

Divided Loyalties: Induction to Changing Expectations

The Perceptions of a Group of Recently Appointed University Faculty About the Expectations for Teaching and Research in the Performance of their Professorial Roles

by

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Abstract

University professors are under growing pressures to perform multiple roles with excellence. The changing landscape of education in the 21st century increasingly calls for professors to excel in both the craft of teaching and research scholarship in their fields of scholarship. In their core vision and purpose statements research universities are recommitting to achieving excellence in student engagement in learning by promoting scholarship and performance in teaching and by developing in-service education programs to assist faculty in meeting these expectations. However, how do faculty view the increasing commitments to excellence in instruction?

This study reports on the perceptions of a group of faculty recently appointed to positions in a large research university regarding their understandings of the roles and expectations associated with their new positions. Findings were derived from in-depth semi-structured interviews with nine full-time faculty members at a public university in Western Canada. All interview participants had been hired within five years of the study's commencement in the summer of 2013. Faculty perceptions of expectations and responsibilities for instruction, research, and service, were contrasted with their lived experiences of induction processes, institutional support, and the relative priorities seen as being attached to performance in research and teaching roles.

Participating faculty reported a variety of experiences in their orientations and inductions by the university and their respective departments as new appointees. Participants described perceiving a sense of competing priorities between the pursuit of research in their disciplines and the demands of teaching. They also expressed beliefs that research activities are given greater weight than teaching performance in assessments for contract renewal, tenure, and promotion. Faculty hired specifically as Lecturers, without the expectation of developing research careers, expressed greater clarity regarding role expectations, although some still wished to conduct research as an optional extension to their job descriptions. The study offers suggestions for improvements to university induction practices and suggests that while induction and orientation are often focused on the early stages of an appointment to a new position, there is a need for on-going professional development directed both at teaching and research roles throughout the careers of university professors.

Keywords: New faculty experience; induction; orientation; onboarding; socialization of academic appointments; professor role division, research vs. teaching; promotion and advancement; tenure; tensions

Dedication

To my wife, Laura, without whom, my work on this project would never have been possible. To my sons, Ryan, Austin, Reece, and Luke who inspire me to keep learning to help improve educational practice in service of students. Moreover, to my father and my mother, Chuck and Margaret Gerber, who have taught me through their modeling the most profound education I have ever received; to remain committed, humble, and kind, to love people for who they are—unconditionally, and to believe and have faith in Jesus.

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List of Acronyms

CIHR	Canadian Institutes of Health Research
HEQCO	Higher Education Quality Council of Ontario
HERI	Higher Education Research Institute
MIT	Massachusetts Institute of Technology
NFO	New Faculty Orientation
NSERC	Natural Sciences and Engineering Research Council of Canada
OCUFA	Ontario Confederation of University Faculty Associations
OED	Oxford English Dictionary
SFU	Simon Fraser University
SoTL	Scholarship of Teaching and Learning
SSHRC	Social Sciences and Humanities Research Council
TLC	Teaching and Learning Centre
TPI Theory	theoretical (T) practical skills, (P), and interaction needs (I) Theory of induction training
UBC	The University of British Columbia
UVic	University of Victoria
WU	Westcoast University

Foreword

Have you ever had one of those moments when the simplest of ideas hits you, and you spend lots of time synthesizing the meaning of that moment? Like a wayward snowball that disrupts a nice walk in the park on a crisp winter's day, we do not see these moments coming, but their impact is too great to ignore. These moments are inspiring, and tend to lead to wondering, 'How could I have missed this before?' This paper represents a response to such a questioning moment.

Institutes of higher education have been experiencing increasing tensions among their expressed purposes and missions and society's expectations. Universities seek to educate students and also strive to engage in scholarly research and contribute to (and profit from) the knowledge economy. Higher education is currently being held to account in both of these areas with the research and teaching missions often being viewed as significant contributions to social capital. At the same time, the practical outcomes of research and teaching can be set in the context of their contributions to business and the economy. While there is a clear desire among many in the academic community for university teaching and research to be evaluated regarding their long-term merits and overall contributions to social capital, maintaining the financial viability of universities and academic departments is a difficult element of current university life. This is the position in which most faculty, particularly those serving in research universities, find themselves. Faculty members must choose, negotiate, or balance the competing calls to educate and effectively engage students as learners, and participate in research (which may mean balancing between desires or expectations to conduct basic research and to develop potentially direct applications to business and industry or contribute to patents and copyrights held as university property). These contexts reflect the essence of divided loyalties—the topic explored in this thesis.

Chapter 1 – Introduction

*A bird doesn't sing because he has an answer,
he sings because he has a song.
Joan Walsh Anglund, (A cup of sun, 1967, p. 15)*

Beginning a new job and learning new roles always carries some level of stress and disorientation regardless how polished may be one's façade of confidence. It is well documented and accepted that a university professor holds responsibility within a tripartite set of role expectations: teaching, research, and service. (Boyer, 1990; Weber & Duderstadt, 2004; Ellis, 1995; Government of Canada, 2016b; Miller, Taylor, & Bedeian, 2011). Each of the three roles is important, and engaging in each has differing demands, which may involve participating in different communities of practice and be perceived to yield different rewards. As a result, faculty members' understanding of the nature of the three roles is likely to affect their appreciation of the culture of the university in which they are employed. Finding an appropriate balance among the roles can cause tension for new university faculty as they work to understand and prioritize their responsibilities in a manner congruent with their understanding of cultural expectations and the reward system. Achieving a sense of balance may feel tenuous, especially when personal values are juxtaposed against, and not always seen to be congruent with dominant job reward structures.

Today's faculty are sharply aware of the different job expectations within the professoriate and try to make specific time allocations to meet the requirements of each component. The roles of teaching, research, and service sometimes seem to exist in isolation and as disconnected from one another, at times in opposition with one another, and sometimes as complimentary. In his blueprint for higher education reform titled *Scholarship Reconsidered*, Boyer (1990) identified the tension between the roles and

concluded, “Simply stated, what we have on many campuses today is a crisis of purpose” (p. 55), which he later noted was marked by a “divisive struggle ... between ‘teaching’ and ‘research’” (p. 55).

Recognition of obvious tension breeds conversation of change. Some commentators view the modern university as being somewhere in the process of either engaging in or dialoguing about reinventing or remaking itself to ensure its place in current and future society (Ellis, 1995; Weber & Duderstadt, 2004). Recent implementations of open admissions policies, the proliferation and advancement of the internet, availability of tuition-free massive open online courses (MOOCs) and exponential growth in people’s ability to access information, advice, and opinions from an array of sources having a broad range of quality, have created a climate where universities are feeling pressures to reconsider their identities and purposes (Davies, 2014). Providing excellent learning experiences is becoming a more frequently cited goal in light of the competition for students with newfound availability to information and content. Maintaining research excellence is also a cited goal as universities also strive to retain their role as dominant curators of knowledge, recognizing that much of the information available is “factually untrue or distorted” (Davies, 2014, p. 2). Moreover, research costs money, competition for which has become greater as an increased number of external research organizations now also vie for funds from the various grants available (Howard & Laird, 2015), having implications on budget realities within academia.

Over the past 20 years in Canada, the proportion of university operating budgets provided from provincial and federal government grants has decreased on average from 84% in 1982 to 57% in 2012 (Canadian Federation of Students, 2013b). As a result, student tuition rates and mandatory fees have increased 361% between 1990-91 and 2015-16 (Macdonald & Shaker, 2012).¹ While inflation accounts for nearly 40% of the 361% tuition rate increase over this period and should not be ignored, decreased government funding accounts for the remaining 321%. Given these numbers, one might

¹ Percentage is expressed as average of 10 Canadian provinces for non-international students. Tuition increase in BC over same time period is equal to 309%. BC’s average tuition in 2015 is \$6,113, and was \$1,982 in 1992.

assume that public funding plus tuition complete the university funding circle, but that is not true. In 2009, Statistics Canada (2009) reported that government funding and student tuition combined accounted for 78.4% of university operating budgets in British Columbia. This means that over 20% of university operations are dependent on alternate funding sources. It is not surprising then that universities are actively exploring the development of partnerships with external organizations for funding—private donors, alumni, research grants, business, and industry—to make up the remainder of their funding (Altbach, Reisberg, & Rumbley, 2009).

In many cases research activities are seen as *a means* for accessing additional funds beyond government operating grants and student tuition. Based on the average total research funds awarded to investigators from Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council (SSHRC) over the last 3 years, the university as an institution receives an *additional* annual grant (termed 'notional') from the Canadian Research Support Fund to help pay for any indirect costs of research (Government of Canada, 2016a; 2016c). Kroll (2013) noted that this additional funding, which amounts to between 40-80% of the original granting total, is never seen by the researcher. Kroll's suggested percentages are corroborated by the funding formula noted in the Research Support Fund's documentation (Government of Canada, 2016a). For example, the notional grant amounts for 2016-17 (Government of Canada, 2016b) have recently been calculated. The government website reports,

The value of these grants is based on the funding (or credits) that institutions received from the three federal granting agencies (CIHR, NSERC, SSHRC) during the 2012-13, 2013-14 and 2015-16 fiscal years, and according to the 2015-16 Research Support Fund budget of \$341,403,000. (Government of Canada, 2016a, para. 1)

As a result, the University of British Columbia secured Notional grant sum of \$27,766,475, while Simon Fraser University garnered \$7,937,987.

The Notional funds received from the Research Support Fund cover indirect costs of research and contributed to the university's general revenue account. These funds can, therefore, be allocated as required, while the received research grants (from other granting agencies) support the specific project(s) and often offset or support

research related faculty salary costs, such as salaries or stipends for postdoctoral fellows or stipends (National Sciences and Engineering Research Council of Canada, 2016). Acquiring funding from a range of sources within the context of the university has become increasingly important, as the need for costly research equipment, infrastructure, and instructional technology resources has increased financial pressures. Research grants, Notional grant, student tuition, donations, and benevolence all contribute to the financial viability of the university beyond the basic reliance on dwindling governmental funding.

The pressure on professors to contribute to their fields of research should not be underestimated. While competition for securing funding may be motive enough to pursue research, a professor's ability to effectively conduct research and contribute to the larger knowledge community is regarded as being very important to their reputation within any field of scholarship (Miller et al., 2011) and to career advancement (Boyer, 1990; Carroll, 2011; Might, 2015). In the current university context, tenure, promotion, and reward structures are stalwartly influenced by a professor's research contributions.

Yet seeking funds and actively engaging in research are activities that must be balanced with a professor's responsibility toward instruction and appropriate engagement with students, as tuition contributes an increasingly significant portion of the budget. As tuition fees increase, students expect commensurate value for their dollars; Weber and Duderstadt (2004) write,

Students have become "customers" demanding that they get their money's worth. The higher the tuition bill, the louder the cries that a university education needs to be "relevant", culminating in the kind of job that a graduate student needs to recoup the costs of enrolment. (p. 16)

Students expect engaging, effective instruction and relevant curriculum. On one side, teaching might be considered a privilege and a faculty member's responsibility in service of tuition-paying patrons. On the other, production of research increases the likelihood for promotion and tenure and is also encouraged by its contributory funding potential. Faculty members live inextricably fixed in the tension between these seemingly oppositional forces.

In this context of seemingly oppositional pressures, how do newly appointed professors learn about, experience, interpret, and negotiate the various roles and associated expectations as they engage with the work of the professoriate? How are they introduced, or induced, to the organization's cultural priorities and are those articulated priorities correlated by reward structures within the university? How well are new faculty prepared to increase their probability of 'success' within the new contexts within which they find themselves? These questions were important influences on the research described in this thesis.

Personal Context

The question concerning how one learns about or becomes 'prepared' as they plunge into a new job is an inexhaustible one. An individual might never be fully prepared, yet an employer's prudence for enacting intentional preparatory training is likely to ease the transition into the new roles, empowering employees to better deal with unexpected elements which they might uncover. Where there is little or no preparatory introduction, the new employee has much to learn through discovery, inadvertently creating unnecessary blind spots of which some may be setting them up for failure. In common with many of the stories new faculty members shared with me about their first experiences on the job, I once started a new job where I would have benefitted from having been engaged in a more comprehensive introduction.

I recall the introduction (or induction) to my first teaching position. Straight out of a professional development program for pre-service teachers I had been hired in mid-year to replace a teacher who had been dismissed from the post. It was January 6, and I showed up early. I was prepared for a day of lessons with my new students. I was sure they would be just as eager to engage in learning as I was to teach. Having arrived early, I was greeted by the Principal who showed me around the office, pointed out the location of the photocopier as we made our way to the coffee pot. We spoke briefly about which coffee mugs I was allowed to choose from, the schedule, and a few of my responsibilities for the day. I poured a coffee, he handed me my class lists and showed me to the two rooms I would be teaching in that day. I thought I was ready—for what

though, I wasn't sure. I remember waiting in my classroom, arranging desks neatly, preparing the whiteboard, looking busy, and willing the bell to bring the day to a start.

Period One brought me a group of 27 students for a Social Studies 11 course. They entered the room as groups of friends and began to move the desks I had placed so carefully, orienting themselves more closely with their buddies... I let that slide for the moment.

My welcoming address was going to set the tone, and it started off well. I spoke a bit about my background, my previous jobs as lifeguard and swimming instructor, whitewater river-rafting guide, sailboat skipper, youth pastor, and a computer technician. I spoke about my philosophy of education and my undying belief in experiential and active learning. They seemed to be tracking with me wonderfully. Then, I introduced my classroom rules. "There is only one rule I have in a classroom," I said. "Respect."

It felt as though I entered a slow motion speed time warp at exactly that moment; each microsecond indelibly imprinted in my long-term memory. The class made a sigh so deep, the drop in air pressure pulled the classroom door closed with a slam. Time stood still.

I wasn't sure what had just happened. What had I done? From everything I knew about teaching, I had just employed best practice introduction methods. Why was there such a palpable reaction? What had I stepped into? Had I been adequately informed about this position and the context into which I was now finding myself? What information should I have been provided with prior to starting my new job?

I later learned that the teacher I replaced had a particular penchant for continually demanding respect from, and pulling "rank" over students. With this information, I understood my students' reactions. It would have been beneficial to know this prior to my engagement with the class.

