gender. A further five respondents (8.06%) seized the opportunity to not identify their gender.

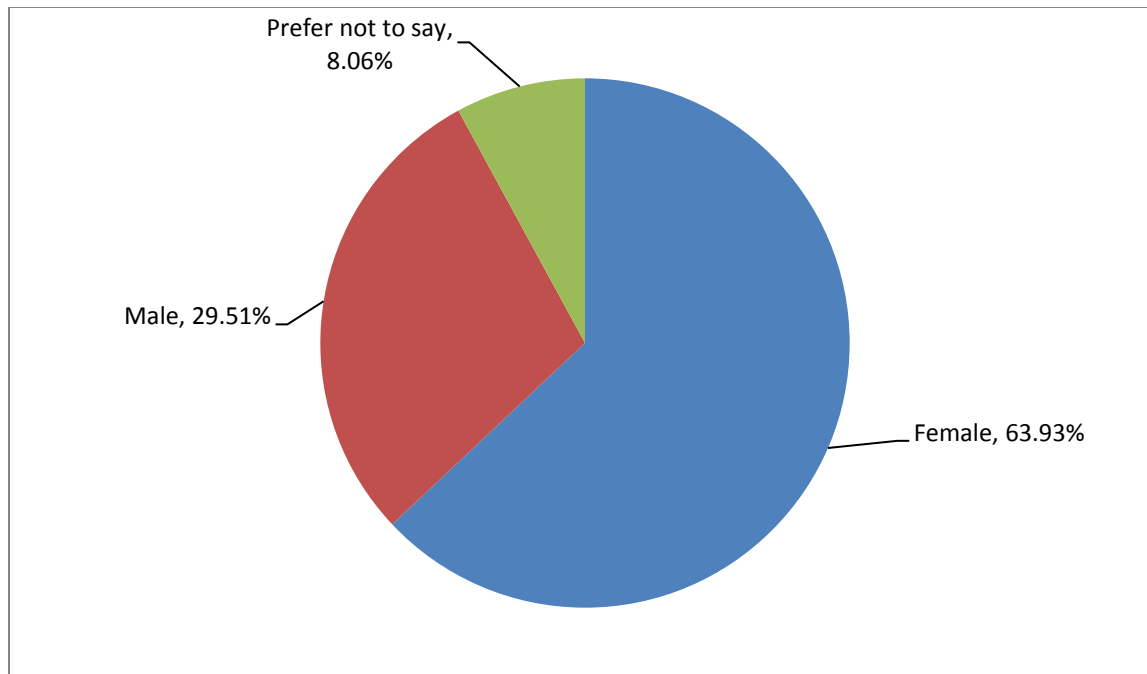


Figure 22: Respondents' gender (n=61)

In terms of gender, one of the noticeable differences in responses was captured in question 1 with regard to communication methods with students outside of teaching time. Interestingly, seven females (17.95%) indicated that they have used text messages to communicate with students; zero males (0.00%) indicated the same method. Question three indicated that female faculty communicated with students more frequently outside of teaching time than male faculty, with 18 (46.16%) females choosing more than 15 times, while only four (22.22%) males indicated the same response. Similarly, only two (5.13%) female faculty reported communicating six to 10 times with students during a typical course, while four (22.22%) males indicated the same amount of time.

Question four and its focus on amount of time spent outside of class communicating with students also indicated some differences along gender lines. Notably, 16 females (41.03%) indicated that they spent more than 120 minutes during a typical course; while only five males (27.78%) indicated the same response. The only other time category which showed significant differences was for the option for 16 to 30 minutes, which was selected by only two females (7.69%), but by four males (22.22%).

Question seven, which asked if respondents accept LinkedIn networking requests from students and graduates, showed some differences along gender lines as well. Specifically, six males (33.33%) indicated that they do not have a LinkedIn profile, compared to eight females (20.51%). In addition, four males (22.22%) indicated that they always accepted LinkedIn requests from students or graduates while 15 females (38.46%) indicated the same. Similarly, for question eight which asked about providing career information via LinkedIn when requested, eight female respondents (20.51%) indicated that they always do so, in contrast to one male respondent (5.56%) who indicated the same. Responses for 'I have never been asked to do so' also differed along gender lines, with seven females (17.95%) and eight males (44.44%) selecting this response.

Finally, gender differences were present in the question about barriers to delivering career information to students outside of teaching time. The most drastic difference was having eight females (20.51%) indicate that lack of space on campus in which to meet with students served as a barrier; in contrast, zero male respondents selected this barrier. The last

survey question aimed to learn if respondents would be interested in attending a professional development session on career information for students. More females (23; 58.97%) than males (seven; 38.89%) indicated yes as well as unsure (eight females; 20.51%, seven males, 38.89%).

w) Respondents' staffing level

Respondents were then asked to identify their staffing level within the college; all 62 (100.00%) survey respondents answered this question. The majority of survey respondents, 42 (67.74%), identified themselves as being full-time faculty. The next largest staffing group was represented by contract faculty, with 12 respondents (19.35%). The remaining respondents either preferred not to identify their staffing group (four, 6.45%), were partial load (three, 4.84%), or sessional (one, 1.61%).

