ANNOTATED BIBLIOGRAPHY

PREPARING ARTS STUDENTS IN THE CLASSROOM FOR THE WORLD OF WORK

Henthorn, T.C (2014). Experiencing the City: Experiential Learning in Urban Environments, *Journal of Urban History*, *40*(3), 450-461.

What: Written by a professor of an experiential urban history course, this article is a reflection on how experiential project-based courses offer students an opportunity to apply their academic knowledge to applied contexts, and how the students are able to gain a deeper understanding when they interact with the subject matter using innovative ways.

Why: This narrative provides some insight into the experiences of the students in an experiential course, and evidences how project-based learning may be able to engage students better and keep them motivated.

Edmonds, J. (2014). What do we want from a discipline-based education? What do we need? *Arts and Humanities in Higher Education*, 13(4), 348-358.

What: This article reminds that although some majors may apparently have a clearer path to professional life, every discipline is same in the way that it essentially imbues certain characters of mind and ways of its application, which are intended to aid the students later on. But how these skills are instilled needs to be revisited.

Why: This paper advises that instead of water-tight course structures, a certain freedom (of expression, if you will) is required to widen the fields of work where students may be able to apply their degrees.

Barrow, R et al., (2010). Embedding Employability into a Classics Curriculum: The Classical Civilisation Bachelor of Arts programme at Roehampton University. *Arts and Humanities in Higher Education*, 9(3), 339-352.

What: This article discusses the employability of graduates of classics programme. It details how through oral presentations, e-learning tools, and work placements, learning can be improved, and that in some cases these activities provide the students clarity regarding possible professional pathways.

Why: This article illustrates that experiencing work-based learning and work placements enhances students' skills, and ultimately elevates their employability.

Frenette A., Martin N.D. (2017). Arts graduates in a changing economy. *American Behavioral Scientist*, 61(12), 1455-1462.

What: This article provides a summary of a special issue looking at the role of higher education in the creative economy that examines findings from the Strategic National Arts Alumni Project (SNAAP) and explores the perception of creativity in context of different professions.

Why: The article informs that there is underdevelopment of professionally required skills and lack of preparation of students during their studies to enable them to assimilate better within the professional environment.

Bridgstock, R., (2012). Not a dirty word: Arts entrepreneurship and higher education. *Arts and Humanities in Higher Education*, 12(2-3), 122-137.

What: This article tries to explain what entrepreneurship is in terms of arts, and how it is different from the general notion of a business. Studies conducted by the author showed that, in the realm of arts,

the basics of business, the specific knowledge of their sector, and networking skills are likely the core elements of entrepreneurship, and not the complex concepts like, tax or accounting.

Why: The article advises that the schools can develop entrepreneurship among students through targeted programs in several phases, starting from the students reflecting on their chosen course, and progressing to project-based work in the final phases.

Bridgstock, R. (2009). The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research and Development*, 28(1), 31-44.

What: This paper argues that having generic skills is not sufficient to compete in the current economy which extensively incorporates information and knowledge. Students need to develop career management skills to navigate and succeed in the current economic and social scenario.

Why: The paper, in addition to stressing the need to increase employability in students to assist them in transitioning from school to work, suggests a model which proposes some quintessential skills for improving employability.

Burbach et al., (2010). The Impact of preparing faculty in the effective use of student teams. *College Student Journal*, 44(3), 752-761.

What: This study examined the impact of a year-long instructional program to help support faculty in guiding students to work in team projects. Pre and post course surveys were administered to 359 students in 17 courses led by faculty who participated in this programming, and results showed a significant difference in pre and post course teamwork scores for students in these courses, with female and older students' scores having higher pre and post test scores.

Why: The study highlights the benefit of developing "teamwork" as a skill, which is one of the quintessential soft skills in today's work culture, and advises that the pedagogical training in this regard needs to be provided to the instructors to enable them to support growth of teamwork in students.

Chahla, R., Grier-Reed, T., (2015). Impact of a Constructivist Career Course on Academic Performance and Graduation Outcomes. *Journal of College Student Retention: Research, Theory and Practice*, 17(1), 105-118.

What: This study attempts to determine if a career course which is known to have positive impact on career decision self-efficacy, would also "demonstrate potential to improve academic outcomes of the students". The study was undertaken over a period of 7 years, and no evidence to support the hypothesis that academic outcomes of participating students improved could be found.

Why: The study contributes to the limited number of publications reviewing the long-term retention and graduation outcomes in career courses and calls for more literature in this area.