My experience as a novice teacher shares some commonalities with those of a new university professor—I had many 'blind spots' in my understanding and had to learn about many things of which I had no idea I did not know. The participants of this study also acknowledged uncertainties and tensions as they engaged in the various roles

associated with their appointments. They noted a general lack of induction and described a continuing process of learning the respective responsibilities and priorities of the roles by 'living through them.' What information about the culture, social context, and expectations of their roles would they have benefitted from as they began their new appointments in academia?

Following my work with the participants in this study, I decided that it might be useful to gain some first-hand experience as a university instructor, so I applied for a position as a sessional lecturer at the University where the research for this study was situated. During my appointment as short-term lecturer, the totality of my introduction to my assignment at the university consisted of one lengthy email with practical information regarding parking, photocopy services, and benefits information. This personal experience, while quite different from that of a newly appointed university faculty member, reinforced and helped me to appreciate further the data from the interviews conducted in this study. I continued to wonder, how might universities enhance the induction of new faculty and better prepare them for the demands and expectations of their role(s).

Overview

The purposes of the University are broad. Success in these purposes rests largely on the faculty who represent the academy to society and students. Professors exist within a world of varying demands on their time and attention. They are expected to engage in their fields of research, share the results of their research with the scholarly community to which they belong, while working as teachers to develop the knowledge of students, and also serving and supporting the various organizational needs within their University and its larger community. Professors perform and are accountable for these multiple roles.

This study sought to understand the processes by which newly appointed university faculty members learn and understand their work and the expectations of their positions and assignments. In particular, the study set out to explore a primary research

question: How do new faculty view their roles as instructors, as teachers within the context of the research university?

In addition, the study examined two sub-questions.

1) What institutional supports are in place for developing and encouraging faculty, in their instructional roles?

2) Does the university employ specific induction practices to assist faculty in developing their knowledge of instructional expectations?

To address these questions, phenomenological interviews were conducted with nine tenure-track professors whom each had fewer than five years' experience at Westcoast University, the site of this study. Chapter 2 surveys and reviews research about the experiences of newly appointed university faculty and university induction practices as well as general research on the characteristics and qualities of academic teaching and the expectations applied to university faculty. Chapter 3 describes the methodology used in the study while Chapter 4 presents the participants' stories and experiences. Chapter 5 assesses the significance of the experiences emergent from the participant interviews. Chapter 6 examines the implications of the findings for possible changes to improved induction practices for new faculty.

Chapter 2 – A Review of the Literature

The significant problems we face cannot be solved at the same level of thinking we were at when we created them. Albert Einstein

Overview and Scope of the Review

The main purpose of this study was to gather the stories of a group of recently appointed university faculty of their perceptions and understandings of their experiences as they assumed their positions within a large Canadian research university. Particular attention was directed at the induction experiences of the participants as they attempted to understand their expected roles and learned to navigate the culture of the institution. The study is qualitative in form, relying as a major data source on semi-structured conversations with faculty who volunteered to participate. While some studies described below have quantified and analyzed the forces and trends currently acting on universities there are fewer qualitative studies that have attempted to understand how individual faculty interprets and construct personal responses to these forces.

The literature review presented in this chapter is directed at scholarship and writings concerned with three major topics.

1. Studies that examine and describe the trends and forces that appear to be having significant effects on modern comprehensive universities with a focus on how these forces influence policies regarding faculty recruitment, career advancement, and in-service professional development and induction.
2. Studies that are concerned with the general concept of the induction of newly appointed employees, with particular reference to the induction of faculty in academic workplaces.

3. Studies that focus on the work experiences and personal interpretations and concerns of contemporary university faculty who work within the context of universities that have research and teaching as significant elements of their missions.

The review contained in this chapter does not address issues of research design and methodology. Those topics are included in Chapter 3.

Introduction - Changing Perspectives On the Role of the Modern University

The modern university is a complex organization that faces changing demands and expectations from societies that are also in the midst of multiple challenges and modifications. While the roles of the university are still largely seen as education and the transmission and development of knowledge, the ways in which those roles are performed and accomplished are changing as are expectations regarding the priorities that should be given to them. University faculty work at the confluence of demands for greater accountability and relevance in the curriculum, the implementation of enhanced teaching practices and learning environments, as well as the need to develop new research skills and often establish active partnerships with businesses, industry, and community agencies (Whitworth, 2016). For many faculty members, it is a challenge to find a balance between these often competing demands, not to mention to fulfill wishes for better relationships between work and other dimensions of a healthy life.

Current demands and pressures on the university as they relate to remaining societally relevant, accessible, financially viable, and maintaining vocational esteem potentially affect the working cultures, paradigms, and dominant narratives lived out by academic staff. The following section will consider each of these forces in turn.

Forces Affecting Modern Universities and Potentially Shaping the Career Development and Work Experiences of Faculty

Demands for Curricular Relevance and Changing Concepts of Research and Scholarship

Higher education is important to society in general and has also been seen as central to the upward social and economic mobility of its graduates, and for the creation of knowledge, and to discovery and innovation. In hopes of achieving upward mobility, there are increasing expectations and demands by students (and many parents, prospective employers, and politicians) that university programs be demonstrably relevant as preparations for successful entry into various careers within the workforce. Heightened expectations are partially fueled by rising tuition costs, and by general increases in the number of occupations that now require at least some level of post-secondary education. Many students also work at part-time jobs and bring a spectrum of real-world work experiences with them into their classes and programs (Andres & Finlay, 2004), further spurring on their quest for relevant learning.

While a focus on student learning and mobility were initially at the forefront of the university's purpose (Rüegg, 1996), the mid-1900s realized a shift toward full adoption of a "research university" perspective (Clark, Moran, Skolnik, & Trick, 2009). This point of view ascribed to the Humboldtian model; a model designed to uphold a theoretical and visionary framework that sought to holistically combine research and teaching while protecting the academy's corporate autonomy (Anderson R. D., 2004).

Especially in the USA, the shift toward research prominence was greatly influenced during and immediately following World War II when the universities were recognized for the solutions they might offer to the Department of National Defense. Noting the need to protect the country from increasing and potential international threats, the government called for further research in support of science and technology and offered increased funding for those who contributed (Lewontin, 1997). Professors who made significant contributions were granted more research funds and, to better achieve results and bring in further funding, were often relieved from teaching assignments by

their university administrations. As this Humboldtian research-infused model of the university gained prevalence and saturated society's definition of what constitutes the 'university,' population growth, US and Canadian war veteran's education incentives,² and increased demand for access to higher education resulted in the mass expansion of higher education (Willetts, 2013).

Today's university might be seen to exist within what some authors are suggesting is a second academic revolution. In the 19th century, the adoption of the Humboldtian model constituted the first academic revolution and was associated with the complete integration of research as a core responsibility of university life. In the late 20th and early 21st centuries, the current revolution centres on an expanded mandate in which universities work to commoditize research knowledge directly through commercial applications (Altbach, Reisberg, & Rumbley, 2009; Etzkowitz & Leydesdorff, 2000; Etzkowitz & Webster, 1998).³ Yet in the midst of this second revolution, there is still general acceptance that the university retains responsibility for educating and preparing its students with the soft and hard skills and personal competencies required for success

² In connection with the government's new focus on higher education following World War 2, the Canadian and US governments passed legislation to support returning veterans (see Servicemen's Readjustment Act of 1944 (originally known as the G.I. Bill), Veterans' Adjustment Act of 1952, etc.). With this legislation in place, veterans took advantage of their newfound access to university education as a result of the tuition assistance available **Invalid source specified.** Olson **Invalid source specified.** writes, "For half a decade following the war veterans dominated the nation's campuses by their numbers" and that in the class of 1949, "70 percent... were veterans". **Invalid source specified.**

³ A difficulty inherent to this second academic revolution that should be noted is the associated expectation that university research will be focused on areas that have potential economic or direct social application. The sort of research sometimes termed "curiosity driven" is being given less funding by government agencies and other major funders. That sort of research may seem to be very esoteric or interesting, but of little or no direct application. The problem here, as some scholars have pointed out, is that governments in particular are often not very good at recognizing the areas of basic research that may turn out to be highly significant (Robinson & Vose, 2016). "We should remember that basic research led to many key unanticipated innovations such as X-rays, nylon, Teflon, GPS technology, informatics, superconductivity and medical imaging" (Robinson & Vose, 2016, p. 3). The history of HIV research prior to linking it to AIDS during a time where researchers believed there were no human retroviruses (Chakradhar, 2012) is another example. The researchers were simply curious about viruses that could produce DNA from RNA and had very little funding due to the limited scope of HIV research "importance" at the time. Additionally, Einstein's work on the general theory of relativity didn't at first, and for a considerable time, seem to have any practical application, but it turned out differently.

in today's (and tomorrow's) knowledge-based economy (Altbach, Reisberg, & Rumbley, 2009; Haigh & Clifford, 2011).

Renewed calls for excellence in teaching and enhanced learning opportunities, increased enrolment, and the importance of producing research are resulting in tremendous pressures on universities to remain relevant and responsive to societal trends and community expectations. In a number of unique and variously authored reports presented at the United Nations Educational Scientific and Cultural Organization's (UNESCO) World Conference, Clark et al. (2009), Biggs and Tang (2013), and Altbach et al. (2009) noted that global and societal pressure and calls for higher education reform require an appropriate and relatively immediate response. They report that increased accountability to government, climbing enrollment numbers, and dwindling provincial funding are making it necessary for universities to reconsider current concepts of higher education organization and conduct.

Thus, there has been the emergence of a dominant bimodal view of the aims and responsibility of the research university: first, to continue contributing to the formation of new research-based knowledge and second, to engage students in learning (Higher Education Quality Council of Ontario, 2015) relevant to their future success in a changing economy. As noted in Chapter 1, there is also an expectation to achieve these goals irrespective of effectively decreased available public resources (Altbach, Reisberg, & Rumbley, 2009; Canadian Federation of Students, 2013a; Macdonald & Shaker, 2012; Statistics Canada, 2009).

Increasing Accessibility and Student Diversity

Student populations within the university are becoming increasingly diverse. Partly as a result of governmentally promoted initiatives, admissions policies have become more relaxed and offer 'open' enrolment for students. These initiatives have resulted in larger enrollments comprised of a less homogenous student population representing a wide variety of preparation and readiness for university work, greater age distribution, cultural representation, language fluency, and socioeconomic diversity (Andres and Finlay, 2004). Also, many universities now actively recruit international students who often require special instructional accommodation, especially in second

language training. The constitution of the ‘typical’ student population has evolved yet Andres and Finlay argue that University policies and curricular structures do not seem to recognize this reality in many cases. Many policies still reflect practices which best fit a largely homogenous student body of young students directly out of high schools, who were set to live in campus residences, study full time, and complete their degrees in 4 years. Today this is not the norm. Significant numbers of students work at various jobs while attending university, are often older and may have commitments to their partners and children, or attend university. Potentially, as a result, many students are also engaged in completing degree requirements for more than four years.

The student composition landscape has changed.

Changing Sources of Revenue and Funding

Government funding for public universities has not kept pace with the need for expanded capital services to support rising enrolments and expensive facilities for both teaching and research (not to mention faculty and staff expectations for salaries commensurate with inflation and costs of living). As a result, university administrators and faculty are often expected to seek funds through partnerships with industry and businesses and from wealthy donors and fund-raising campaigns with alumni.

The changing landscape of how universities are funded and the corresponding increase in competition for research monies are well documented. Increasingly, higher education relies on capital generated through tuition, public and private research support relationships, and private donation. The report *Degrees of Uncertainty: Navigating the Changing Terrain of University Finance* by the Canadian Centre for Policy Alternatives (Shaker, Macdonald, & Wodrich, 2013), demonstrates that the majority of the gap created as a result of decreased governmental support in Canada has been offset mostly by tuition increases. The report noted, “From 1989 to 2009, the proportion of university operating revenue from government sources fell from 81% to 58%, and the proportion funded by tuition fees increased from 14% to 35%” (p. 4). A report from the Higher Education Quality Council of Ontario (HEQCO) (2015) also outlined this funding relationship as illustrated in Figure 1. While the shift in the financing is impressive, it may not have been unexpected. Another report entitled *Funding Frameworks: Understanding*

*the methods used to finance post-secondary education in Canada*_(Khinda, 2014) spoke of the change this way,

The major increase in tuition in the 1990s is a result of two factors. First, it is a reaction to cutbacks in federal transfers. Second, it is an experiment to move towards a more market-based approach in financing higher education. When the funding source categories (government and “own source”) are broken down into their components, it is evident that the funding burden has shifted from the state to individual students. (p. 6)

As enrolment statistics are linked to governmental funding, and students (and their families) pay more in tuition with these funds representing increased proportions of the operating revenue, it stands to reason that maintaining student enrollment is imperative to the operation of the university. In this way, considerations for student satisfaction and associated retention metrics are essential elements within the dialogue about the continued economic health of higher education (Crisp et al., 2009). While universities acknowledge the need for maintaining healthy enrolment, there exists a tension between the university’s mission to serve students with educational programs that reflect their expectations and market demands for university credentials and that of moving research forward. Both affect revenue and the day-to-day operation and experience of academia.

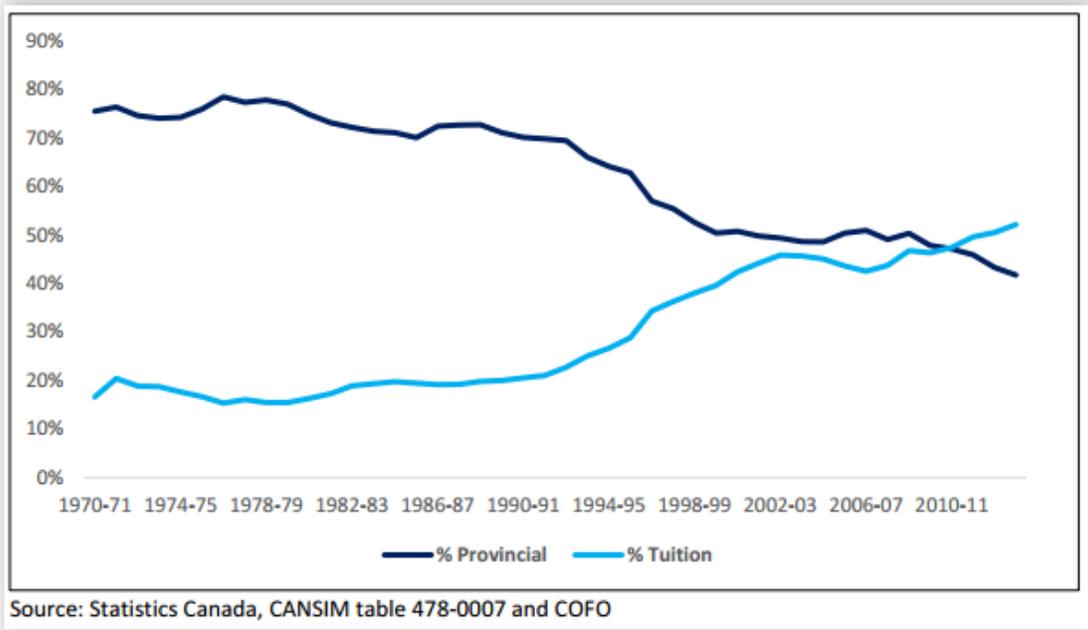


Figure 1. Tuition and Government Grants as a Share of Operating Fund Revenue in Ontario
 Source: (Higher Education Quality Council of Ontario, 2015, p. 6) *Used with permission from HEQCO).