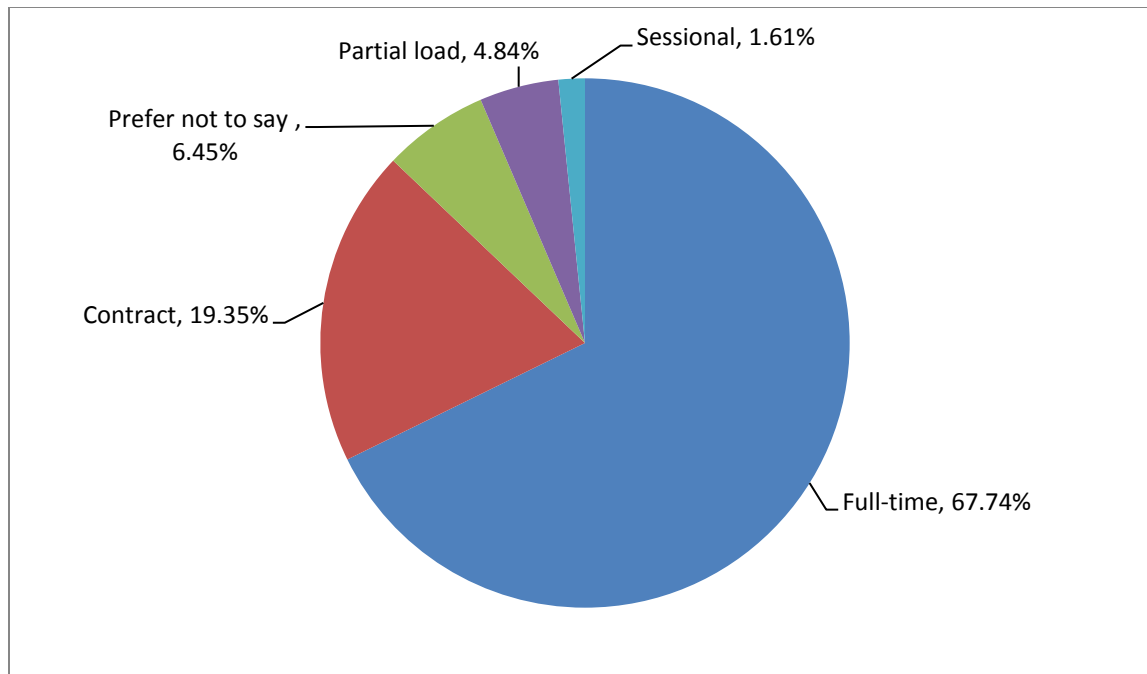


Figure 23: Respondents' staffing level (n=62)

In terms of staffing level, question four estimated the amount of time spent on out-of-class communication with students during a typical course. The largest difference between full-time faculty and other staffing levels was found in the lowest amount of time, one to 15 minutes, with four full-time staff (9.52%) choosing this response in comparison to five part-time staff (25.0%). The staffing level also impacted the perception that faculty had of their role in providing career advice to students outside of scheduled teaching time. Specifically, more part-time faculty indicated that they were only comfortable providing basic job search advice (12 respondents, 66.67%) in contrast to 16 full-time faculty (38.09%). The same trend continued with intermediate job search advice, with 11 full-time faculty (26.19%) selecting this option, in contrast to zero part-time faculty. Lack of time was the dominant factor for part-time faculty to not be able to deliver career information to students; 13 respondents (65.0%) indicated this

option, in comparison to 20 full-time respondents (47.62%). Finally, more part-time faculty respondents (13; 65.0%) than full-time faculty (18; 42.85) indicated interest in attending a professional development session on career information for college students.

x) Respondents' industry of faculty / teaching area

Respondents were then asked to identify which industry best represented their faculty / teaching area within the college. In total, 60 (96.77%) respondents answered this question, and all but two of the available faculty / teaching areas were selected as responses. Art and design was selected by one respondent (1.67%), business by seven respondents (11.67%), community / social services by five respondents (8.33%), and emergency services by two respondents (3.33%). Engineering, food and hospitality, and health care were each selected by two respondents (3.33%). The largest teaching area represented was by far general education / communications faculty, with 15 respondents (25.00%). Other areas included information technology with five respondents (8.33%), law and justice with eight respondents (13.33%), science with three respondents (5.00%), and skilled trades with four respondents (6.67%). An additional four respondents (6.67%) preferred not to identify their faculty / teaching area. The two areas that were not quantitatively represented were energy and media.

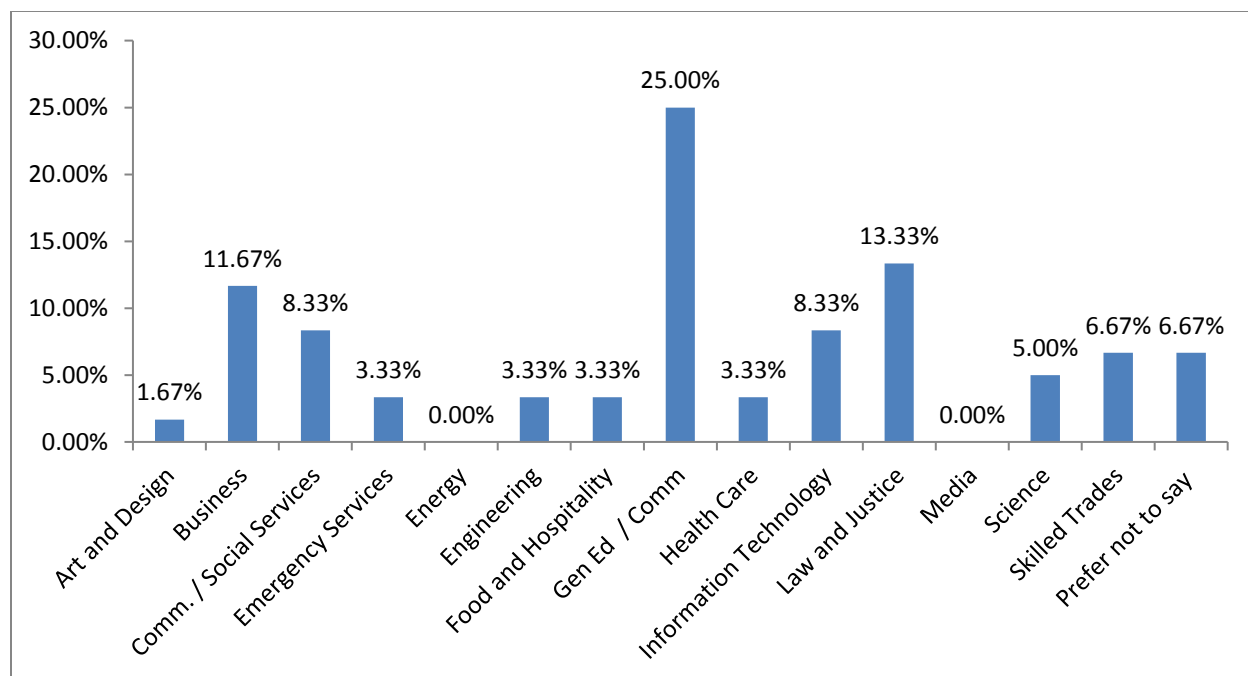


Figure 24: Respondents' industry of faculty / teaching area (n=60)

