

CAREER SERVICES

Parents making the decisions

by: Jenna Shriner

The lines between appropriate relationships of faculty, students and parents are blurring with more parents becoming actively involved in their children's college education (White, 2005).

While many baby-boomers called home once a week on payphones when they were in college, today's students are in constant contact with their parents through cell phones, text messaging, e-mail, Blackberries and instant messengers. Although it is generally good that students are in contact with their parents, it can be harmful.

Some parents, called "helicopter parents" because they hover around their children, have a difficult time letting go of their college-age children. It can be a problem when parents are making major decisions for their children, such as choosing their major and even class schedules. Although they may think they are helping their children, helicopter parents can inhibit students from gaining independence. The students can not learn responsibility, take risks and succeed or fail with their parents constantly hovering over and making decisions for them. Students need to take responsibility for their academic and social growth.

How are other schools dealing with

this problem? Some schools encourage parents to visit Web sites that have the college's most current information involving activities, school news, and other academic information. There is a link for parents on the OU Web site that gives information on common parental concerns. Career Services also has a link on its site for parents (<http://www.ohio.edu/careers/family/>). Some schools give parents advice during freshman orientation on how to deal with feelings about their children moving away. Others have created parent support groups so the parents of students can relate to and support each other (White, 2005).

Source: White, Wendy S. "Students, Parents, Colleges: Drawing the Lines." *The Chronicle Review* 52 (2005): b16. 22 Sept. 2006 <<http://chronicle.com/weekly/v52/i17/17b01601.htm>>.



In this issue....

Page 1

- Helicopter parents in the university

Page 2

- Social networking sites affecting academe
- Calendar

Page 3

- Services for faculty

We're Moving

Career Services will be moving to the 5th Floor of the New Baker University Center soon!

Career Services Calendar 2006-2007 Academic Calendar

November:

Nov. 16-23 Finals Week. No mock interviews.

January:

Jan. 3 Beginning of Winter Quarter

February:

Feb. 5, 10 a.m.-3 p.m. Winter Career Fair at the New Baker University Center

March:

March 12-16 Finals Week. No mock interviews.

March 26 Beginning of Spring Quarter

April:

April 16, 8 a.m.-4 p.m. Teacher Recruitment Consortium at the New Baker University Center

June:

June 4-8 Finals Week. No mock interviews.

June 8 & 9 Commencements

Guide students to CATS

Career Awareness through Self-Assessment (CATS) is a process to aid students with their career planning while they are at Ohio University. Faculty are encouraged to direct student advisees to the Student section of the Career Services Web site so they can learn more about CATS. The CATS site includes detailed career planning information, a checklist for students, and a link to FOCUS. This is a computer-based self-assessment tool designed to assist students with career and educational planning. FOCUS "enables users to discover and learn about career options related to their personal attributes." Then, advisers in Career Services can begin matching majors/minors to the career options identified after a student completes FOCUS. According to Career Dimensions, Inc., "users of FOCUS learn to make realistic decisions about their goals and plans, how to self-manage their careers, and the importance of adaptability in these times of change."

Social networking sites affecting academe

by: Jenna Shriner

Although Facebook, MySpace and other social networking sites have promised to build relationships, they are also affecting universities in more ways than just students writing on others' walls and posting pictures.

In a recent article in *Chronicle Careers*, Michael Bugeja of Iowa State University, formerly of Ohio University, said social networking Web sites such as Facebook affect all levels of academe in several ways:

- Institutions seeking to build enrollment learn that "technology" rates higher than "rigor" or "reputation" in high-school focus groups. That may pressure provosts and deans to continue investing in technology rather than in tenured positions.
- Professors and librarians encounter improper use of technology by students, and some of those cases go to judiciary officials enforcing the student code.
- Career and academic advisers must deal with employers and parents who have screened Facebook and discovered what users have been up

to in residence halls.

- Finally, academics assessing learning outcomes often discover that technology is as much a distraction in the classroom as a tool.

Technology is very important to students. They want access to the latest computer programs for school work and entertainment. With a tight budget, the university must decide how much money to spend on technology versus faculty budgets.

Technology and the social networking sites can create extra disciplinary problems for universities.

Sometimes the problems are relatively minor, for example, when students update their Facebook profiles and send messages to their friends from their laptops when they are in class. This takes the student's attention away from the lecture and class discussion and into their virtual world. It can also be distracting to other students.

Other times, the problems can be serious, especially, when students put illegal or incriminating material on their profiles. Some schools are actually patrolling the social networking sites, and if students have incriminating material, such as pictures of underage drinking

(Cont'd on p. 3)

(Social Networking, p.2)

in dorm rooms, the students can face university and criminal sanctions.

Aside from being reprimanded at school, the material students post on these sites can haunt them in their futures. According to the National Association of Colleges and Employers' (NACE) 2007 Job Outlook Fall Preview, 9.8 percent of responding employers said they looked at the social networking profiles of the 2005-2006 graduates to learn more about them as job candidates.

Nearly 14 percent of responding employers said that they "Googled" the

graduates. Although most said that they "Googled" employees occasionally or infrequently, some also "Google" candidates for certain positions and to verify information about the applicants.

NACE also said most employers reported that social profiles had some influence while "Google" information had little influence on the hiring decision. The fact that this information had even a little influence on the hiring outcome should be important to students.

Encourage your students to be responsible about

what material they post on their sites. Let them know that this information is in the computer's cache, and it will stay there, even if it is later deleted from the site.

To make a strong statement about the affects of the social networking sites, register for the services, create a professional profile and then research your students. If the students have embarrassing pictures or information on their site, let them know they may want to reconsider the material they have posted because employers may check it out.

Career Services for Ohio University Faculty

FACULTY ASSISTANCE

Career Services devotes an entire section of our Web site to Ohio University faculty and staff. Here, you can find helpful tips on writing letters of reference, the Faculty Guide to Ethical and Legal Standards in Student Hiring, a list of Fortune 500 companies that recruit at Ohio University and the Faculty Advising and Referral Manual. Visit the faculty page of the Career Services Web site at <http://www.ohio.edu/careers/faculty/>.

OUTREACH PROGRAMS

Do you have an event that requires

you to miss class? Don't cancel! Staff members from Career Services will come speak to your students on one of the following topics: resume writing, cover letters and references, basic and advanced interviewing, career planning, career search strategies, business and dining etiquette, or planning for graduate school. Or, you can arrange for your class to visit Career Services, where a staff member will describe our services and give them a tour of the Career Resource Center.

To schedule an outreach program, call our office at 593.2909, send an e-mail to career.services@ohio.edu.

edu, or complete the form found on our Web site to submit to our office. Presentations--which last approximately 50 minutes--should be scheduled at least two weeks in advance and are also available to Regional Campuses through the compressed video system.

RESOURCES AND HANDOUTS

On the Career Services Web site, students can find useful information, including links to the Registration Session and Seminar handouts as well as career development information. These resources can be found in the Student section, under "Resources and Handouts."



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