For example, on average in British Columbia in 2009, tuition directly accounted for 25.3% of University revenue, non-government grants and contracts yielded 8.4%, and government funding accounted for 60.0% (Statistics Canada, 2015) as presented in Table 1. While the dataset does not delineate what proportion of the government-funded 60.0% is derived from government-sponsored research grants, we know that this number is inclusive of revenues to support tuition assistance, capital operating costs, and research grant funds - so we are aware that only some subset of these monies directly supports research. To gain a glimpse of what that subset of support for research might be, expenditure reports from 2008/09 at Westcoast University⁴ were analyzed and reveal that a total of just over 8% of the total operating expenses were allocated to “Other Instructors/Research” with only 1.7% of income received from non-governmental agencies for research. While it’s hard to ascertain what proportion of the government

⁴ Westcoast University is the site of this research study. Report reference removed to protect identity of participants.

revenues are used to support research specifically,⁵ if we were to assume that all of WU's reported research expenses were equal to revenues earmarked for research, we might note that the ratio of income concomitant with research versus income arising from tuition and student fees sits near 1:4.

Table 1.
University Revenues, by Source, as Percentage of Total Revenue, 2008-2009

	Government revenues	Private revenues					Total university revenues
		Student fees	Non-government grants and contracts, donations and bequests	Sales	Investment	Miscellaneous	
percentage of total revenue							
Can avg.	60.7	22.2	11	9.3	-6.7	3.5	100
Ont. avg.	54.3	29.9	13.3	8.6	-11.0	4.9	100
BC avg.	60	25.3	8.4	12.4	-7.2	1.1	100
WU actual	56.2	43.4	1.7	1.3	-0.2	1.2	100

Source: Statistics Canada 81-582-X, Table B.2.12; WU General Purpose Operating Incomes by Line Item Category. Used in compliance with Statistics Canada Open License Agreement.

The economics of running a university are always a factor in determining how services and activities will be invested. While income from research productivity and benevolence is important, it is clear that student enrolment as directly related to finance is of high importance to the revenue and sustainability of the university. Increased enrollment brings in more tuition dollars, and also serves as a basis for political funding calculations.⁶ On one side of the economic spectrum, universities are reliant upon commoditizing teaching and learning and viewing teaching as a service as it translates into funding. On the other end of the financial picture, knowledge capital, and research productivity may also translate into funding. Arguably, while revenues associated with

⁵ It is noted that salary expenses are not worked into the "research" expenses line item, but similarly government revenues are not meted out for tuition support, etc. Each institution has unfettered decision-making freedom over how those monies are allocated unless earmarked as 'sponsored-research', which is fettered.

⁶ Most federal and provincial funding formulae include some reliance on Student FTE (Full-Time Equivalency). For example, in B.C. governmental block funding is provisioned incrementally based on FTE targeted enrolments or forecasts (Khinda, 2014).

the enterprise of serving students generate a larger portion of university operating budgets, there remains what might be viewed as a somewhat disproportionate focus toward the role of research. Reworded, an interesting question precipitated by an analysis of revenue sources centres on whether or not the elements of the university mission are well aligned with their correlative revenue generation. Said another way, are the organizational foci and practices of the university aligned with the significance of the different sources of income? Moreover, in this case as an example, is there any correlation between WU's 1:4 ratio of revenues generated by research vs. tuition to the institution's focuses, lived practices, and apparent priorities?

The differences between the relative importance of revenue from student tuition and enrollment driven grants compared to revenues generated from research activities represents a tension found in many institutions of higher education. Funding is largely tied to the teaching mission of the university, but there exists a common perception that research has top priority (Anderson, et al., 2011; Basken, 2011; Wieman, 2013). The Higher Education Quality Council of Ontario nuances this perception about a funding juxtaposition.

Universities have two principal missions: teaching and research. The government's articulated focus is primarily on the funding model's role as a source of teaching revenues and as a tool for teaching mission outcomes. It is also important to recognize its important role in supporting the research mission. (The Ontario University Funding Model in Context, 2015, p. 8)

Undoubtedly, teaching and research are important aspects of a university's mission, but we must ask where is the balancing point in the priorities assigned to these two core activities

Faculty Perspectives on the Role of the University

What do we value most in universities? Is it ground-breaking research or is it high-quality teaching? The answer is often both, of course, but does everyone agree with that response and are there disagreements about the relative weight that should be assigned to these purposes? The growing expectation further complicates the question that university faculty should "engage" with larger communities.

Students and their professors may have different answers. Are students, and in particular, prospective students, more likely to be interested in the quality of the teaching than the international ranking of their professors' research? Most students arrive directly from high school, where as far as they are concerned, their teachers have one primary function – to teach and to teach well (Grove, 2015). Of course, professors have multiple duties that include but are not restricted to teaching. However, students rarely see the full spectrum of their professors' professional lives, lives that take on responsibility for an amalgam of instruction, research, and service - each of which is valued and perceived differently by individual faculty members.

A 2008 study at MIT (2008) sought to understand better how tenured and non-tenured faculty perceived the quality of their professional lives (N 708). Teaching responsibilities and scholarly productivity were found to be the greatest sources of stress in the work life of respondents (75.1% and 80.3%, respectively). During the same research time-frame (2007-2008) a Higher Education Research Institute (HERI) survey (DeAngelo, Hurtado, Pryor, Kelly, & Santos, 2009) paralleled the MIT results. The studies revealed low levels of faculty satisfaction concerning how “teaching load” and “opportunity for scholarly pursuits” were perceived compared to their perceptions of professional autonomy. Table 2 below presents a collation of various measures of “Faculty satisfaction with aspects of their career” as found in the 2009 (DeAngelo et al., 2009) and 2013 (Eagan, Stolzenberg, Berdan Lozano, Aragon, & Suchard, 2014) HERI reports.

Table 2.

Full-time Faculty Results: Percentage of Respondents “Very Satisfied” or “Satisfied” with Aspects of their Job, and by Gender

	HERI 2009 Survey			HERI 2013 Survey		
	Women	Men	Average*	Women	Men	Average*
<i>Freedom to determine course content</i>	91.2	93.3	92.3	91.1	92.3	91.7
<i>Autonomy and independence</i>	83.6	85.9	84.8	85.0	84.0	84.5
<i>Job security</i>	72.8	80.8	76.8	74.5	80.4	77.5
<i>Overall job satisfaction</i>	72.1	76.6	74.4	72.9	75.6	74.3
<i>Teaching load</i>	53.5	60.4	57.0	57.1	60.5	58.8
<i>Opportunity for scholarly pursuit</i>	47.4	58.4	52.9	48.2	58.8	53.5

**All respondents to the survey who are full-time faculty (Full, Associate, Assistant rank) who teach undergraduates are included in the percentages.*

Used with permission

It is interesting to note that the great majority of full-time faculty were satisfied with their ‘Freedom to determine course content,’ their levels of ‘Autonomy and independence,’ and ‘Job security’ and that each of these areas independently was considered to be more satisfactory than attributions of ‘overall job satisfaction.’ The high levels of satisfaction with freedom and autonomy suggest that faculty acknowledge having independence and freedom to orient their professional lives in whatever manner is necessary with respect to professional priorities. The lower ratings in the Overall Job Satisfaction category suggests an averaging effect where some less satisfactory specific aspects reduce the overall feeling of satisfaction.

The comparatively small percentage of faculty who reported being satisfied with their ‘Teaching load’⁷ and ‘Opportunity for scholarly pursuit’ might suggest some infringement upon individually held notions of satisfaction with the higher-rated autonomy and freedom. This might also suggest that the low ratings for satisfaction on “Opportunities for scholarly pursuit” indicate competition between the desire to engage in scholarship and other aspects of the job. For example, it stands to reason that as a

⁷ A side note, which is discussed later, the use of language “Teaching load” in a survey instrument such as this is not in good form as it carries a possible negative connotation of teaching. It is possible that the wording used in the HERI survey affects participants’ subsequent response.

faculty member's perception of the significance of 'Teaching load' increases,⁸ they might further perceive their 'Opportunities for scholarly pursuit' to decrease. Said another way, where a faculty member wishes to engage in increased scholarly activity, teaching time and preparation commitments are viewed as 'roadblocks'⁹ to the depth of engagement desired.

Altbach et al. (2009) claim that the tension between the call to engage in scholarly research and teach well cannot be ignored. Financial pressures, the university mission, and individual motivations and drive to succeed all play roles professionally. Again, the current financial model of the university often relies on research grants, student tuition, and in some cases, formula-driven or block grants from federal and provincial governments. As the Canadian Association of University Teachers pointed out, "reduced public funding for Canada's universities and colleges is pushing tuition fees higher, eroding access to post-secondary education, and leaving an unreasonable financial burden to the next generation" (Robinson & Vose, 2016, pp. 4-5). To augment funding outside of tuition-based sources, researchers must successfully compete for a limited pool of research grant funds (Clark et al., 2009).

While research, teaching and service are accepted aspects of their jobs, faculty experience the reality of competing demands within these roles and finding balance among the three roles is difficult. In the realm of research and teaching, scholarly activity (a.k.a. research) is most often treated with greater prestige and promotion, yet most professors also feel the pressure to serve students well through relevant and engaging instructional practices. This tension is not new. – In *Scholarship Reconsidered*, Boyer noted that there exists a "divisive struggle on many campuses between 'teaching' and 'research'" (1990, p. 55). At its worst, he notes,

At the undergraduate level, and most especially in general education courses, research work often competes with classroom obligations, both in time and content. Faculty assigned to teach such courses frequently must take short cuts in their research or rely heavily on teaching assistants--an arrangement that is

⁸ It is presumed that lower 'satisfaction' expressed with 'teaching load' signifies faculty member's indication that the 'load' is too heavy, as opposed to signifying that the 'load' is too light.

⁹ The common use of language such as 'roadblock' serves to perpetuate a negative view of teaching commitment or time required to practice excellence in teaching.

often less than satisfactory for both student and professor. We find it revealing, for example, that, in our surveys, more than half the faculty at research and doctorate institutions agreed that at their institutions "the pressure to publish reduces the quality of teaching. (Boyer, 1990, p. 55)

This tension is still alive and well today. The Internet is rife with conversations and articles such as "Are high-quality teaching and research incompatible" (Estrella-Luna, 2013) and "Moving past the old teaching vs. research debate" (Weimer, 2010) to cite only a few. In many conversations academics summarize the tension between their need to focus on research over teaching by recounting what seems to be an accepted adage – "publish or perish" – both highlighting and reinforcing the perception that longevity in an academic career as a professor is largely dependent upon continued journal contributions. Clark et al. (2009) note that heightened focus on research as a means to secure funding has also found its way into the cultures at community colleges. "Community college faculty are expected to contribute to *applied research*, [emphasis original] which can be used to promote local and national economies" (Gregory & Cusson, 2013). Research function is not reserved for universities. This perpetuates the cultural stigma and dominant narrative within academia and reinforces a perception that research is more important than teaching. As Stoeber (1987) wrote, "There is so much emphasis on research and publication that many faculty members have come to regard student contact as a bothersome interruption from their 'real' work" (p. 85). This position may be further exacerbated by faculty advancement and reward structures. If a faculty member gains sufficient leverage through research or taking administrative roles and moves into a position where they are no longer required to teach – or have only research and administrative duties – there is no associated penalty in remuneration. Melguizo and Strober (2007) have summarized this tension:

If faculty are being rewarded financially for research output, so as to increase their institutions' prestige, but are not being rewarded financially for spending time on teaching, there is a case to be made that higher education's reward systems do not parallel its rhetoric about the fundamental importance of both teaching and research and the synergies to be obtained by combining them. It may be that for some faculty research and teaching are complementary and enhance one another, but for most, good teaching takes time away from research, and if it is only research that is financially rewarded, the incentives to spend any more than the minimally required time on teaching and student advising are absent. (p. 664)

The unwritten yet common perception and fundamental effect are toward professional devaluation of one's role as an instructor (Cramer, 2008). This perception is not new and supports that articulated in the 1991 *Report of the Commission of Inquiry on Canadian University Education* which stated, "Teaching is seriously undervalued at Canadian universities, and nothing less than a total re-commitment to it is required" (Smith S. L., 1991, p. 63). Smith's report and call for total re-commitment to teaching were then highlighted in an open letter to the Presidents of Canadian Universities by a large group of 3M Teaching Fellowship Award recipients. In the message the 47 authors note,

From our experiences at universities across the country, teaching is indeed undervalued, at times to the extent that in several institutions new colleagues are encouraged to neglect teaching so that they can get on with the business of research publication that will earn them tenure and promotion. (Ahmad, et al., 1991, p. 1)

The notion of total re-commitment is interesting and insightful, and I would suggest that re-commitment requires taking stock of operational narratives and cultural biases which have been so deeply ingrained that professors and university administrators are scarcely even aware of their perpetuation of these biases. While the Smith report is now 25 years old, the perception that research is valued over teaching continues today. For example, in a comment made in response to an essay "Changing the value of teaching in universities" (Fullick, 2016), Loppnow (2016) contends that the subconscious adoption and perpetuation of a research-first culture present in today's universities. Acknowledging the current lived reality in his faculty that research is more important than teaching, Loppnow commented,