In terms of differences along faculty or teaching area, the only noticeable difference was displayed among the faculty who selected community and social services as their teaching area, with all respondents (five, 8.06%) stating that they communicated with students more than 15 times during a typical course from start to finish. No other teaching area showed as consistent a pattern of responses.

y) Respondents' years of professional experience

Survey respondents were then asked to identify the number of years of professional experience that they have acquired to date. All 62 (100.00%) respondents answered this question, with 26 respondents (41.94%) choosing the highest number of years of experience

available, with more than 15 years. This was followed by 15 respondents (24.19%) who selected six to ten years of experience, and 12 respondents (19.35%) who selected 11 to 15 years of experience. An additional seven respondents (11.29%) indicated one to five years of experience while two respondents (3.23%) preferred not to identify their years of experience. None of the respondents (0.00%) indicated that they had less than one year of professional experience.

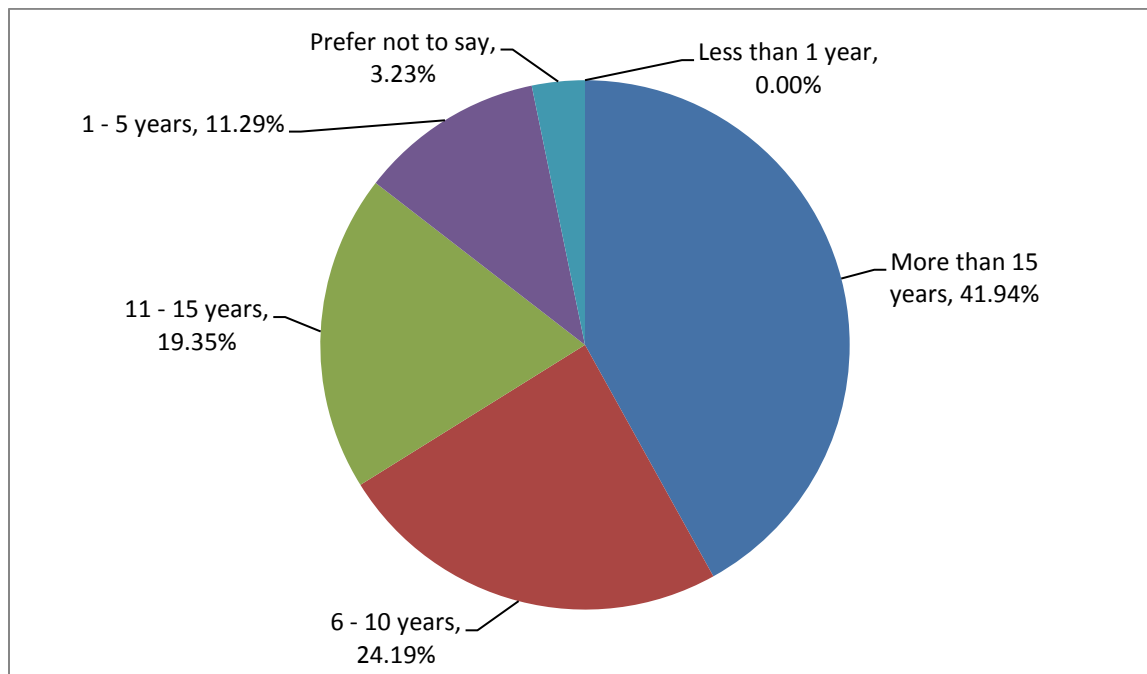


Figure 25: Respondents' years of professional experience (n=62)

There appeared to be no significant differences in the data in terms of differences in responses based on respondents' years of professional experience.

z) Respondents' years of college teaching experience

Finally, survey respondents were asked to identify their total number of years of college teaching experience; all 62 (100.00%) survey respondents answered this question. The largest percentage fell in the one to five years category, with 22 respondents (35.48%), followed by 15 respondents (24.19%) indicating six to ten years of experience. This was followed by 12 respondents (19.35%) indicating 11 to 15 years of experience, and then eight respondents (12.90%) with more than 15 years of experience. Finally, three respondents (4.84%) indicated less than one year of experience, and two respondents (3.23%) preferred not to identify their years of experience.