Howard, D.K., Leierer, S.J., Osborn, Debra S., (2007). The Effect of a Career Development Course on the Dysfunctional Career Thoughts of Racially and Ethnically Diverse College Freshmen. *The Career Development Quarterly*, 55, 365-377.

What: This study examines the impact of a 6 week, 1 credit career development course on the dysfunctional career thoughts of racially and ethnically diverse 1st year university students. Dysfunctional career thoughts are "thoughts that do not support career problem solving and decisions" (p.366).

Why: The study demonstrated decrease in negative career thoughts in students owing to the 6 week course, and advised for further research to determine the impact of reduced negative career thoughts on outcomes such as GPA, career knowledge, and job search plan.

HELPING STUDENTS DEVELOP THE INTERNAL MINDSETS NECESSARY FOR CAREER EXPLORATION

Amir, T., Gati, I. (2010). Applying a systematic procedure to locate career decision-making difficulties. *The Career Development Quarterly*, 58(4), 301-320.

What: Difficulty in making a decision regarding career is quite prevalent. This study tries to interpret the career decision-making difficulties and offers a model to conceptualize decision-making difficulties involving three major clusters: being unprepared before the process, having a lack of information and having inconsistent information.

Why: The model provided in this study could be useful in creating a scheme for career counselling to better guide the undergraduate students in career decision-making.

Creed, P.A., Fallon, T., Hood, M. (2009). The relationship between career adaptability, person and situation variables, and career concerns in young adults. *Journal of Vocational Behavior*, 74, 219-229.

What: This study examined the four career adaptability strategies, self-exploration, environmental exploration, career planning, and decision- making, and their relation to the career concerns among young adults. The study showed that learning orientation is associated with more decision-making and lesser career concerns, whereas a leaning towards performance leads to poorer decision-making and increased career concerns.

Why: This study recommends designing career interventions that help support and promote the development of a learning orientation and "the use of self-regulation strategies with young adults when they think about careers".

Daniels et al., (2010). Relieving career anxiety and indecision: the role of undergraduate students' perceived control and faculty affiliations. *Social Psychology of Education*, 14(3), 409-426.

What: This paper examines how individual characteristics (gender, age, and perceived control), learning environment characteristics and faculty association influence and can predict students' career anxiety and indecision. The study found that "traditional individual difference variables like age and gender had little effect whereas perceived control (primary and secondary) predicted lower levels of career anxiety and indecision."

Why: The paper highlights cognitive interventions such as Attributional Retraining to modify the perceptions of control among students, thereby possibly reducing career anxiety and indecision.

Diambra, J.F., Luke, C., & Gibbons, M. (2014). An exploration of complimentary factors in career and student development in the liberal arts. *College Student Journal*, 48, 209-220.

What: The study explores the development of students beyond the classroom with the help of two theoretical models- Chickering's (1969) developmental model and Bean's (2005) model of psychological factors such as self-efficacy, locus of control and approach/avoidant behaviours impact persistence decisions.

Why: The study found that psychological factors that impact the ability of students to make career decisions can be influenced through mastery of tasks, reflecting on previous personal success and observing others.

Grier-Reed, T.L., Skaar, N.R. (2010). An outcome study of Career Decision Self-Efficacy and indecision in an undergraduate constructivist career course. *The Career Development Quarterly*, 59(1), 42-53.

What: This quantitative study of 149 students in 7 sections of an undergraduate constructivist course examined the relationship between self-efficacy and career decision making skills. It was found that the students in the course "showed significant increases in career decision self-efficacy with no corresponding decreases in career indecision".

Why: The study explores the current era of reducing career stability and highlights the young adults' need to feel empowered to forge their career paths. Its findings suggest the possibility of empowering the students by increasing career decision self-efficacy and maintaining open-mindedness through a constructive career course.

Gysbers, N.C., Yang, E. (2007). Career Transitions of College Seniors. *The Career Development Quarterly*, 56, 157-170.

What: The study suggests that career search is one of the most important tasks for graduating students as they will look for a career path which may become a part of their identity and the strategies they use in future job searches may be based on their first experience of career search.

Why: The study provided exploratory descriptions of career search self-efficacy and psychological distress in relation to psychological resources in the career transition, by illustrating two distinctive dimensions of career search self-efficacy and psychological stress and finding that "decreased career search self-efficacy and increased psychological distress were moderately associated with low levels of psychological resources and marginally related to low promotion focus and high prevention focus". It specified the need of further research in this area targeting different age groups to confirm the result of this study.

Kelly, K.R., Shin, Y.J. (2015). Resilience and decision-making strategies as predictors of career decision difficulties. *The Career Development Quarterly*, 63, 291-305.