The messages gets conveyed early on in the culture... this messaging continues throughout the graduate school experience. It is reinforced in the sciences during interviews for faculty positions, where teaching is rarely discussed and it is even rarer to have teaching form any part of the interview, especially at the larger universities... [E]ven the words we use, "teaching load" and "teaching relief" are not paralleled in research; i.e. there is no "research load" or "research relief." All of these messages form the cultural norm around expectations, and ultimately success. (Comments section, para. 2)

One might also add that society's regular use of the accepted phrase describing many universities as "research universities" also perpetuates a cultural stigma favouring scholarly production. This phrase in and of itself in its exclusion of teaching is in direct

conflict with the articulated vision and mission statements of many such 'research universities' which first proclaim a commitment to excellent educational environments. For example, the mission statement as found on one of BC's top 'research universities' – the University of BC - web page, "As one of the world's leading universities UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research..." (Bajgoric, 2016) heralds UBC's focus on learning environments despite its classification as a research university. Simon Fraser University's mission is similar and begins, "To be the leading engaged university, defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement" (Petter, 2016). The duality inherent in the mission of the 'research-university' is intentional, the unfortunate labeling, however, may effectually reinforce a research-first hierarchy. Interestingly, however, Macfarlane (2015) summarizes the history of the concept of 'university' characterized as research-led or research-focused as having relatively fresh roots. Following his review of the historical literature, he cites A. H. Halsey and M. A. Trow's UK-based study (1971) from the mid-1960's in which "the authors found that British academics were overwhelmingly oriented towards teaching rather than research" (p. 1). Macfarlane continues his discussion of multiple studies released in the 1970s:

A mere 10 per cent [of professors] were even "interested" in research, while just 4 per cent of them regarded research as their primary responsibility. The [Halsey and Trow] study concludes that "elitist teachers", predominantly interested in teaching rather than research and opposed to the expansion of the system, constituted the dominant "academic type". Nor was it just UK academics who saw their role as primarily about teaching. Writing about US academics as late as 1979, Logan Wilson asserted that even though "assigned teaching loads...normally allow ample time for research, the majority consider teaching to be more important than research." (p. 1)

It seems safe to conclude that the findings in the Hasley and Trow paper and Wilson's studies from the 1960's and 70's do not fit well with the current cultural context of the 'academic type.' It is evident that the pendulum has swung from the side of a predominant teaching-focus within the university culture toward that of research pre-eminence in the mission of higher education. As reported in *The Guardian*, the UK Minister of Universities, David Willets (as cited in Walker, 2013) argued,

Robbins' vision¹⁰ was one in which research and teaching complemented each other, but that this idea has been lost. "Looking back we will wonder how the higher education system was ever allowed to become so lopsided away from teaching." (para. 6)

It is equally evident that many academics are now working toward something of a pendular-recompense, engaging the university community to reconsider teaching as a highly valued academic activity thus bringing the pendulum back in a direction toward a balance in teaching and research. University associations also recognize and describe the tension created in the current disparity between teaching and research. In a recent report, the Ontario Confederation of University Faculty Associations (OCUFA, 2015) describes the tension and context:

In recent years, there has been a renewed interest in the quality of teaching at Ontario's universities. OCUFA welcomes this interest, as teaching – particularly at the undergraduate level – has too often fallen off the top of the priority list for many institutions. However, outside of increased funding, it is difficult for the Government of Ontario to incentivize a greater emphasis on teaching within our institutions. OCUFA has long argued that teaching should be given equal weight to research in tenure and promotion processes. Moreover, faculty members should be given the flexibility to focus on teaching or research, without any penalty to their careers. But we are contending with powerful trends. Research builds institutional prestige, and provides access to new sources of funding. In an underfunded environment, universities have become adept at pursuing these benefits, which has in turn distorted the balance between inquiry and teaching. Adequate public funding would remove this pressure, and allow for a rebalancing of priorities. (p. 9)

Both research and teaching are acknowledged as critical aspects of higher education, yet its educational aspect "too often [falls] off the top of the priority list" (Ontario Confederation of University Faculty Associations, 2015, p. 9). In a study published in 1992 (N=3,968), Fox sought to determine whether teaching and research were complimentary or competitive within academia. It concluded

the findings point to a strain between research and teaching. Faculty members' strong interest in, commitment of time to, and orientation to research, as well as their perception that their departments reward research activities, support publication productivity; the parallel teaching factors do not. Those whose publication productivity is high are not strongly invested in *both* research and

¹⁰ As published in "The Robbins Report" (Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1963).

teaching. Rather, they appear to trade off one set of investments against another. (Fox, 1992, p. 301)

The perception exists of a reality in which a professor's investment of time in scholarship continues to be considered to be more professionally beneficial over improving instructional practice exists. To change that perception, consideration must be given to the procedures and expectations around tenure and promotion.

Summary

Presenting the forces acting on the modern university in list format, as above, does not adequately represent the interactions among them. Taken together, these forces create a landscape of conditions for change as well as for diverse opportunities and challenges in the structure and priorities of the modern university, especially larger publically funded research universities. However, by first considering each of the forces individually, we might better recognize and understand the effect of these forces through the lived experience of faculty members. The tensions experienced as a result of competing interests and personal connection with dominant narratives of university culture may be best explored through the lenses of individuals, particularly those of new participants in the story.

Moreover, we consider what processes or practices are in place to help new faculty members better understand and thus mitigate or reduce their chances of being caught in the mire of seemingly oppositional forces? Clearly, the idea of the university as having a research "ivory tower" relationship with its community is inadequate at best, and more likely obsolete and dysfunctional to effective thinking and discussion of these issues. How are new faculty members being inducted through the intentional introduction and purposeful engagement—investment which speaks into consideration of dominant narratives about implicit understandings of role balance within the professoriate?

Induction Processes as Experienced and Applied to University Faculty

General Concepts of Induction

To effectively contemplate the role of induction in an academic setting, we will first consider how it is understood in general practice and conceptualization. In older usage, the term 'induction' referred to the formal introduction of a priest into possession of the position to which she or he was presented and installed. The term induction, as a reference to the introduction and orientation of new employees, is sometimes replaced by the term "on-boarding" (People Admin, 2013). On-Boarding is also often linked to the process known as "organizational socialization" (Chao, 2012).

In recent usage induction (and on-boarding) has been defined as the support and guidance provided to novice employees and professionals in the early stages of their careers or as they take up employment in a new workplace or setting ("Induction," n.d.). An induction program is a process used within many businesses to welcome new employees to the company and prepare them for their new roles. Formalized induction processes are also found in medical internships, and in articling practices for lawyers and accountants, as well as in many trade apprenticeships.

According to TPI Theory (Alvenfors, 2010), induction training should include the development of theoretical (T) and practical skills, (P) and also meet interaction needs (I) that exist among the new employees (Costache & Maas, 2011). In this sense, the definition of induction is expanded in a workplace context to describe the *whole* process whereby employees adjust or acclimatize to their jobs and working environment—also relevant in the university context. Induction may be considered to have two major goals or directions. First, the new faculty member is oriented to his or her particular assignment, position, and expectations. Second, the new arrival is oriented to the structures and missions of the larger organization (company, institution) in which he or she will be employed.

Induction might be considered a process of socialization, as applied here, and also refers to processes by which new appointees become aware of the cultural and

professional expectations within a new community of practice or work setting. Induction involves developing an individual's understanding and situational interpretation of a new work setting such that they are better equipped to operate effectively (Spenner & Otto, 1985; Tierney, 1987; Trowler & Knight, 1999; Van Maanen, 1978). In *People Processing: Strategies of Organizational Socialization*, Van Maanen (1978) outlines three principles, or shared realities, to keep in mind when considering an individual's experience with job socialization in any organization. The first principle, "...is the notion that people in a state of transition are more or less in an anxiety-producing situation" (p. 20). As previously discussed, beginning in a new role is associated with heightened levels of stress, and being in such a situation might be both exciting and uncomfortable. Naturally, individuals dislike discomfort and are thus "motivated to reduce this anxiety by learning the functional and social requirements of their new role as quickly as possible" (Van Maanen, p. 20).

The second principle proposed by Van Maanen is that learning a new role does not take place in a "social vacuum" and gaining an understanding of job expectations is not predicated only on exactly written job descriptions (although these are important), no matter how well written they are. Social connections and directions are often sought by the new academic appointee from the collective of his new colleagues. The clues and cues offered to or picked up by the newly employed individuals will help (or confuse) interpretations of their new cultural surroundings and experiences, and contribute to their feelings of "accomplishment and competence or failure and incompetence" (p. 20).

Van Maanen also reminds us that socialization is a two-way process where the organization both influences and is influenced by the individual. Ultimately, the organization stands to gain (or lose) stability and productivity based on the work of the newcomer. For this reason, the organization is well-advised to ensure smooth transitions safeguarding "continuity of the organization's mission... predictability of the organization's performance... and survival of the organization" (p. 20).

Writings on the general benefits and nature of the induction process often note that there can be a conflict or tension between the goals of an inductive orientation as sought by the organization and managers (or those in administrative positions) and the needs of new employees. Griffin (2015) describes three mistakes commonly made by

organizations regarding induction. First, she noted that many organizations tend to focus on the needs of the organization rather than on the needs of the new employee. In this kind of induction, the new member is often bombarded with facts and information—lacking context, or are introduced to technical regulations and requirements too soon, and little attention is paid to what the organization or institution has to offer to the recruit in terms of enhancing and extending their career goals. Second, Griffin claims that many organizations tend to overload early orientation sessions with information and then leave the recruit to work things out “on the job.” The result is that the new employee gets too much information, too soon and out of context. Third, the senior people who can play key roles in the induction process, particularly in the employee’s department or program level, are often not given time to take on the assignment or have inadequate knowledge and training in the process or skills needed for an effective induction experience. Griffin points out that a priority goal for an effective induction process is to reduce the new employee’s stress or confusion and uncertainty and develop their feelings of confidence and belonging in their new positions.

The UK-based training design consultancy, Diane Bailey Associates (2009), also describes some of the problems commonly found in induction programs.

Many induction 'programmes' are geared only to the needs and possibilities of the organization itself, for example, one day 'courses' run when enough new entrants can be gathered together, often weeks or months after the individual has begun work, has already formed opinions, and imbibed a mixed set of impressions and values, and is often resentful of being drawn away from the workplace for a seemingly unnecessary programme. Another fault with this type of course or event based induction is that it tends to be so full of formal, often legislative based information that the average recipient will absorb little and retain even less of what is covered. Much of the information addressed in these orientations could better be covered by other means of delivery (intranet, manuals, leaflets, etc.). (para. 5)

Having also noted the limitations inherent to the ‘typical’ induction program process, van Maanen and Schein (1979) put forward 6 “dimensions” for organizational consideration while engaging in the development of strategic induction/orientation programs. Summarized, these dimensions are:

- ***Collective vs. Individual socialization process*** – Will new employees engage a common set of experiences or isolated/unique set of experiences?

- **Formal vs. informal socialization process** - Are experiences uniquely tailored for the newcomer as planned events (often separate from existing staff) or is newcomer left to 'trial and error' and self-sufficiency?
- **Sequential vs. Random socialization process** – How clearly is role success defined and explained for new faculty? Well defined vs. haphazard/ambiguous?
- **Fixed vs. variable socialization process** - Is there a specific, fixed timetable for advancement through career 'boundaries' or not?
- **Serial vs. disjunctive socialization process** - Are experienced staff members assigned as role models or mentors for newcomers (serial) or not (disjunctive)?
- **Investiture vs. divestiture socialization process** – Are newcomers' personal characteristics and abilities affirmed as useful to the organization (investiture), or does it seek to rebuild the individual's self-image based on newfound abilities?

Subsequently, various researchers have posited that each separate dimension represented a continuum with two ends. Jones (1986) and Ardts, Jansen and van der Velde (2001) defined the ends of the spectral continuum as institutionalized socialization and individualized socialization. Institutionalized socialization consists predominantly of collective and group-based, organizationally driven series of events with clear and intentional outcomes careful to also outline specific advancement processes within the organization. Individualized socialization refers to the converse, and is characterized by more informal and unique experiences, most typically resulting from the newcomer's opportunities and self-initiated discovery, yielding lesser clarity and increased ambiguity. Busche and Marshak (2016) employ a somewhat analogous binary when defining organizational development. They note that organizationally, formative experiences are either 'structured' or 'unstructured'—a view that correlates well with the popular 'formal' vs. 'informal' articulations of induction (Austin, 2002; Kay, 2008; Trowler & Knight, 1999; Van Maanen, 1978) and orientation programs. Costache and Maas (2011) similarly follow this general taxonomic dichotomy and assert 'organizational' and 'individual' as appropriate labels for the two "poles" of the induction continuum, and state:

The importance of staff induction practices can be perceived from both perspectives, organizational and individual. From the organizational perspective, induction practices are supposed to stimulate the learning process and contribute in this way to a familiarization of the new employee with the system, rules, conditions and colleagues in the new workplace. On the other side, from an individual perspective, the role of such practices go beyond a process of

familiarization and also incorporates the assimilation of values, norms and behavior patterns that are necessary for any new member to learn. (p. 10)

In concert with other writers (Fisher, 1986; Van Maanen & Schein, 1979) Costache and Maas also note that induction should be considered “an ongoing process through which employees learn about and adapt to their new jobs, responsibilities and the whole culture of the company” (p. 10).

A great deal of the literature about induction and organizational socialization is set in the context of business organizations. In turning to a consideration of induction as operated in the context of academic organisations, and universities, in particular, it will be important to identify any research that may challenge conventional, business-organization-based ideas about induction.

Induction Experiences in Academic Contexts

A report for the Higher Education Research Council of Ontario titled *The Role of New Faculty Orientations in Improving the Effectiveness of University Teaching Part 1: University Sector* (Miles & Polovina-Vukovic, 2012) opens with the statement, “The professional development of new university instructors has received considerable investments of resources at Canadian universities, but the impact of these efforts has only rarely been evaluated or studied” (p. 6). They add further that while several studies have provided some evidence that engaging in initial training in university teaching leads to increased student satisfaction and an increase in the use of student-focused approaches to teaching that overall the effectiveness of new faculty programs is clearly under-researched (p. 8). There seems to be a considerable gap in research on induction within the academy since the 1990’s.