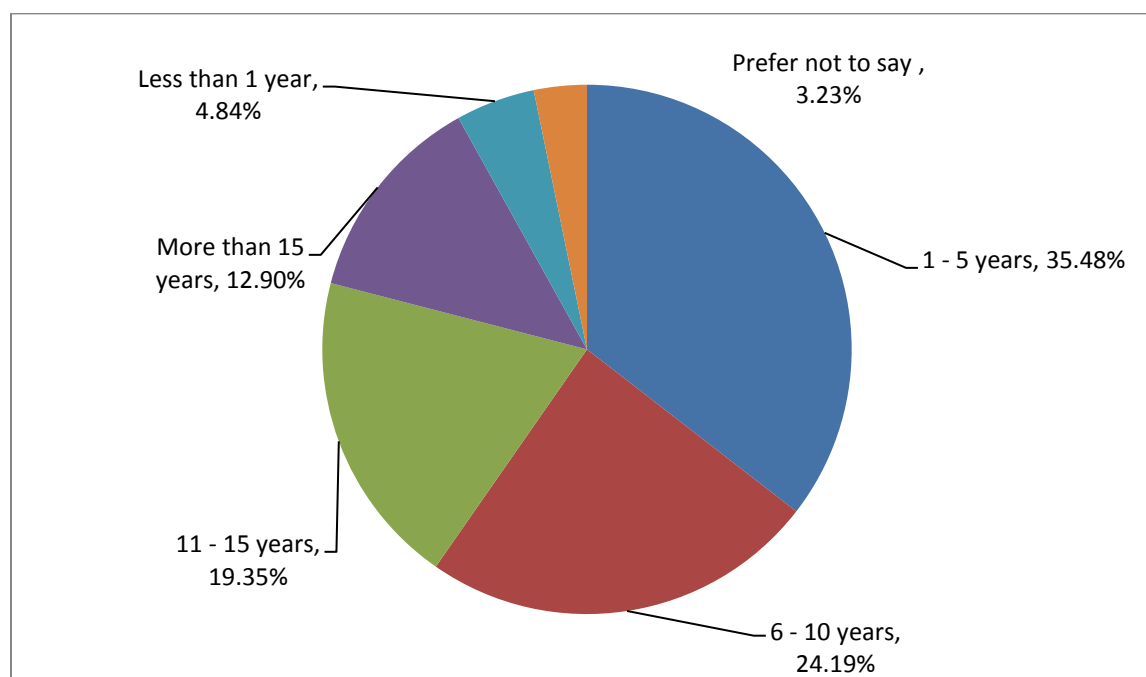


Figure 26: Respondents' years of college teaching experience (n=62)

In terms of respondents' years of college teaching experience, faculty members with 11 to 15 and over 15 years of college teaching experience (eight respondents; 57.14%) were less likely to have a LinkedIn profile than respondents with less college teaching experience (six respondents; 42.86%). Finally, five respondents with six or more years of experience (62.5%) indicated that a lack of space on campus served as a barrier to their delivery of career information to students.

Summary

Survey participants provided data on their perceived amount of influence on students, staying up-to-date on industry trends, methods for delivering career information to students, and barriers faced in acquiring and delivering career information to students. Faculty believed that they have a role in providing career advice to students outside of scheduled teaching time, and many stated that they used every opportunity possible to share information with students who seek it. Participants also indicated that the most significant barrier to them sharing career information with students outside of scheduling teaching time was a lack of time, as well as a lack of knowledge of appropriate sources to use when advising students. The data also showed that faculty have a high number of years of professional experience from which to rely on, and a varied amount of years of college teaching experience. Half of the participants indicated an interest in attending a professional development session held on campus on career information for students.

Chapter V: Summary, Conclusions, and Recommendations

Summary

The purpose of this quantitative research study was to investigate the acquisition and delivery of career information by college faculty members to their students outside of scheduled teaching time, as well as to understand the barriers that they perceived existed to them successfully doing so. The study took place at a medium-sized college in the Greater Toronto Area in the fall of 2014, and was conducted via an online survey.

Chapter I provided background information to define and state the problem, as well as the purpose of the study, a primary research question as well as four sub-questions, a definition of terminology and anticipated study limitations. The research sub-questions focused on faculty perceptions on the acquisition of career information; perceptions on the delivery of career information; perceptions of barriers that exist to acquiring and delivering career information; and a fourth question to examine the demographics of survey respondents. The first limitation presented focused on potential concerns from full- and part-time faculty members that may have affected participation rate, although the researcher exceeded the desired response rate of 5.00% by achieving a response rate of 6.14%. The second limitation was the concern that faculty may view the delivery of career advice as “not my job”; when questioned on this specific issue in the survey, only two respondents (3.23%) indicated that it was strictly the role of the on- campus career center to provide that kind of support.

The final two limitations concerned the overall scope of this study; first, the researcher specifically chose to focus on only out-of-class communication with students, rather than on formal career education curriculum. This decision increased the sample size of respondents but likely meant that respondents had to rely on memory and their perception of their interactions with students in order to reply to the survey questions. The final limitation stated that since this study only occurred at one study site, findings may not be transferable to other colleges. This limitation can only be validated if the study was replicated at a later date at other study sites, and the results compared and contrasted.

Chapter II's literature review served to establish the role of the community college within the province of Ontario, the location of the study site, as being focused on "quality career education.... [and] to prepare [students] to be job-ready" (Association of Colleges of Applied Arts and Technology of Ontario, 1999, n.p.). It also provided support for the research questions by exploring patterns of career decision making, including the role and level of influence that faculty members have on students' career decisions, which Tomini and Page (1994) noted as an area of importance, even though the out-of-class communication which was the focus of the study has been proven to be both infrequent (Fusani, 1994; Jaasma & Koper, 1999; Nadler & Nadler, 2001, as cited in Aylor & Oppinger, 2003) and short in duration (Myers, 2004). Other areas of focus for the literature review included a general exploration of how individuals acquire career information, and a brief review of the limited literature on delivery of career information within the post-secondary system, as well as potential barriers to the acquisition and delivery of career information.

Chapter III outlined the survey methodology; while quantitative in nature for the majority of questions, some questions also contained an option for a qualitative response so that participants could elaborate on certain questions. Permission to conduct research was granted at the study site once Central Michigan University provided its research approval. Participants were invited through a campus-wide email communication initiated by the study site's research services department. Finally, Chapter IV contained the data analysis, which was organized sequentially to best understand the results; data was presented both narratively and graphically to assist the reader in understanding the response trends. Responses for the demographic questions were presented sequentially, and then reviewed thematically to look for any trends or data that differed by gender, staffing group, teaching area, and / or years of professional or college teaching experience.

Discussions and Conclusions

The primary research question was divided into four research sub-questions to best guide the exploration of the topic at hand. In this section, study findings were related to the research question and sub-questions and to the overarching themes initially presented in Chapter II's literature review.

Research question: How do college faculty acquire and deliver career advice and information to students outside of teaching time, and what barriers exist for them in doing so effectively?

As noted in the literature review, Crowder (1981) observed that every faculty member must realize that their role also extends to being prepared to help students outside of the classroom, whether it is for counseling on any number of topics or for more specific advice. This concept of out-of-class communication (OCC) was defined by Myers (1994) as faculty and students communicating through formal means such as office visits and e-mails, as well as through informal means such as unplanned hallway conversations on campus; this concept of OCC was used as the primary framework to guide respondents in the research study.