What: The study aimed to examine how resilience and decision-making strategies impact the difficulties experienced during the career decision-making process, to formulate more effective counselling interventions which advocate for decreasing procrastination at all stages of decision-making and promote resilience.

Why: This study investigated "resilient adaptation and use of multiple decision strategies" relative to difficulties faced while making decisions regarding career and suggests that "increasing resilience may help people to deploy multiple career decision strategies in responding to the challenge of career decision making".

Mitchell, R. W., Wood, G. K., & Witherspoon, N. (2010). Considering race and space: Mapping developmental approaches for providing culturally responsive advising. *Equity and Excellence in Education*, 43, 294-309.

What: This essay examines how advising offices can best support students of colour. In the context of a university academic advising office setting, it discusses effect of specific approaches on the university's ability to provide meaningful services to black students.

Why: The essay advises that institutions should bring in more educators, regardless of their race, who have an understanding of the experiences of black students (or students of colour) in majority white context. It also gives some suggestions regarding the physical space to improve student advising, such as locating student advising in the spaces which are frequently visited by students (student unions, recreation centres, and cultural centres), and offering a wider range of counselling formats, for instance, joint advising sessions.

Sultana, R.G. (2014). Pessimism of the intellect, optimism of the will? Troubling the relationship between career guidance and social justice. *International Journal for Educational and Vocational Guidance*, 14, 5-19

What: This paper examines mainstream notions of career guidance, with the background of recent theories of social justice, and discusses how these notions can benefit the "least advantaged".

Why: The paper advocates for a socially-just career practices and urges career practitioners to examine how career guidance can support the needs of individuals in a neoliberal and capitalist society.

Way et al., (2017). Professionalism as proxy for business education: considering Arts and science majors pursuing business minors. *Management Learning*, 48(2), 158-173.

What: This paper, based on the interviews with 20 Arts and Science college students who obtained a business minor, finds that the students consider a business minor as a key marketing factor when pursuing an employment opportunity. It examines the effect of the contemporary notion of professionalism on the choices of major and minor subjects among college students. It also found that the students' focus when opting for a business minor was on reducing the uncertainty associated with their degree rather than aiming to gain some skills.

Why: The author stresses upon the need for Arts and Science programs to identify skills obtained through liberal arts education and to help students articulate those skills (p.171).

PREPARING ARTS STUDENTS FOR THEIR POST-GRADUATION CAREER EXPERIENCES IN THE WORLD OF WORK

Bennett, D., (2009). Academy and the real world: developing realistic notions of career in the performing arts. *Arts and Humanities in Higher Education*, 8(3), 309-327

What: This article looks at performing arts courses and discusses the data gathered from qualitative research around the education and professional activities of practicing and intending music and dance artists. An inconsistency is found between what is taught at undergraduate level, students' career expectation, and the realities of professional practice (p. 309). The practitioners surveyed highlighted entrepreneurial skills and project management as the most important skills in their field.

Why: The author suggests that Arts students should be able to articulate specialist and generic skills gained from their studies and other activities and also identify transferrable skills and attributes (p.323). It is also suggested that there is a need to introduce the core generic skills of teaching, performance, and small business at the undergraduate level. The author proposes for the universities to become lifelong learning partners with such learning involving addition of new skills and knowledge for adapting to dynamism of professional world, and for the educators to mould the curriculum in a way to enable the students to form connections with the real world.

Borden, V.M.H., Rajecki, D.W (2010). Liberal Arts Skills, Psychology Baccalaureates and First Year Employment: Notes on a Meritocracy Hypothesis. *Teaching of Psychology*, *37*(3), 157-164.

What: This study looked at a "meritocracy hypothesis" for psychology graduates- higher skills mean better jobs- by surveying 1760 alumni of the Indiana University-Purdue University Indianapolis, with a focus on employment outcomes immediately after graduation. The study found that for psychology, humanities, and social sciences the existence of generic skills, such as creative thinking and communication, did not necessarily lead to proportional quality of employment.

Why: The study suggests a need of more research to test meritocracy hypothesis and to psychometrically

sound measures of skills and their relation to student success in employment and further education pursuits (p. 162), so that effective guidance may be provided to students to prepare them for facing the professional world as a fresh graduate.

Dumford, D.A., Miller, L.A. Assessing alumni success: income is NOT the only outcome! *Assessment and Evaluation in Higher Education*, *42*(2), 195-207.

What: This paper studied data from the Strategic National Arts Alumni Project and found that spotlighting income as the ultimate measure of career success does not capture a complete vision of successful outcomes (p.196), and for arts graduates, job satisfaction has two components- intrinsic and extrinsic.