The authors note that induction programs for new faculty at Ontario universities vary widely in content (Miles & Polovina-Vukovic, 2012) and range from programs that provide only a general introduction and list of local resources while others focus on specific teaching skills and explore a variety of instruction/learning issues and strategies. The authors also note that only in two Ontario universities are orientations mandatory for all newly hired faculty members. Where it is voluntary, participation varies from 40-85%

(Miles & Polovina-Vukovic, 2012). The report lists five separate types of sessions that are commonly found as parts of orientations for new faculty:

- a) greetings/conversation with VP Academic Provost,
- b) academic policies and procedures,
- c) classroom teaching management methods,
- d) teaching with technology, and
- e) a panel/discussion with experienced faculty members (Miles & Polovina-Vukovic, 2012, p. 6).

The Ontario study reported that most orientations for new faculty are scheduled at the beginning of the academic year, and vary in length from half a day (6% of institutions) to 5 days (1% of institutions) with a 46% majority of establishments holding a 1-day orientation (Miles & Polovina-Vukovic, 2012). While some of the components listed above are components of most orientations, many universities also include social events for new faculty in which new faculty meets established members. These social events can take the form of breakfast or lunch sessions or barbeque or dinners for new hires, and some cases the sessions may include family members. The authors of the report also note that,

Among the most challenging issues for teaching and learning centres in supporting new faculty members with their teaching needs are time constraints on faculty members, limited resources available to teaching and learning centres, and the perceived lesser value within many universities of teaching and pedagogy when compared to research. (p. 7)

Engaging as a new hire in academia is potentially a stressful experience dependent upon levels of social supports offered within the specific context of that new situation. Where anxiety is relieved through a sense of collegiality and camaraderie, personal and organisational stability and performance are positively affected. While this idea is neither new nor unique to academic organizations, many academics induction experience seems to provide little in the form of appropriate supports and clarity. According to Bradshaw (2013) in the *Globe and Mail*, the 'tensions' between a professor's research and teaching role have prompted many universities to adopt the category of Teaching Professor and increase their faculty allocations to that role. Over

the past decade with the advent of the Teaching Professor role, universities have increased their focus on improving instruction across the board. All professors, regardless of their teaching experience, aptitude, training or lack thereof have a renewed responsibility for effective and engaging teaching practices. With the majority of professors having little or no formal instructional training, there is an increased need for training inherent to induction processes with specific attention paid to ensuring faculty is knowledgeable regarding the expectations associated with each of the roles of the professoriate.

Highlighting a recruit's need for increased clarity and understanding around professorial expectations, Trowler and Knight (1999) claim:

There is likely to be a growing disjuncture between new recruits to the academy and the work expected of them. Many new academic staff have undergone some anticipatory socialization (Van Maanen 1976), but typically as researchers, not as teachers. Although an increasing number of HEIs [Higher Education Institutions] emphasise the importance of research (see, for example, Blackburn and Lawrence, 1995), better teaching is a British government priority and a concern in many North American universities too. Yet the anticipatory socialization of many NAAs [New Academic Appointments] may not have extended to teaching or may have indicated that teaching comes second to research. (p. 179)

Living out and perpetuating misinformation is a real risk for those who are not adequately socialized to the organisational expectations for their roles. Boice (2000) adds that the acquisition of clarity and understanding early in one's experience as a new hire contributes to an orientation toward a successful trajectory as an academic. In his book *Advice for New Faculty Members: Nihil Nimus*, Boice recapitulates that success as a new faculty member is largely dependent upon interactions and patterns of practice developed during this early appointment period. He writes,

The first few years in the careers of professors, beginning at the time they interview for their initial positions in academe, are an enormously critical period. Then, applicants and new hires *most* [emphasis original] need useful advice but are least likely to receive it. Then, lasting patterns of success or failure develop with astonishing rapidity. And then, oddly, initiates to professorial careers are *least* receptive to advice. (p. 2)

It is notable that Boice also acknowledges induction as taking place over a lengthened period of time. In common with some of the writers about business contexts as mentioned above, induction in academic organisations should not be considered to

subsist only in transmissive, one-way events as is often the default condition (Boice, 2000; Tierney, 1987; Trowler & Knight, 1999). Rather, induction is acknowledged for its “formal induction programmes, mentoring arrangements, the provision of handbooks and social events” (Trowler & Knight, 1999, p. 178) in addition to the more informal collegial welcomes and ‘water cooler’ conversations (Boice, 1992; Boyer, 1990).

While acknowledgement of the importance of both the informal and formal elements of induction is a start, many universities still seem to take a limited approach to purposeful socialisation. An examination of the websites describing induction practices at three Western Canadian research-focused universities reveals that outside of the departmental contexts, university-wide practices consist of an online ‘self-serve’ orientation with information on safety,¹¹ benefits and pensions, office space and associated provisions. In 2014 this format was employed during face-to-face ‘new faculty orientations’ which lasted half a day at UBC and SFU, and a full day at UVic. In each case, encouragement to ‘speak with your supervisor’ or ‘new colleagues’ was provided, while the opportunity to make use of the “Learning and Career Development” (in UBC’s case) or the “Teaching and Learning Centre” (at SFU and UVic) was also mentioned.

The online information provided by each university contains detail and indicates that there is a variety of possible contacts available for support should the new faculty member decide to access them. The in-person orientation sessions are designed to provide an overview of some basic information, but in all cases, announcements and advertisements for the orientation sessions recognise the importance and opportunity that the sessions provide for “meeting others” and “making important connections.” What is clear is that there is an opportunity for making significant connections and introductions.

Although empirical research on the benefits of induction processes is limited, some studies have indicated benefits from formal or systematic approaches to induction

¹¹ In the case of UBC, this is a general public website providing access to handbooks, contact information, and employment package specifics (University of British Columbia, n.d.). SFU provides access to a buffet of PDF documents via public LMS access (Simon Fraser University, n.d.), a “Faculty and Staff Orientation Handbook” (Simon Fraser University, 2015), and “A guide for new faculty and instructors at SFU” (Simon Fraser University, 2016).

as applied in the context of academic workplaces. Smith and Ingersoll (2004) found that when beginning faculty were provided with mentors from the same subject field and participated in joint induction activities, they were less likely to leave their positions or even to change careers.

Providing advice to graduate students who were assuming academic jobs (and as something of a commentary on the typical experience within the academy), the University of California at Berkley Career Centre (2016) provides a glimpse into what is entailed in socialisation within a university department. They write,

Your first challenge is to learn the lay of the land. The first few departmental meetings will be very disorienting as names and phrases fly across the table as a series of allusions, metaphors, and short hand evoking laughter or derision while you sit there dumbfounded. It will take some time to learn the informal patterns and organizational culture that characterize your new home, but it is important to make the effort... It is unlikely that you have ever been exposed to politics as pervasive and at times as vicious as you will find in most institutions of higher learning. (Getting to Know Your Department section, para. 2)

Most of what you need to know will not be expressed at formal meetings. If your department has informal get togethers, attend them. Ask innocuous-sounding questions about names you've heard or issues you don't understand, and allow them to tell stories. If the members of your department aren't collectively very social, suggest some ways of getting together as a group or individually. (Getting to Know Your Department section, para. 4)

While scholarly literature published within the last ten years and specific to university and departmental induction programs is in short supply, there is commentary and anecdotal information available in the form of online dialogue or blogs in professional communities such as LinkedIn's "The Teaching Professor" (<https://www.linkedin.com/groups/4249252>) or "Higher Education Teaching and Learning" (<https://www.linkedin.com/groups/2774663>) groups.

To gain a wider perspective and elicit conversation particular to personal experiences of induction practices from academics at all segments of the Internet, I posted a few questions as a conversation starter in the LinkedIn™ *Higher Education Teaching and Learning* online discussion group.¹² My questions asked how the group's

¹² Names of commenters have been changed to protect privacy.

members had experienced formal induction, what might have been done better in the process, and whether or not they perceived increased pressure toward becoming excellent instructors.

Martha commented that “From [her] own experience in academia, nobody has ever cared for induction training or an induction document and, unfortunately, very few of [her] fellows consider teaching to be as relevant as research.” Erin noted that there exists freedom where no formal induction takes place and noted that where content and information is available (in research and induction), it is valued. She continues, noting that “collecting content is only half the job; a little like seeing with one eye, depth perception is greatly diminished.” Keith Tierney commented that written information, policies, and content contained in job descriptions cause some of the issues when they are not situationally contextualized, or worse, not consistent with practice. In a lengthy response to the question, Keith summarises his 40 years of experience in both academic and management positions and noted that interpretations of written policy may vary widely, or perhaps be ignored entirely by management. He writes,

There is a gap between role expectations as they are outlined and what is actually expected from you day-to-day. The only way to find out is to grill your manager to find out their expectations. This has the drawback that you then appear to lack skills or knowledge, when in fact you know what you are doing but just fear to be criticised for doing it in a way different to what is expected and yet too rarely articulated. A lot of this stems from the fact that managers (especially those who are academics), do not have a clear idea about management. Often they have had no training in it and typically are not aware of current approaches or terminology. Consequently, very frequently you are working in a regime whose parameters for success, especially during probation, are simply defined by the quirks and whims of individuals, too often unshaped by any management practice or indeed much knowledge of the university's overarching expectations.

I believe that this is a real challenge for universities. Without compulsory management training for staff who manage and minimal management of those who manage others, starting in a new post is a real minefield and unless you can quickly tune into how your manager perceives the roles and what criteria (if any, beyond gut feeling, as happens too often) they use to judge success, it is going to be tough. Such lack of effective communication leads to delay in staff getting up to speed in terms of doing their job well and for the institution and often expensive rapid turnover of staff. (Keith, personal communication, May, 2014)

Sally Toes noted that induction did not have to be experienced in such a vacuum as described by some others who posted to the discussion. While her first experiences

at the university were consistent with the 'induction void' and resulted in her "fumbling around in the dark for months trying to come up with systems and processes that have undoubtedly been set up by all the other teachers," she eventually experienced "a very structured system of induction" in the 4-year college system. However, Sally noted that "unfortunately it took 18 months to get onto the induction list" at that college.

Based on the responses of the LinkedIn network (a few of which have been highlighted above), it is clear that most universities offer some degree of purposeful induction for new academic appointments but also that the effectiveness of such programs could be vastly improved. These stories also point to the existence and general adherence to a dominant narrative within the professoriate, and this narrative plays a role in shaping a faculty member's engagement.

In their work on Dialogic Organizational Development (OD), Bushe and Marshak highlight a cornerstone belief that 'reality' and how one experiences an organization is socially constructed and adheres to no "single objective reality." Moreover, that "instead, there are many different "truths" about any organisation, some dominant and some peripheral" (Bushe & Marshak, 2016). Bushe and Marshak outline how meaning-making is an ongoing process for individuals and groups of individuals, influenced by the language and collection of stories being shared within the organisational communities. Language shapes narrative and narratives inform personal understandings as they pertain to both the organisation and how individuals involved understand their function and place.

Prior to becoming a new faculty member, the graduate student has experienced unique aspects of socialisation and have developed personal understandings of what it means to be a professor. Their understanding is shaped through engagement in graduate studies and navigating academia successfully, most often requiring and relying on perseverance, tenacity, and resourcefulness. Development of these characteristics can serve new faculty well yet may also shape personal understanding of what it means to work in academia. Immersion in the new experience, as new faculty members become familiar with their new roles, there are inherently two forms of induction taking

place – formal and informal. Bushe and Marshak (2016) refer to these processes¹³ as dialogically ‘structured’ and ‘unstructured’ respectively, where both formalized events and informal conversations serve to inform core narratives. Where personally held understandings or narratives are not congruent with organisational objectives or expectations, uncertainty and anxiety may result, which can be substantially reduced with a little attention to a more comprehensive consideration of faculty induction (both the formal/structured and informal/unstructured elements). Too often consideration for induction is not given because, as Van Maanen (1978) has put it,

People-processing strategies are... frequently justified by the traditional illogic of “that’s the way I had to do it, so that’s the way my successors will have to do it... socialization processes are not products of some fixed, evolutionary pattern. They are products of both decisions and non-decisions - and they can be changed. Unfortunately, many of the [organizational] strategies... seem to be institutionalized out of inertia rather than thoughtful action. (p. 36)

Career Progress and Performance Evaluation

While deeper consideration and induction geared toward better understanding the roles within the professoriate may benefit new faculty in understanding their new landscape, articulated expectations should align with career progress and performance evaluation metrics. Observations associated with tenure and promotion practices are often cited as being influential where a professor’s choices for time investment are concerned. There are many blogs, books, and articles offering advice to tenure-gaining hopefuls.¹⁴ There also exist a handful of studies from the 1970’s, 80’s and 90’s, which concluded that the tenure process was a source of stress. They suggested that “priority must be given to providing support for junior and female faculty members seeking to establish their respective professional identities” (Gmelch, Wilke, & Lovrich, 1986) due to a lack of clarity where expectations are concerned. A study on the weighting of teaching,

¹³ In the case of Bushe and Marshak’s research, structured and unstructured dialogue is written about as it relates to consultative activity and process, yet focuses sufficiently on the nature of conversations that this construct might be well considered analogous to, or comprised within, formal and informal induction activities.

¹⁴ A google search of “advice for tenure track faculty” yields thousands of sources inclusive of handbooks, blogs, and articles including advice from university administration to that of individuals who note that learning the tenure process is something of a “Baptism by Fire” – one in which the importance of publishing evidence is paramount (see Banks, 2001).

scholarly activity, and service during tenure and promotion deliberations concluded that “deans [of business colleges] at... research institutions assigned a weight of... 59 percent to scholarly activities for promotion and tenure decisions” (Alshare, Wenger, & Miller, 2007, p. 64). However, what do pre-tenured faculty *believe* is required?

On eventually gaining tenure at a major research university, Sean Carroll (2011) wrote about what he learned through being previously denied tenure. Getting straight to what he considers the heart of the matter, he offered the ‘brass tacks’ version, “here is the Overriding Principle: what major research universities care about is research. That’s all. Nothing else” (para 4). After outlining various specifics on what a research productivity checklist should look like, he added

Don’t worry about teaching, leadership, organizing, etc. I don’t think being good at these things actively hurts you, although I did once hear a senior faculty member say that he was negatively predisposed to candidates who had good teaching evaluations. (He was joking, I hope.) Why? Because you’re spending time on something that isn’t research. But generally it won’t hurt, it just won’t help. You will typically be told (as I was) something like “teaching isn’t really important, but if your case is very close, it can help put you over the top.” Everyone agreed my case was very close, and my teaching was among the best in the department; it didn’t help. The point is simple: this stuff is not research. (Carroll, 2011, para. 17)

The vast majority of candid tenure-gaining advice from individuals within a research university culture centres on research and publishing—with teaching as a necessary part of the job that should not distract from research (see the previous footnote). Adam Banks writes that the unknown factor in preparing for the requirements of the tenure process is shared by both the tenure-track applicant and his or her mentor. He writes it is a “baptism of fire for all of us” (2011). Gaining tenure, he noted, relies on constant self-promotion including evidence of existing published works and progress toward future publishing. Offering various specifics of how to gather proof of past and future already-conceptualized or ideated publishing, Banks provides specific points of advice.