Earlier work on OCC found that this style of communication between faculty and students was typically both infrequent (Fusani, 1994; Jaasma & Koper, 1999; Nadler & Nadler, 2001; as cited in Aylor & Oppinger, 2003) as well as short in duration (Myers, 2004). The findings of this study found more of a balanced approach with 33 respondents (53.22%) reporting typical course OCC in a range of one time to 10 times, with the remaining 29 respondents (46.78%) reporting 11 to more than 15 communication time points. Similarly, 33 respondents (53.23%) reported spending one to 60 minutes on OCC with students, while 29 (46.77%) reported spending 61 to more than 120 minutes. These results can likely be attributed to a belief on campus that supported Crowder's (1981) earlier contention about the role of and need for faculty in providing advice outside of teaching time, supported by the fact that 58 respondents (96.67%) stated that they give at least basic job search advice to students, if not more intermediate or advanced assistance.

Research sub-question i: in what ways do college faculty perceive they acquire career information?

Borgen and Hiebert (2006) stated that the most important criterion in advising which affects the advisor's credibility is not their theoretical knowledge or educational credentials, but rather their practical knowledge and experience. Findings from the research study showed that respondents at the study site are thus well-positioned to provide career advice, as 51 respondents (85.48%) reported having more than five years of professional experience, separate from their college teaching experience.

On a related note, one must also consider ongoing professional development since work experience alone can become out-of-date as a proper frame of reference as their industry evolves. This ongoing training is critical because, as Jarvis (2002) stated, "it is difficult for teachers, who may work in the same building for much of their careers, to imagine this new work world let alone prepare students for it" (p. 41). When asked how they stay up-to-date with industry trends, all survey respondents indicated some combination of web sites, professional association memberships, LinkedIn groups, journals, and social media. Responses were similar for both full-time faculty as well as part-time faculty, although some members in the latter group noted that they teach part-time and continue to work in their chosen industries. The ongoing training methods all fit with what Cranton (1994), Elam (1996), Houle (1996), and Schuster, Wheeler, and Associates (1990), as cited in Caffarella and Zinn (1999),

noted as self-directed learning experiences, which is one of the three kinds of professional development.

Research sub-question ii: in what ways do college faculty perceive they deliver career advice and information to students outside of teaching time?

As described in Chapter II, very little literature exists on the delivery of career information by college faculty members to their post-secondary students; sources cited earlier also recommended further research be conducted to establish patterns of knowledge. This research study focused on filling this gap in two specific areas; first, by exploring the use of LinkedIn by faculty to connect with their students and / or graduates; and second, to explore faculty's use of their own real-life career experiences when advising students. Specifically, only five respondents (8.06%) indicated that they never accept student networking requests, while 15 (24.19%) indicated that they do not have an active LinkedIn profile. All but one of these respondents identified themselves as full-time faculty members, or preferred not to identify their staffing affiliation. In terms of providing career advice or information via LinkedIn to students who reach out, 29 respondents (46.77%) indicated that they always or sometimes do so, with an additional 15 respondents (24.19%) indicating that they have never been asked to do so. One respondent specifically noted that LinkedIn is a useful tool for staying in touch. The institution of the study site would benefit from exploring the use of LinkedIn by faculty, and whether it is a worthwhile tool to actively promote campus-wide.

Second, the study examined the use of real-life career experiences when delivering career advice or information to students. All respondents (100.0%) said they use their own experiences either as often as possible or whenever they were appropriate. On a related note, 39 respondents (62.90%) indicated that they believed these real-life experiences were beneficial to students in them determining their own career goals. Only one respondent (1.61%) stated that they do not believe such sharing was beneficial, while seven respondents (11.29%) stated that they believed the effectiveness of doing so depended on the course. One participant stated that the questions did not apply to them since they teach theory-based general education courses which enrol students across all disciplines; the institution may benefit from encouraging all faculty, including those in theoretical only areas, to be open to career story-telling as they see fit, even if they do not perceive themselves as experts in their students' fields of study.

Research sub-question iii: what barriers do faculty perceive exist to acquiring and delivering career information to students?

Multiple barriers to interacting with students outside of scheduled teaching time were identified by examining the available literature, and were somewhat replicated in the study's findings. Only five respondents (10.87%) indicated that they faced no barriers in acquiring career information for their industry. When asked to select from provided responses, a lack of time to acquire career information was reported as the most frequent barrier by 31

respondents (67.39%), followed by a lack of knowledge of credible sources to access in order to acquire career information, which was selected by 11 respondents (23.91%).

Lack of time due to workload as expressed by study respondents was not an issue identified in the literature review; however, the last-minute timing of the hiring of part-time faculty was explored as a barrier to out-of-class communication since time must now be overly dedicated to curriculum development. A lack of institutional support was also identified in this study as a barrier by nine (19.57%) respondents. Relatedly, Borgard (2009) argued that faculty need to realize that they are out of touch with the working world and must take the onus upon themselves to stay-up-to-date with emerging trends and ongoing industry changes. Half of the 62 survey respondents (50.0%) seemed to realize this need when they indicated interest in attending a professional development session on career information for students. A further 16 respondents (25.81%) indicated they were unsure, and 15 respondents (24.19%) indicated they were not interested. Thus, Rayman and Brett's (1995) argument that college administration must play an active role in supporting the maintenance and development of faculty's non-teaching knowledge has more significance since only 50% of respondents saw clear value in attending such a session.

Similar barriers to the delivery of career information were identified by study respondents, with one additional criterion, lack of adequate space on campus, being selected by eight respondents (19.05%). This challenge was identified by the University of Southern California: Rossier School of Education (2013) who examined changing campus policies and

their impact on student success, with a significant focus on the increase in the usage of part-time faculty. Although all full-time faculty at the study site are provided with shared office space, only one large space is available for all 700+ part-time faculty (personal communication, January 4, 2015). Indeed, one survey respondent noted that “the lack of office space is professionally embarrassing.”

Research sub-question iv: in what ways do the demographics of college faculty members such as employment status, gender, area of teaching, and years of college teaching experience influence how they perceive that they acquire and deliver career information to students?