Why: The paper supports the idea that there is more to career than just income, and measuring more factors is critical, especially in fields where students may be getting degrees because they enjoy the work related to their training or the good that they can do with their degrees once they graduate (p.204). It is suggested that more research regarding factors influencing job satisfaction of alumni is required to be able to improve career guidance, programming, and similar areas for current students.

Goyder, J. (2014). Liberal arts-catch up revisited. *Canadian Journal of Higher Education*, *44*(2), 30-48.

What: This study examines the liberal arts income "catch-up" to see if it still holds true through examining the finding of 1993 panel of the Statistics Canada Survey of Labour and Income Dynamics and found that the income gap equalization first found by Giles and Drew in 2002 is no longer detectable among students who have not pursued further education past a B.A.

Why: The author suggests that erosion of "catch-up" effect should motivate the educators in humanities and social sciences to afford more focus to assessing the generic skills that a liberal arts education can provide.

Frenette, A., Martin, N.D. (2017). Lost in transition: College resources and the unequal early-career trajectories of arts alumni. *American Behavioral Scientist, 61*(12), 1487-1509.

What: This article examined the the Strategic National Arts Alumni Project to consider the effect of college resources (academic abilities, social engagement, and career skills) on post-graduation job search. The possibility of facing a long job search after graduation, or landing employment in an unrelated field as a fresh graduate, has increased. This is seen more in case of female and non-White alumni.

Why: The article suggests that arts programs which provided opportunities to gain real-world experience, would be beneficial to students, and highlights the need to address gender, racial-ethnic, and social class inequalities in terms of access to college resources, such that all students have the opportunity to acquire skills for achieving success in their career paths (p.1503).

THE CONNECTION BETWEEN EXPERIENCES AND PREPARING ARTS STUDENTS FOR THE WORLD OF WORK

Aldas, T., Crispo, V., Johnson, N., & Price, T. (2010). Learning by doing: the Wagner plan from classroom to career. *Peer Review, 12*(4), 24-28.

What: This article discusses the "Wagner Plan for the Practical Liberal Arts", first implemented in 1998. The Wagner Plan provides students with ample experiential and developmental opportunities, such as community engagement, interdisciplinary learning, and programming.

Why: The article describes the advantages of having students undertake internships, practica, etc., with students learning to assess organizational cultures, developing a more nuanced understanding of their intended professions, networking with peers and supervisors, and gaining clarity on their career aspirations.

Daniel, R., Daniel, L. (2013). Enhancing the transition from study to work: Reflections on the value and impact of internships in the creative and performing arts. *Arts and Humanities in Higher Education*, *12*(1), 1-17.

What: This study examines the impact of industry-based internships on students in creative and performing arts. The authors argue that workplace experiences are a key complement to students' academic training because they help students to apply what they are learning in the classroom but suggest that educators must pay close attention in how they prepare students for their internship experiences. Employers involved in internships identified professionalism, initiative, communication, and written skills to be areas of student improvement and challenge.

Why: The authors suggest that to maximize the impact of workplace experiences and internships experiences, attention must be paid to "when workplace experiences occur in a students' degree, how they are assessed and supported and how students reflect on their experiences" (p.149). It is also suggested that more research in this area is required, such as the exploring a staged approach to internships.

Kilgo, C.A., Ezell, J.K., Pascarella E.T. (2015). The link between high-impact practices and student learning: some longitudinal evidence. Higher Education, 69, 509-525

What: This paper looks at the effect of ten "high-impact" educational practices endorsed by Association of American Colleges and Universities on different liberal arts educational outcomes. Overall, undertaking these practices positively influenced the development of liberal arts learning outcomes such as critical thinking and intercultural effectiveness.

Why: Supported by the finding of this study that high-impact practices have positive impact on student learning and development (p.523), the paper advocates that educational institutions should provide opportunities for students to engage in these practices, particularly, undergraduate research and active and collaborative learning.

Nutting, M,M., (2013). How interdisciplinary liberal arts program prepare students for the workforce and for life. *New Directions for Community Colleges*, 163, 69-78.

What: This article looks at community colleges and discusses how their liberal arts programs include practices like seminars and internships, which imbue students with skills such as critical thinking, problem solving, writing and communication, which "not only help in landing an entry-level job but also provide workers with useful and attractive skills that make them more competitive for future promotional opportunities" (p.70).

Why: The author suggests that institutions should include more interdisciplinary programs to make liberal arts teaching more effective. It is also suggested that several instructional models- stand-alone course, interdisciplinary studies aggregates, interdisciplinary seminars, the Link, and Hybrid courses- could be applied to provide students with skills and tools for success in professional world.