Do NOT spin your wheels developing many new courses with many new preps in the early part of your first tenure track job. Spend that time on the manuscript. Do NOT, if you can avoid it, take a job that forces you to split your time between departments/units. At the very least that’s two sets of committees taking your time and energy. Make all of your conference presentations about fleshing out

body chapters for your project—do NOT just propose random papers to get funded for a conference or because you feel you need to be present there [all emphasis original.] (Banks, 2011, para. 9)

The advice from these practising academics is quite clear: time is something to be protected and invested in those activities that will best support promotion to tenure. I have to believe that most writers wishing to provide ‘advice’ to new faculty do so in hopes of being helpful, and they believe that they are providing ‘good advice,’ and that the advice reflects their experiences with the process of gaining tenure. In yet another online advice column for new professors, the author noted do’s and don’ts for being successful in the first year on tenure-track. In a softer manner of communicating how one should not over-invest in teaching, Karen (2014) offers this advice:

Your job is to teach your classes as well as you are able. Your job is also to explore avenues for minimizing the amount of time you spend on those classes. Your job is to study how senior faculty in your department cut corners in their teaching in ways that are considered acceptable in your departmental culture. (para. 16)

Apparently cutting corners and minimising time and effort are among the necessary skills for managing one’s teaching responsibilities while on the track to tenure. A vast resource of online blogs and articles offering faculty-advice for gaining tenure in a research university supports this view (Karen, 2015; University of California, Berkley, 2016; Carroll, 2011; Might, 2015). As Might (2015) noted in his blog about much of the available advice for gaining tenure,

The central theme in this ‘advice’ is that anything that detracts from research – teaching, service, kids, health, etc. – is bad. To be fair, only a minority is offering this cynicism, but it’s prevalent enough to make a fresh assistant professor wonder how seriously to take it. (Summary section, para. 67)

Might (2015) also noted, “Doing a good job with teaching is perversely seen as a cardinal sin in some departments. Focusing on teaching gets interpreted as a lack of dedication to research” (On Teaching section, para 4-5).

There exists a stereotype and dominant narrative around gaining tenure, which suggests a predominant reliance on performance in research and associated publications while ensuring teaching responsibilities are ‘met.’ However, as Might (2015) noted, this may be representative of only the cynical minority. So, is tenure reliant only

on publishing research? Reviews of research-university 'tenure, promotion, and advancement' policies do not appear to convey this same unilateral message.

For her PhD dissertation, Pamela Gravestock (2011) reviewed tenure, promotion and advancement policies and associated practices in universities across Canada to investigate better whether or not the assumption that teaching is less valued in the process of achieving tenure was a reality. She reported that the perception of research being more valued than teaching is prolific in the academic culture, but tenure policies themselves do not support this pretence. Instead, she concludes,

...that, in part, perceptions that teaching is devalued in universities persist due to several factors relating to implementation and administration. [In other words it is not a policy essay but what they do that matters.] It is apparent from a number of studies that faculty feel teaching is not effectively evaluated during the tenure review. They have questioned the rigour and scope of the assessment methods and, as a result, have raised concerns that evaluations and subsequent decisions are arbitrary. Faculty have also voiced concerns that teaching is considered less important than research contributions in general, and particularly in tenure decisions. This review has demonstrated that the policies themselves do not entirely bear this out. It is possible that a significant gap, or failing, may be found in the communication strategies and networks institutions use to share essential policy information with faculty. It is more likely that the manner in which policies are interpreted and applied has contributed to such ongoing perceptions. (pp. 262-263)

One must question if written policy has effect or credence if it is not followed in practice. As Gravestock pointed out, much can be improved toward ensuring tenure processes are consistent with the intended practices outlined in the institutional policy. Boice, who draws upon over 20 years of experience researching the lived experiences of faculty members, echoes this concern, noting that policy is often not followed in tenure decisions, that informal elements may also play a major role, and adds that teaching and research activities are not the only considerations made by promotion committees. In his book, *Advice for New Faculty Members*, Boice (2000) claims

Decisions against retention/tenure/promotion (R/P/T) are just as often made subjectively, on the basis of sociability (e.g., "Can we get along with this person; will he treat students humanely?") and citizenship (e.g., "Is she likely to carry her share of departmental duties?") as on productivity numbers or teaching ratings. (p. 203)

Boice's statement highlights a perception of the importance to individuals of informal conversations and socialising in the faculty networks. While the validity of Boice's comments is outside the scope of this current research, they do point to the effect and power of the informal networks and processes inherent to the academic workplace. It makes sense that social ability and compatibility play into hiring and promotion decisions as these may be useful indicators of one's potential for service in the community or official forums. Boice's commentary also highlights how the informal networking and perhaps the unwritten rules within the tenure process may, in fact, be more relevant to the lived experience of someone going through the process than are those canonized in the Faculty Handbook.

How faculty understands promotion to tenure represents another tension experienced along the tenure track. There exists a lack of clarity and conformity with the current policy in respect of retention, tenure, and promotion. Moreover, as illustrated in the various accounts of this understanding, informally accepted provisions for teaching are not in line with written policy. Living between the formal and informal expectations for education and instruction represents another tension experienced by new faculty, and as Bushe and Marshak (2016) remind us, the experience and articulation of this kind of tension contribute to a larger organisational narrative. So how is teaching understood within the higher education narrative and context?

The Work Experiences and Expectations of University Faculty

Changing Expectations for University Teaching

The word 'academia' is often considered to be synonymous with 'higher education' as both pertain to the institutions, people, and activities associated with education at colleges and universities. Education is at the forefront of purposes that seek to engage students in learning that will lead to their personal success in life and future careers. Where the depth of this mission is understood, providing an education is no small calling. Student learning involves much more than being able to recall various content and facts. Learning to teach and coming to understand what is required to affect

a positive environment aimed at fostering student learning takes time and investment. Beyond those who are naturally gifted in this way, learning to teach well represents a significant hurdle for many professors and might be well informed during induction.

As Boyer noted, few new academic faculty members hold teaching certifications, “yet, all too frequently it is assumed that anyone with an M.A. or PhD can teach” (1987, p. 156). In *Integrity in the College Curriculum: A Report to the Academic Community*, the Association of American Colleges (1985) drives this point further.

Only in higher education is it assumed that teachers need no preparation, no supervision, no introduction to teaching. Ironically, one of the reasons that universities have shirked their responsibilities... may be a refusal to take seriously the profession of teaching. If the professional preparation of doctors were as minimal as that of teachers, the United States would have more funeral directors than lawyers. (p. 35)

A 1997 study of university academics’ conceptions of teaching (Kember, 1997) reviewed thirteen research studies concerned with understanding how university faculty conceived teaching. Kember reported that the studies found two broad orientations among university faculty: teacher-centred/content-oriented and student-centred/learning oriented. The two orientations were largely dependent upon how the faculty member viewed their role. Where their dominant role was one of disseminating information, they were content-oriented; where the act of teaching was held in higher regard, they were student-centred/learning oriented. The study recommended that “measures to enhance the quality of instruction should take account of teaching conceptions if they are to be effective, as teaching approaches are strongly influenced by the underlying beliefs of the teacher” (p. 255). Underlying beliefs, conceptualizations of role, or ascription to a socially constructed narrative—changes in global university organisational teaching culture is entirely dependent upon the personal beliefs of those entrusted to serve as instructors. However, the study also discovered evidence that faculty may shift beliefs over time as held conceptions are tested in both experience and intentional professional development.

While the commentary by Boyer and the Association of American Colleges and the Kember study are now between 15 and 30 years old, the nature of how people learn and operate out of their personal understandings has not. We know that university

professors are capable of continued learning. In fact, they are very capable learners; professors are not necessarily statically predisposed. A gap then, in modifying a dominant narrative that seems to minimise the importance of teaching, might be simply noting as a lack of adequate induction and training of future and new faculty.

Recently a major study by Britnell, Brockerhoff-Macdonald, Carter, Dawson, Doucet, Evers, Hall, Kerr, Liboiron-Grenier, McIntyre, Mighty, Sidall, and Wilson, (2010) found that “there is still a relatively abrupt transition from graduate student to faculty positions, with little or no support for learning how to teach” (p. 14). Looking a step further, Britnell et al. reported that more than 50% of new faculty members engaged in educational development for the first time through new faculty orientations at their respective institutions. Interestingly, the report also found that 78.2% of the 871 respondents answered that they believe teaching to be imperative to overall professional practice. In the commentary to the question regarding perceptions of teaching importance, the report offers a portrait of ‘typical’ comments received from respondents:

There were lots of resources available when I started teaching but I did not make use of any of them because it was clear that, while participating in these programs might improve my teaching, spending that time on my first NSERC application and on doing research would do *much* more for my career. If completing a teaching training course were a requirement in place of teaching a course in a professor’s first year, university teaching would probably be a lot better. (Britnell et al., 2010, p. 23)

Respondents’ comments are indicative of both, continued tensions between teaching and research and some movement toward a narrative that acknowledges the responsibility for teaching more positively. To this end, more attention and research is being paid to defining what good teaching might look like. For example, a 2014 survey of faculty and instructional staff titled the “Institute-Wide Task Force on the Future of Massachusetts Institute of Technology Education” (Office of the Provost) sought to identify the perceptions of its students and academic staff regarding educational needs and priorities. The report asked respondents to indicate “which values and principles of an MIT education” they considered as being the most important to maintain or develop (respondents were asked to list up to three). The Taskforce reported only those priorities listed 10 or more times. While the list was extensive, some of the ‘priorities to maintain or develop’ relating specifically to teaching and learning are presented in Table 3 below.

The survey also asked academic faculty, instructors, and students to respond by listing up to three things they would change about the way MIT educates its students. In this case, the Report listed only items that were mentioned 20 or more times. Responses to this question are also listed in Table 3. The Table has been arranged to help highlight areas of agreement and disagreement between faculty and student responses and are not arranged in any particular hierarchy. Notably in the report, however, the top student responses about what areas required improvements centred around the need to “improve mentoring skills of professors” (p. 71) and for “TA’s and professors to take pedagogy courses” (p. 71).

Table 3.
MIT Faculty and Student Responses on Educational Priorities and Needed Change

Faculty Responses: Priorities to Maintain or Develop	Faculty Responses: Practices that should change	Student Responses: Priorities to Maintain or Develop	Student Responses: Practices that should change
Commitment to hands-on experiences including learning by doing	Better integration of hands-on experiences	Commitment to hands-on experience	More hands-on classes
Constant and wide-spread faculty/student interaction	More avenues for faculty-student interaction	Constant and wide-spread faculty/student interaction	Improvements in faculty-student interactions with faculty being “more open to talking.”
Project-based learning	Improve quality of teaching/innovate new methods		An increased emphasis on practical skills
Apprenticeships and internships	Greater focus on communication skills		Opportunities to see real world applications
Lab work	De-emphasis of large lectures		Ta’s and professors to take pedagogy courses
Interdisciplinary and collaborative teaching	More interdisciplinary connections between subjects/ideas/concepts	Interdisciplinary and collaborative teaching	Improvements in faculty mentoring skills
Development of student problem-solving ability		Problem-solving skills	
Development of student learning to learn	“Pedagogical innovations” including active learning (discussion, dialogue, hands-on work, general active learning), real world connections, and blended learning (online, face to face, etc.)		More use of technology to facilitate learning

Faculty and student responses aggregated from pp. 44-47 and pp. 70-73 (Institute-wide task force on the future of MIT education—Final report, 2014).

While the MIT study might indicate that academic faculties know that there is work to be done regarding improving pedagogical practice, there may be a disconnect where implementation is concerned. Many of the items noted as areas to maintain are also listed as items that require change and development—by both faculty and students. As Chris Argyris and Donald Schön (Argyris & Schön, 1996) note, there exists a distinction between our espoused theory and our theory-in-use in educational practice. Put simply, one's teaching practice does not always match the learning theory to which they ascribe. Epistemological knowledge of good teaching practice does not necessitate ontological understanding or having that knowledge affect action and ways of being.

Lacking theoretical to practical congruence is not a new issue in teaching practice. In 1953, Oliver conducted research to determine to what extent the K-12 classroom situation reflected the concepts embodied in statements of a teacher's educational beliefs. Where a perfect score on classroom practice evaluations would have been 52, over 75% of the participants scored more than 20.8 points lower. The highest score was 44. In his summation, Oliver states, "From these scores, it is evident that there is little relationship between the professed educational beliefs of these teachers and their classroom practices" (1953, p. 53). The correlation between the belief scores and the evaluation scores was .31, an extremely low correlation indicating practically no relationship. Richard Paul, Director of the Centre for Critical Thinking, has observed this same paradox in his line of work. "Critical thinking is taught in the same way that other courses have traditionally been taught, with an excess of lecture and insufficient time for practice." (cited in Barr & Tagg, 1995, p. 14).

Education has a long history of being criticized for the decontextualized format of presenting knowledge. John Dewey, for example, rejected "the classical mode of passing on knowledge in the form of unchangeable ideas" (Laurillard, 2002, p. 12). The stand-and-deliver mode of the lecture has also fallen under considerable scrutiny. While Barr and Tagg (1995) note that while the espoused purpose of today's university "[is] not to transfer knowledge, but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems" (p. 4), this is not the current dominant perception or embodiment of the university experience. In the majority

of lecture theatres today, the dominant method of instruction is consistent with the name of the room – ‘lecture.’

The architecture, nomenclature, and standards for evaluation of teaching within the university seem to perpetuate the strongly held possible misunderstanding in which teaching is equated to lecturing and vice versa. Barr and Tagg (1995) tell a story which helps highlight the depth of manifestation of this way of thinking about teaching and lecture. A biology teacher was experimenting with collaborative learning pedagogies in his class. One day the Dean of his department quietly joined the class to observe. Students were working together enthusiastically; the room was buzzing with activity and multiple conversations. After watching for approximately 15 minutes, the Dean approached the instructor and said, “I came today to do your evaluation. I’ll come back another time when you’re teaching.” (p. 5).