As stated in Chapter III, although full-time faculty at the study site were almost evenly divided between females and males, participation by gender was not as balanced for this study. The study ended with 57 respondents identifying their gender: 39 (63.93%) as female and 18 (29.51%) as male, while a further five respondents preferred not to provide a response. Similarly, 30.99% of faculty were employed on a full-time basis, while 69.01% were employed on a part-time basis at the time of the study. Response rates though demonstrated that more full-time faculty participated in the survey, with 42 (67.74%) identifying themselves in this way, in contrast to the 16 respondents (25.80%) who teach part-time. Both of these demographic factors must be taken into consideration when reviewing all results, as they cannot be necessarily seen as predictive of the entire sample.

Given the literature previously described, it is not surprising to see that part-time faculty indicated that they spent less time communicating with students during a typical course, and felt comfortable providing only basic job search advice to students. While it would of course be ideal to see higher response rates in both areas, ultimately part-time faculty members at the study site are only compensated for teaching hours (personal communication, January 4, 2015), and some may need to follow this out of necessity for their own time management with other work opportunities.

With regard to faculty / teaching area, all but two of the teaching areas within the study site were represented in survey responses. Due to a low participation rate though, it is difficult to observe any trends related to industry as the researcher had initially hoped. The one discernible trend was that all five respondents (8.06%) who selected community and social services as their teaching area indicated that they communicated with students more than 15 times during a typical course from start to finish. Reasons for this were not requested or stated in the responses; however, faculty from this industry area were likely to be coming from a counseling background themselves, and therefore may be more inclined to communicate with students outside of scheduled teaching time.

Finally, there were no significant differences in the data based on respondents' years of professional experience, or years of college teaching experience, although both questions did demonstrate a wide breadth of backgrounds among faculty who responded to the research study.

Recommendations

As a result of analyzing the literature review and data collected from the surveying of faculty members, the researcher has made the following recommendations.

1. Conduct further research to examine methods for encouraging students to pursue out-of-class communication with faculty members
2. Focus further research on out-of-class communication specifically on career advice and information
3. More work is needed to better understand the influence of college faculty members on students' career paths
4. Research is needed on the effective delivery of career information, with particular emphasis on LinkedIn as a tool, as this is a current gap in the literature.
5. Training on how to effectively use LinkedIn should be provided by institutions to all staff members as part of the campus' professional development rotation
6. More support by administration needs to be given to faculty to help them with providing career information. This may take the form of increased office space for meeting, or a change in pay structure to compensate beyond direct contact hours with students.
7. More Canadian research is needed to better understand the relationship between this labor market and the educational institutions who are training its current and future employees.

Summary of the Discussion

In summary, as a result of this research study, it is clear that out-of-class communication (OCC) is a concept which does exist at the study site in question. This communication style is also being used to deliver career information to students, with 96.6% of respondents reporting that they gave at least basic job search advice to students when requested.

Respondents reported using a variety of methods to acquire career information, ranging from professional association memberships to social media, specifically LinkedIn. The majority of responses provided indicated that the acquisition of career information tended to occur based on the initiative of the respondent, rather than through a method provided by the institution such as attendance at conferences.

With regard to delivery of career information, LinkedIn was being used by respondents, but responses showed that there was definite room for growth in both usage of the site and in understanding how to harness its tools. A more widely used delivery method was the sharing of personal career experiences, which a majority of respondents believed was beneficial to students.

Respondents also identified a number of barriers to acquiring and delivering career information to students; the primary reason identified was lack of time, followed by lack of knowledge of credible sources. Interestingly, only 50% of respondents indicated that they were interested in attending a professional development session on career information for students.

One participant suggested that such a session be offered or stored online, which would seemingly help those who identified lack of time as a barrier to communicating with students.

Despite the limitations presented earlier, this study may assist in filling the gap in career information for the Canadian labor market. Recommendations for further research and initiatives have been provided to better assist with further work in this area.

References

- Association of Colleges of Applied Arts and Technology of Ontario. (1999). *A new charter for Ontario Colleges of Applied Arts and Technology of Ontario: A discussion of key roles and priorities.*
- Aylor, B., & Oppinger, P. (2003). Out-of-class communication and student perceptions of instructor humor orientation and socio-communicative style. *Communication education, 52*(2), 122-134.
- Bardick, A., Bernes, K., Magnusson, K., & Witko, K. (2007). Junior high career planning: What students want. *Canadian Journal of Counselling and Psychotherapy/Revue canadienne de counseling et de psychothérapie, 38*(2), 104-117.
- Bell, D., & Bezanson, L. (2006). *Career development services for Canadian youth: Access, adequacy and accountability* (Vol. 1). Ottawa, ON: Canadian Policy Research Networks.
- Bippus, A., Kearney, P., Plax, T., & Brooks, C. (2003). Teacher access and mentoring abilities: Predicting the outcome value of extra class communication. *Journal of Applied Communication Research, 31*(3), 260-275.
- Borgard, J. (2009). Toward a pragmatic philosophy of academic advising. *NACADA Journal, 29*(1), 43-46.
- Borgen, W., & Hiebert, B. (2006). Career guidance and counselling for youth: What adolescents and young adults are telling us. *International Journal for the Advancement of Counselling, 28*(4), 389-400.

- Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development, 28*(1), 31-44.
- Burwell, R., Kalbfleisch, S., & Woodside, J. (2010). A model for the education of career practitioners in Canada. *Canadian Journal of Career Development/Revue canadienne de développement de carrière, 9*(1), 44-52.
- Caffarella, R., & Zinn, L. (1999). Professional development for faculty: A conceptual framework of barriers and supports. *Innovative Higher Education, 23*(4), 241-254.
- Chan, A., & Derry, T. (Eds.). (2013). A roadmap for transforming the college-to-career experience: A crowdsourced paper. Winston-Salem, NC: Wake Forest University.
- Colleges Ontario. (2014). *Environmental Scan 2014: Student and Graduate Profiles*. Retrieved from http://www.collegesontario.org/research/2014_environmental_scan/CO_EnvScan_2014_PROFILES_WEB.pdf
- Cotten, S., & Wilson, B. (2006). Student–faculty interactions: Dynamics and determinants. *Higher Education, 51*(4), 487-519.
- Cox, B., McIntosh, K., Terenzini, P., Reason, R., & Lutovsky Quaye, B. (2010). Pedagogical signals of faculty approachability: Factors shaping faculty–student interaction outside the classroom. *Research in Higher Education, 51*(8), 767-788.
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (Fourth edition)*. Upper Saddle River, NJ: Pearson Education.