However, perhaps this view of instruction and practice is changing. A 2008 study by DeAngelo, Hurtado, Pryor, Kelly, and Santos, compared teaching practice implementation frequencies to those of recorded in 2005. The authors found that “faculty today are 8.8 percentage points *less* likely to use extensive lecturing in the classroom (46.6% vs. 55.2% respectively), 11.3 percentage points *more* likely to use cooperative learning (59.1% vs. 47.8% respectively), and 7.5 percentage points *more* likely to engage students in the evaluation of each other’s work (23.5% vs. 16.0% respectively)” (p. 18). While the trend of reduced reliance on extensive lecturing continued downward with only 45.0% of full-time faculty reporting extensive use of non-student centred lecturing in 2011 (Hurtado, Eagan, Pryor, Whang, & Tran, 2012), 50.6% reported extensive use of the lecture again in 2013-14 (Eagan, et al., 2014).

Table 4.
Reported Use of “Extensive Lecturing (not Student-centred)” by Full-Time Faculty 2005-2013, in Percent

Method used in “All” or “Most” Courses Taught	2005	2008	2011	2014
Extensive lecturing (not student-centred)	55.2	46.6	45.0	50.6

Sources: aggregated from (Eagan et al., Undergraduate Teaching Faculty: The 2013-2014 HERI Faculty Survey, 2014) (Hurtado, Eagan, Pryor, Whang, & Tran, 2012) (DeAngelo, Hurtado, Pryor, Kelly, & Santos, 2009) *Used with permission

We are beginning to recognise that the university's dominant paradigm of Instruction mistakes a means to an end. In an article entitled *The Future of College?* In *The Atlantic*, Stephen Kosslyn is quoted as noting that lectures are pedagogically unsound. He is further quoted noting that lectures constitute, "a great way to teach, but a terrible way to learn" (Wood, 2014). The act of teaching is the means by which we are to engage our students; it is not the end-goal. The purpose of instruction is one of effect; it is an enterprise of quality individualized learning for each student and not a quantification of time spent. Simply noting that a teacher has performed 'instruction' does not necessarily mean that learning has been achieved. Time spent sitting in a seat listening does not necessarily translate into learning having taken place. If measurement and success are to be defined regarding learning, we ought to shift our expression of the goal of teaching at the university—from instruction to education or from being taught to helping students learn how to learn and therefore succeed.

A recent Gallup study¹⁵ on well being that included 30,000 college graduates noted that student success and well being in post-university careers showed no discernable differences based on the type or classification of the university they attended (public, private, research focused, etc.). Instead, as Gallup's Executive Director of Education and Workforce Development, Busted noted, what was found to make a difference in long-term work and life success amounted to whether or not students had encountered a particular *big six* specific experiences (Busted, Is college worth it? That depends, 2015). The "Big Six" student experiences contributing to individuals' short and long-term success centred around two major concepts. Three of the six elements related to experiential and profound learning. The three more potent elements linked to long-term success (post graduation) related to how students experienced the following three aspects of their schooling. First, did they feel that they had a professor who made them excited about learning? Second, did they believe that their professors cared about them as a person? Moreover, third, did they have a mentor who encouraged them to pursue their goals and dreams? Busted reported that where graduates strongly agreed that

¹⁵ Gallup-Purdue Index Inaugural National Report downloadable from <http://www.gallup.com/services/178496/gallup-purdue-index-inaugural-national-report.aspx?>

these three emotional support elements were present in their college experiences, their odds of being engaged in work and thriving in overall personal well-being doubled.

Effective teaching matters to student achievement and is perhaps even more important in the longer term, to their attitudes towards particular fields of study and their decisions regarding majors and future career choices. In a recent report from the US National Academy of Sciences, Kober (2015) emphasises the importance of attitude in the preface to a report titled *Reaching Students: What Research Says about Effective Instruction in Undergraduate Science and Engineering*.

Based on your own undergraduate experiences, you may assume that most students should be able to learn science the way you learned science, but that is not always the case. For too many students, the undergraduate years are the turnoff point. A single course with poorly designed instruction or curriculum can stop a student who was considering a science or engineering major in her tracks. More than half of the students who start out in science or engineering switch to other majors or do not finish college at all. Maybe they failed a crucial prerequisite course, or found little to engage their interest in their introductory courses, or failed to see the relevance of what they were being taught. For non-majors, an introductory course that confirms their preconception that they are “bad at science” may be the last science course they ever take. (p. xi)

Confirming a student’s preconception such as this is to confirm a false fear and fail at providing the emotional support necessary for success. Considering to what degree the three emotional support elements are present for students, Busted wrote in *The Blown Opportunity* (2014) that the Gallup survey indicated 63% of college graduates strongly agreed that they had a professor who made them excited about learning. A mere 27% strongly agreed that their professors cared about them as a person while only 22% strongly agreed that they had a mentor who encouraged the pursuit of their goals and dreams.

The relational aspect of instruction has a profound effect on students as evidenced by the numerous books and published articles on the topics of relationships in teaching, the social context of learning, building learning communities, and engaging in the scholarship of teaching. Palmer (1998), Brown et al. (1989), Vygotsky (1962), Chen (2010), Mamchur (1996), and Pajares (1992), to name only a few, discuss the importance of considering the social construction of knowledge and information, as shaped by beliefs, culture and the fostering of relationships as significant aspects of the

teaching process. Despite the exhaustive research and writing on the importance of the social and relational elements as critical in teaching and learning, Busted (2015) wrote that of the over 30,000 graduates who participated in the 2014 Gallup survey, only 14% strongly agreed that they had experienced all three emotional support elements.

Increasingly within higher education, more attention is bequeathed to the importance of the learning environment, and the role professors play in providing appropriate supports for students. The popularity of teacher certification programs for doctoral students continues to increase (Grasgreen, 2010). Even so, the *Globe and Mail* columnist Margaret Wente (2009) has claimed undergraduate engagement with their university programs is at an all-time low with first-year dropout rates in Canada at an all-time high. Wente noted as an example that at the University of Manitoba approximately “30 per cent of all students drop out in their first year. Only 56 per cent finish their degrees within six years. That’s not unusual” (para. 3). She writes, “Universities are rewarded for getting bums in seats, not for educating and graduating them” (para. 3).

However, a less obvious driver of academic teaching may be assessment practices. Parpala and Lindblom-Ylänne cite Biggs’ (2003) research, which concluded, “constructive alignment and appropriate assessment are essential elements of good teaching” (Biggs, as cited in Parpala & Lindblom-Ylänne, 2007, p. 368). Parpala and Lindblom-Ylänne then affirm Biggs’ findings in their research on how university faculty members conceptualize good teaching, and note, “Instead of being [viewed as] an essential part of good teaching, assessment is considered [by faculty] as something separate from teaching” (p. 368). As a result, they call for improved instructional training aimed at “enhancing their awareness of assessment as an essential part of teaching in achieving the aims of teaching and learning” (p. 368). It could also be suggested that institutional policies that require faculty to evaluate students and report on student achievement using highly structured templates or to convert complex performance assessments into 5- or 7-point grade scales may have a potent influence on how faculty teaches and develop learning experiences.

Considerations for what good teaching looks like and means in relation to the expectations associated with being a faculty member is integral to the construction of the larger university cultural understanding and narrative. How the role of teaching is

discussed, the language inherent to those conversations, and ultimately how that communication is translated into personal understanding and conceptualization plays into a new faculty member's practice. Induction can play a critical role in setting the tone and shaping a more positive narrative in support of the constitution of good teaching. If induction considerations included the immediacy of structured formal events coupled with a commitment to ongoing attention to informing organisation unstructured, informal dialogue and further opportunities for professional training, it is entirely possible that the development and betterment of instructional practice could result.

Institutional Support for Improvements to Faculty Teaching

Many universities, including Research Universities, have implemented programs and administrative units that have specific functions in the development and enhancement of faculty teaching and instruction, including course and curriculum design and assessment practices. In the province of Ontario, for example, all but two publicly funded colleges have established Teaching and Learning Centres (TLCs) (although the names vary somewhat from institution to institution) (Miles & Polovina-Vukovic, 2012). The study noted that the central role of these centres is to “promote the professional development of faculty—including new faculty members—in relation to their duties as teachers” (2012, p. 8).

One of the notable events, which often contains some aspect of professional development engagement, is the New Faculty Orientation (NFO). Miles and Polovina-Vukovic (2012) report that, of the 20 Ontario institutions that completed the HEQCO survey, only two did not organise formal annual centralized orientations for new faculty with the vast majority offering these orientations at the beginning of the academic year. Some these orientations (32%) for new faculty had developed since 2000, with the most recent implementation being in 2008, by one of the reporting institutions. Twenty-eight percent of the institutions offer separate orientations for new contract instructors (sessional, adjuncts, etc.), while some (5%) have separate orientations for faculty in professional schools (e.g. nursing, social work, and health sciences).

In 88% of the institutions responding to the survey, attendance at orientations for new faculty is voluntary. However, in two institutions attendance was required for all new

faculty. Where attendance was not obliged, the percentage of new faculty who attend the orientations varied from 40 to 85% (Miles & Polovina-Vukovic, 2012). These authors note that the idea of mandatory training for novice university teachers is “highly contested” (p. 13) and that some academics see the concept of mandatory training in teaching methods as a threat to their autonomy or as being inadequate to the needs of particular disciplines. There has also been real ambivalence to the idea of a professional certification or accreditation for university teaching (p. 13). Miles and Polovina-Vukovic (2012) quote a comment made by Derek Bok, a former president of Harvard University stating, “It’s astonishing that...the universities do not teach their future teachers. Academia is the only professional system that doesn’t instruct newcomers in how to do what they will spend most of their time doing” (p. 13).

As previously mentioned, among the 20 institutions reported in the HEQCO Report, orientations for new faculty varied considerably in length ranging from ½ a day (6%) to 1 day for a majority (47%) and more than five days for only 1%. (Miles & Polovina-Vukovic, 2012). Topics and content vary in the New Faculty Orientations. The report states,

Four institutions reported that their NFO primarily focuses on teaching skills. In eight cases NFO topics are spread among research and teaching, and include social networking events. Two institutions perceive NFOs as a general orientation to campus resources, while one university now offers two separate NFO events, one focusing on research and another on teaching skills. (pp. 16-17)

Consistent with the finding that eight of the fifteen universities hold social networking events as part of their NFO,¹⁶ it is important to note that new faculty orientations are often intended to engage participants in socialisation as much as furthering any training related to instructional practices. Socialisation components may include breakfast or lunch sessions with university administrators, barbeques, and even family events. The organisers of the orientations claim that one of the most important goals is to promote networking and collegiality among new faculty (Miles & Polovina-Vukovic, 2012, pp. 14-15). Other studies of faculty responses to orientation events and

¹⁶ Or 15 of 20 holding social and networking events total, which may or may not be part of the NFO.

programs often show that the participants placed more value on the socialisation and networking aspects of the sessions than on any training provided.

It is also notable that all but two of the institutions report concentration on teaching with one offering two separate orientations, one focusing on teaching and the other on research (p. 17). Within this focus on teaching induction during the NFO, less than 50% of the respondents included separate topics on student assessment, and only 40% introduce new faculty to course design (p. 17). The top topic listed as a critical component of new faculty orientation was “Greetings/conversations with the VP Academic Provost,” followed by “Academic policies and procedures” and by “classroom teaching” ranking third among the list of preferred topics. It was rare for the universities surveyed (one of twenty) to report sessions on Graduate Education or Large Class Teaching as part of the new faculty orientation.

The HEQCO Survey found that the majority of respondents were positive in their assessments of the orientation experience, especially regarding the opportunity provided to meet other new faculty members, and to have contact with senior academics and administrators as well as some aspects of the content that dealt with teaching. However, as Miles and Polovina-Vukovic note, “more needs to be done in assessing the longer-term impact of the NFO and other programs on teaching and student learning and in trying to determine if the programs have any impact on faculty retention.” (p. 20). It is significant in light of topics previously reviewed and discussed in this chapter that the most challenging issues noted for teaching and learning centres in the HEQCO Report were: limited resources, lack of time (both in terms of time to offer events and programs and time for faculty to attend them), and “the perceived value of teaching compared with research” (p. 21). Regarding the last issue, Miles and Polovina-Vukovic write:

The most challenging issue is altering some of the messages that are provided through departments about the investment of time in teaching; competing with the demands of research and publications for P&T [promotion & tenure] which looms large in the minds of new faculty. Many (but not all) tend to defer attention to teaching until they have established their research programs and publication record in anticipation of P&T. Persuading new faculty that teaching is an equally important part of the P&T dossier is difficult, and like many other Centres I daresay, we deal with faculty putting together a teaching dossier the week before P&T dossiers are due. (pp. 21-22)

Summary

As university faculty, administrators and students alike begin to articulate conceptualizations of academic teaching and learning experiences which are better aligned with current learning theories regarding effective instruction practice and creating environments conducive to learning (Bransford, Brown, & Cocking, 2000). It is becoming apparent that simply considering university teaching as an act of content transmission by experts to students by means of lecturing is inadequate and inappropriate. However, these changing views entail extensive in-service education by many university faculty members who have no background in educational theory or models of practice and little or no experience with approaches outside the traditional lecture and discussion. These conditions have implications for the induction process where new faculty socialized to their university's dominant narratives and oriented to the expectations about teaching as held by their departments, schools, or faculties (or even the entire university). While many faculty members still view involvement in research and scholarship as being given more weight in career advancement and performance reviews, policies appear to be shifting to place effective teaching as a core element of effective faculty performance.

In the conclusion of the HEQCO Report, Miles and Polovina-Vukovic (2012) state,

While there are some common understandings and shared values on the role of professional academic development for novice faculty members in Ontario universities, there are still no common guidelines and expectations about core induction programs that would introduce them to teaching and learning principles. Currently, induction programs are diverse in content, duration and process. (p. 25)

Additionally, many induction programs (where they exist) are predominantly inclusive of events or meetings held within the first few months of a new employee's start. Perhaps induction could be thought of as something more ongoing. Events and intentional professional development in all areas of a new faculty member's responsibility, designed to reduce anxiety and improve skill in teaching practice, administration, and in engagement with scholarship—as this too constitutes a new challenge in academe.