- Crowder, W. (1981). The role of the university professor as counselor. *College Student Journal*, 15(4), 393-395.
- Folsom, B., & Reardon, R. (2003). College career courses: Design and accountability. *Journal of Career Assessment*, 11(4), 421-450.
- Foster, K. (2012). *Youth employment and un(der) employment in Canada*. Ottawa, ON: Canadian Centre for Policy Alternatives.
- Fusani, D. (1994). "Extra-class" communication: Frequency, immediacy, self-disclosure, and satisfaction in student-faculty interaction outside the classroom. *Journal of Applied Communication Research*, 22(1994), 232-255.
- Gollert, K. (Ed.). (2004). *Developing a career information centre (Fifth ed.)*. Toronto, ON: Canadian Career Information Association.
- Human Resources and Skills Development Canada. (2013). *Indicators of well-being in Canada: Learning – educational attainment*. Retrieved from http://www4.hrsdc.gc.ca/.3ndic.1t.4r@-eng.jsp?iid=29#M_1
- Jaasma, M., & Koper, R. (1999). The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation. *Communication Education*, 48(1), 41-47.
- Jarvis, P. (2002). Formula for success in career building. *The Canadian Journal of Career Development/Revue canadienne de développement de carrière*, 1(1), 40-44.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American journal of occupational therapy*, 45(3), 214-222.

- Lamport, M. (1993). Student-faculty informal interaction and the effect on college student outcomes: A review of the literature. *Adolescence*, 28(112), 971-990.
- Levitz, R., & Noel, L. (1989). Connecting students to institutions: Keys to retention and success. *The freshman year experience: Helping students survive and succeed in college*, 65-81.
- Myers, S. (2004). The relationship between perceived instructor credibility and college student in-class and out-of-class communication. *Communication Reports*, 17(2), 129-137.
- Nadler, M., & Nadler, L. (2000). Out of class communication between faculty and students: A faculty perspective. *Communication Studies*, 51(2), 176-188.
- Nadler, M., & Nadler, L. (2001). The roles of sex, empathy, and credibility in out-of-class communication between faculty and students. *Women's studies in communication*, 24(2), 241-261.
- Ontario Department of Education. (1967). *Colleges of Applied Arts and Technology Basic Documents*. Retrieved from http://cclp.mior.ca/index.php/download_file/-/view/26
- Ontario Ministry of Training, Colleges and Universities. (2012). *Labour market information*. Retrieved from <http://www.tcu.gov.on.ca/eng/labourmarket/>
- Pascarella, E. (1980). Student-faculty informal contact and college outcomes. *Review of educational research*, 50(4), 545-595.
- Rayman, P., & Brett, B. (1995). Women science majors: What makes a difference in persistence after graduation?. *The Journal of Higher Education*, 66(4), 388-414.

- Reese, R., & Miller, C. (2006). Effects of a university career development course on career decision-making self-efficacy. *Journal of Career Assessment, 14*(2), 252-266.
- Slomp, M., Bernes, K., & Gunn, T. (2012). Integrating career development into school-based curriculum: Preliminary results of an innovative teacher training program. In R. Shea and R. Joy (Eds.), *A multi-sectoral approach to career development: A decade of Canadian research/Une approche multisectorielle du développement professionnel: Une décennie de recherche au Canada* (pp. 442-459). St. John's, NF: Memorial University of Newfoundland.
- SurveyMonkey®. (n.d.). *Pilot test tips: How to verify the design and settings*. Retrieved from http://help.surveymonkey.com/articles/en_US/kb/Pilot-Test-Tips-How-to-verify-the-design-and-settings
- Theophilides, C., & Terenzini, P. (1981). The relation between nonclassroom contact with faculty and students' perceptions of instructional quality. *Research in Higher Education, 15*(3), 255-269.
- Tomini, B., & Page, S. (2007). Teachers' perceptions of students' traditional and nontraditional career choices. *Canadian Journal of Counselling and Psychotherapy, 28*(2), 154-156.
- University of Southern California: Rossier School of Education (2013). *The Changing Faculty and Student Success: Review of Selected Policies and Practices and Connections to Student Learning*. Retrieved from www.uscrossier.org/pullias/wp-

content/uploads/2012/07/Delphi-Project_Report-on-Working-Meeting_Web-
Version.pdf

Zizys, T. (2011). Working better: Creating a high-performing labour market in Ontario.
Toronto, ON: Metcalf Foundation.

Appendices

Appendix A: Marketing Email to Faculty Members



This email is being sent on behalf of Anna De Grauwe. Please direct all questions or concerns directly to Anna at anna.degrauwe@xxxxx.ca.

My name is Anna De Grauwe and I am a graduate student in the Master of Arts in Education program at Central Michigan University. I am also an employee of XXXX – as a Career Advisor with Career Services for over 11 years and as a contract faculty member in the School of XXXXXXXX for three years. As part of my course work, I am completing a research project for a capstone thesis in the course Issues of Education, EDU 776.

You are being invited to volunteer to participate in a research study titled College Faculty's Perceptions of Career Information. The purpose of this quantitative survey is to gain a deeper understanding of how college faculty members perceive that they acquire and communicate career information to their students, with a focus on communication that occurs outside of scheduled teaching time.

This survey is completely voluntary and no name or identifying information will be recorded on the survey or used in the capstone project. There are no known risks to participating in this study, and there is no compensation for being a participant. This study has been reviewed and received ethics clearance through the XXXX Research Ethics Board, application # 075-1415. If you have questions regarding your rights as a research participant, please contact reb@xxxx.ca.

All information collected for this study will be kept strictly confidential and only my Capstone Advisor and I will have access to this information. The data presented in the capstone will not identify any individual, will be secured on a password protected computer, and will be permanently deleted and destroyed one year after the project's successful completion.

By completing and returning this survey, it is assumed that you are giving informed consent to participate in the study. You are free to refuse to participate in this research project, to skip any question you choose not to answer, or to withdraw your consent and discontinue participation in the project without penalty or loss of benefits to which you are otherwise entitled. However because of the anonymous nature of the survey it will not be possible to remove your data once submitted. Your participation will not affect your relationship with the institution(s) involved in this research project.

The completion of the survey should take no longer than 15 minutes, and is available by clicking the link below. The survey will be available online for a two week period from November 6, 2014 to November 20, 2014.

<http://questionnaire.simplesurvey.com/Engine/Default.aspx?surveyID=00a51bc9-ddb9-4688-b34f-c613169ef3b9&lang=EN>

To disseminate my results, I plan on reaching out to the college enrichment centre to possibly share the findings of my research as a workshop or as content on the centre's web site. It is hoped that this study will help the college community to learn more about how faculty members assist students in gaining career information which will help them reach their employment goals.

Thank you for your time and please do not hesitate to contact me if you require any further information, have any questions or concerns, or would like to be informed of the results at the conclusion of the study.

Sincerely,

Anna De Grauwe
anna.degrauwe @xxxxx.ca

Faculty Advisor Contact Information
Dr. David Lloyd, Faculty
Central Michigan University
905.857.5737
david.lloyd@cmich.edu

Appendix B: Quantitative Survey

1. **Out-of-class communication (OCC) is defined as faculty and students communicating both formally (e.g. office visits and e-mails) and informally (impromptu meetings on-campus) outside of scheduled teaching time. How do students communicate with you outside of teaching time? (please select all that apply)**

- ☐ Email messages
- ☐ Hallway conversations
- ☐ Instant messaging (Skype)
- ☐ Learning management system (D2L, Blackboard)
- ☐ Office visits (drop in)
- ☐ Office visits (scheduled)
- ☐ Phone calls
- ☐ Social media (Facebook, Twitter)
- ☐ Text messages
- ☐ Other (please specify)

2. Please rank the methods indicated above by the frequency that students use them to communicate with you on average outside of teaching time. Assign number 1 to the method used most frequently, number 2 to the second most frequently used, etc.

[illegible]

Text messages									
Other (please specify)									

3. On average, how often do students communicate with you outside of teaching time during a typical course from start to finish?

- ☐ 1 time
- ☐ 2 – 5 times
- ☐ 6 – 10 times
- ☐ 11 – 15 times
- ☐ More than 15 times

4. Estimate the amount time you spend on out-of-class communication with individual students during a typical course:

- ☐ 1 – 15 minutes
- ☐ 16 – 30 minutes
- ☐ 31 – 60 minutes
- ☐ 61 – 120 minutes
- ☐ More than 120 minutes

5. What do you feel your role is as faculty in providing career advice to students outside of scheduled teaching time?

- ☐ None – the career centre provides / should provide that kind of support
- ☐ Giving basic job search advice – key companies, web sites, some resume advice
- ☐ Providing intermediate job search advice - networking opportunities with my contacts, more in-depth career advice
- ☐ Delivering advanced job search advice – providing references, introducing students to my network, staying in touch

6. How do you keep up-to-date with trends in your industry? (please select all that apply)

- ☐ Consulting
- ☐ Journals
- ☐ LinkedIn groups
- ☐ Listservs
- ☐ Professional association memberships
- ☐ Social media
- ☐ Web sites
- ☐ Other (please specify)

7. If you have an active LinkedIn profile, do you accept LinkedIn networking requests from your current or past students?

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ I do not have an active LinkedIn profile

8. Do you provide career advice or information to students who reach out to you via LinkedIn?

- ☐ Always
- ☐ Sometimes
- ☐ Never
- ☐ I have never been asked to do so
- ☐ I do not have an active LinkedIn profile

9. Do you use real-life experiences from your own career when delivering career information to students outside of teaching time? If so, how often do you share your experiences?

- ☐ Yes, as often as I can
- ☐ Yes, if it's appropriate to share
- ☐ No, I never share my own experiences

10. Do you believe that the personal job experiences you share outside of teaching time assist students in determining their own career goals?

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Depends on the course

11. What prevents you from acquiring career information? (please select all that apply)

- ☐ Lack of institutional support from the college
- ☐ Lack of knowledge of credible sources to access
- ☐ Lack of need – I am fully up-to-date with career information for my industry
- ☐ Lack of time
- ☐ Other: (please specify)

12. What prevents you from delivering career information to students outside of teaching time? (please select all that apply.)

- ☐ Lack of adequate space on campus in which to meet with students
- ☐ Lack of experience in providing job search and career information
- ☐ Lack of resources to pursue professional development
- ☐ Lack of time
- ☐ Lack of up-to-date knowledge about industry trends
- ☐ Other: (please specify)

13. If given the opportunity, would you be interested in attending a professional development session on career information for college students?

- ☐ Yes
- ☐ No
- ☐ Unsure

14. Are you?

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

15. Are you?

- ☐ Full-time faculty
- ☐ Sessional faculty
- ☐ Partial-load faculty
- ☐ Contract faculty
- ☐ Prefer not to say

16. Which industry best describes your faculty / teaching area?

- ☐ Art and Design
- ☐ Business
- ☐ Community / Social Services
- ☐ Emergency Services
- ☐ Energy
- ☐ Engineering
- ☐ Food and Hospitality
- ☐ General Education / Communications
- ☐ Health Care
- ☐ Information Technology

- ☐ Law and Justice
- ☐ Media
- ☐ Science
- ☐ Skilled Trades
- ☐ Other
- ☐ Prefer not to say

17. Years of professional experience:

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16+ years
- ☐ Prefer not to say

18. Years of college teaching experience:

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16+ years
- ☐ Prefer not to say