Research and Scholarship Redefined

Among the many changes now affecting the working lives of university faculty are those regarding expectations about the nature of scholarship and research, activities which are seen as being at the core of the purposes of a university and its faculty. At one time, university scholarship was largely seen as a solitary activity pursued with dedication by faculty in pursuit of knowledge and understanding in their particular specialisations. The classic portraits of scholars such as Newton, Galileo or Einstein often represent them as individual geniuses who did much of their intellectual work on their own although they eventually published the results of their inquiries with networks or communities of other scholars and may have had important mentors and friendships with colleagues. However, the demands of modern research in fields such as the sciences, medicine, engineering, and technology have often required the researcher to become a team leader, manager/director and supervisor of a workshop, or laboratory workgroup that involves complex apparatus and the support of technicians, graduate students, and post-doctoral researchers. Further, the researcher may now also have to actively pursue extensive financial assistance for his or her research program, and this may mean many hours spent in applying for funds, seeking patrons, and entering into partnerships with businesses, industry, or venture capitalists. In many cases, the young graduate student will typically have had little preparation for these essential activities that may seem peripheral to, or distractions from an inquiry into fundamental knowledge.

Recognising these demands, many universities have developed Research Support Departments (often referred to as the Office of Research Services) that might be considered an analogue to the Teaching and Learning Centres. The Research and Support Departments are focused on supporting faculty researchers in their search for funding or in developing partnerships outside the university. As noted in the previous section, part of the induction of new faculty may now be designed to introduce faculty to sources of funding, assist them in making applications for support, and connecting with appropriate community partners. Need for research induction is highlighted in the HEQCO finding that one university held specific research-focused and separate teaching-focused NFOs (Miles & Polovina-Vukovic, 2012). It is apparent that given the demands of research in many fields, there will be considerable competition for faculty

time and effort between active research and scholarship and teaching, particularly in the lower undergraduate levels where the connections between advanced research and learning of basic concepts and skills may be difficult to create. As such, the Research Support Departments seek to help faculty navigate fund and grant finding. For those extremely successful in research and obtaining grants, they may be rewarded with a research professorship in which they have few if any teaching responsibilities. It is interesting to note this trend while at the same time (as previously stated), teaching professorships in which the sole responsibility is teaching are becoming more popular.

Community Engagement and Partnerships

As noted above, modern research, especially in areas of science, medicine, and engineering is often a very costly endeavour so faculty must seek to fund not only from traditional sources such as government agencies but also from business and industry partners or community organisations. Effective partnerships can be very lucrative with universities gaining potential rewards from the patenting of intellectual property, commercialization of new processes and technologies, and support for campus-based research facilities and student and faculty programs. The world of research partnerships is also very competitive. In a recent presentation Jim Balsillie, one of the founding partners of the prestigious Canadian IT Company, Blackberry, noted that Canada ranks second to last among countries regarding the ability to patent ideas resulting from research. He continued his observations stating that UBC was the only Canadian University listed in the Top 100 Universities granted U.S. Utility patents, with UBC having gained 29 patents compared to the University of California's 453. Balsillie summarized his views stating, "Canadians create world-class innovations, but we fail to commercialize them." (Balsillie, 2016) Statements such as these, by a prominent industry leader, indicate that universities are now regarded as central assets to economic development and international competition as well as being centres for education and the development of knowledge.

Further, the educational programs of universities are also often expected to accomplish the efficient preparation of students for new forms of work and for entrepreneurial activities in which they can create new businesses and employment.

Critics of these trends often refer to concerns about the “corporatization” of the university with the emphasis being placed on both education and research having very direct application to business and industry. This consequently serves to de-emphasize foundational teaching and scholarship in the humanities, arts, and social sciences, the so-called Liberal Arts curriculum (Kirby, 2007).¹⁷

A recent study of partnerships between universities and the creative business sector (i.e. film, music, graphic arts, software design) addresses the challenges and opportunities presented in the development of these relationships between academe and business. “An indisputably collaborative endeavour at best, university-industry research partnerships unleash talent and spark innovation. At worst, they undermine academic freedom and impede curiosity-driven research” (Whitworth, 2016, p. iv). It is very likely that the relationships among businesses and universities will continue to develop, especially as stimulated by government programs and incentives. This trend will require both established faculty and new appointees to develop skills that will be different from those fostered by their original graduate level education and will add a further dimension and demand among the responsibilities of teaching, community service, and research.

Chapter Summary

Newly appointed University faculty must develop an understanding of how the trends described in this chapter are playing out in the environment and culture of the institutions that they are joining. The transition that many make from graduate studies to faculty positions may be challenging and confusing, especially if there seem to be conflicting or unclear messages about expectations and the assessment of career progress. Ultimately, there is a need for university administrators and senior colleagues to pay attention to the processes of both formal and informal, structured and

¹⁷ However, even research in the social sciences and humanities can often require the management and development of research teams, possibly supported by costly technology or expensive field research. This means that even these areas of research and scholarly inquiry may entail faculty seeking external funding and developing partnerships with agencies outside the university or normal channels of research funding.

unstructured induction. When newly appointed faculty have difficulty making the transition to their new roles and settings there are costs both in personal, human terms for the new faculty, and costs to the effectiveness, efficiency, and general morale of the appointing organisation. Antonia Maioni (2015),¹⁸ writing in a special report to the *Globe and Mail*, has described the environment in which the modern university exists and must seek to flourish and contribute.

There is no more ivory tower. Modern universities are at the crossroads, of evolving social, economic and scholarly environments. Today, professors and all those who work with them are at the front lines of a diverse, interconnected, globally competitive world, pushing the boundaries of research and innovation, while training new generations of students. As institutions, Canadian universities are struggling to keep pace with this complex environment, while responding to the budgetary, technological and demographic demands brought about by the (welcome) influx of millennials.... Canadian universities are keenly aware that the world's growing complexity places new demands on them to better prepare graduates for the 21st century. Millennials and their successors need, and demand, an enhanced classroom experience that relies on professors who excel in research, innovate in teaching, and understand their responsibilities in expanding knowledge and forming future scholars and citizens. (para. 1 & 6)

While this thesis has focused on the experiences of recently appointed faculty, comments such as those presented above indicate that the process of orientation and induction—in-service education—will be on-going throughout the working lives of most faculty, even for very experienced faculty and senior administrators as they are required to rise to these challenges.

¹⁸ Antonia Maioni is highly regarded and involved with many important research-directed organizations (see Maioni, 2014).

Chapter 3 – Methods

*Give me six hours to chop down a tree
and I will spend the first four sharpening the axe.
- Abraham Lincoln.*

Introduction

This chapter outlines the research methodology and working definitions used to explore and understand how faculty recently appointed to positions at Westcoast University (WU) understand, make sense of, and reflect on their lived experiences about beginning and engaging in their roles as university professors. Specifically, this study takes the form of a phenomenological inquiry in which recently appointed career-track faculty members were interviewed about their experiences in assuming their positions and associated roles. The participants brought their life experiences to the interview conversations, including their previous experiences as students in academia, previous appointments, their personal observations of what it means to be a professor, experiences of working and learning their new roles, along with social constructs, backgrounds, and intrapersonal differences. In conducting this inquiry, my goal as a researcher was to develop faithful accounts of the lived experiences of the participants in becoming university professors. I also sought to explore the experiences of the participants in search of any commonly shared meanings that might be derived from their individual experiences (Cohen, Kahn, & Steeves, 2000; Sanders, 1982). In seeking to be faithful to a phenomenological inquiry, the conversations were loosely structured thereby allowing deeper engagement and exploration of particular participant stories, directions, and leads.

This chapter describes the methodological construct of phenomenology as employed in this study, the role of the researcher in structuring the interviews, data collection, and investigation of the qualitative data. The chapter also describes the

context of the university where the study was conducted and the process for participant selection and engagement.

Phenomenology

My attempt to grasp as complete an understanding as possible of how the study participants understood and made meanings of their personal and lived experiences of becoming and beginning work as tenure-track professors or faculty members was inherently a phenomenological undertaking. Loosely defined, phenomenology or phenomenological research is a theoretical construct and attitude through which a researcher strives to understand the essential properties composing a participant's conscious experience of a particular phenomenon. Put another way; phenomenology employs a research method that seeks to understand how phenomena are experienced in the consciousness of individuals and how they construct meanings (Creswell, 2007) in the process of living through and reflecting on the experience being investigated.

The genesis of phenomenology as a philosophical research construct is often attributed to Edmund Husserl. Husserl offered phenomenology as a possible methodology for the development of a science of being. He proposed the method as an answer to his criticism of the then-current psychological practice that tried to align its approach with that of 'natural science' by separating the psychological (relating to the mental faculties and marked by reflection) as 'cleanly' as possible from the physical, thus establishing what was deemed a "pure psychology" (Palmer, 1971, p. 2). Husserl argued that the 'pure psychology' of attending to only one aspect of a subject's experience, missed important context and created artificial composites (Jones, 1975). Instead, Husserl's phenomenology sought to identify and distill the reality of what *is* from the individual's perspective and description of the experience, based on what the individual believes *is*. In this way, phenomenological method sought to enable the distillation of 'reality' from a participant's description of an experienced form of this reality. In order to begin to comprehend a participant's experienced reality, however, Husserl identified the need for the researcher to guard against allowing his own subjectivity or interpretation of reality based on his or her personal experiences to effect research interpretation and results subjectively. Understanding conscious experience of phenomena was paramount to the phenomenological method.

Husserl (1963) defined phenomenology as “the science of the essence of consciousness” anchored in the pivotal discipline of a researcher’s intentionality for approaching their subject’s account [or subjects’ accounts] of a phenomenon specifically from a “first person” point of view, taking into consideration only that which was immediately presented to consciousness. To maintain this kind of objectivity, Husserl (1971) emphasized that the researcher must “practice an epoché” or phenomenological reduction similar to ‘bracketing’ - placing his own “world between brackets” (p. 4), thereby putting aside all presumptions or biases he might have in relation to the phenomenon being researched (Crowell, 2005; Jones W. , 1975; Osborne, 1994).

Later Martin Heidegger, one of Husserl’s former students and assistants, worked to reframe Husserl’s phenomenological construct highlighting the impossibility of maintaining objectivity devoid of researcher presupposition. As Smith (2013) summarized Heidegger’s position,

We and our activities are always ‘in the world,’ our being is being-in-the-world, so we do not study our activities by bracketing the world, rather we interpret our activities and the meaning things have for us by looking to our contextual relations to things in the world. (para. 43)

Being-in-the-world, Heidegger posited, is a condition of all individuals—including the researcher—as a functional participant alongside the research participant, with the researcher relying on their previous knowledge both in asking questions and interpreting the data (Heidegger, 1962). Heidegger challenged the idea of a researcher being able to “bracket” all presuppositions as proposed by Husserl, claiming that such bracketing was unachievable. Johnson (2000) summarized Heidegger’s message: “Understanding is never without presuppositions. We do not, and cannot, understand anything from a purely objective position. We always understand from within the context of our disposition and involvement in the world” (p. 23). While the researcher cannot be free from presuppositions, Heidegger noted that acknowledgement and openness with respect to this understanding - is essential. Agreeing with Heidegger’s position, Dahlberg helped introduce the concept of ‘bridling’ taking note of a need for a word that encompassed both Husserl’s purpose for ‘bracketing’ while yet encouraging a “reflective stance that helps us “slacken” the firm intentional threads that tie us to the world.” (2006, p. 16) Dahlberg continues,

We do not want to cut them off and we cannot even cut them off as long as we live, but we must, as Merleau-Ponty encourages us to, loose them up in order to give us that elbow room that we need to see what is happening when we understand phenomena and their meanings. (p. 16).

“Every being has a way of being.” (Heidegger, 1954).

In this vein, a phenomenologist is concerned with the lived experiences of his research participants and their ways of being, while acknowledging and bridling his own way of being to the best of his ability. Understanding that how one experiences an event may differ from participant to participant, the researcher seeks to apply a flexible methodology (Hycner, 1999) allowing for honest investigation of “social and psychological phenomena from the perspectives of people involved” (Welman & Kruger, 1999, p. 189). Consistent with Welman, Hycner takes one step further and punctuates the requirement for a flexible approach noting that the researcher ought not to impose a set method on understanding some experience or phenomena, “since that would do a great injustice to the integrity of that phenomenon” (p. 144).

On Experience

Scholars of phenomenology propose that to gain as complete a picture as possible of the research participant’s experience with the phenomenon being studied and to do it justice, it is important to define the composition of what is meant by ‘experience.’ McCarthy and Wright (2004) define experience as: “experience can be seen as the irreducible totality of people acting, sensing, thinking, feeling and making sense in a setting, including their perception and sensation of their own actions” (p. 54). Thus, if the phenomenologist is to account for the depth of an experience as lived by the participant, she must remain open to the stories her participants want to tell and allow the exploration of their particular *a posteriori* mental constructs from which the memories of the event being investigated flows. Where a researcher is committed to understanding the participant’s sensory experience of, and the meaning attributed to the phenomenon, openness and reflection are necessary. Remaining open and contemplative allows the researcher to see both that which is there in plain sight and that which conceals itself in the reflective nuance or essence.

On Essence

On the subject of essence, Max Van Manen (2010) writes:

Phenomenology practices an almost meditative, yet highly reflective attentiveness to the concreteness of the ordinary things of our world. And it is always striking, but perhaps not really surprising, that even the most ordinary of human experiences soon turn enigmatic – and ultimately allusive – under this reflective phenomenological gaze. (p. 25)

In other words, there is more of a story available if we pay attention to the easily overlooked elements within the expression of the experience. In the field of phenomenology these details are most often referred to as ‘essences’ which may at first seem hidden, but complete the picture and reveal more of the participant’s personal understanding of the experience.

Originating from the Greek word *εἶναι* which means ‘to be’ (“Essence,” 2015), “an essence constitutes the being of a thing; that ‘by which it is what it is’” (definition 7). In other words, a thing does not exist apart from of its essences. The essences are inherently connected to the composition of the thing. The essences exist. Yet the perceiver’s experience and conscious identification of those essences will define the things unique to that perceiver’s perspective. Dahlberg (2006) describes this relationship between experience and essence beautifully:

We see essences continuously; i.e. when we experience the world, we see essences. When I lift my gaze from the keyboard and look out of the window of my study, I see apple trees and horses. In order for me to see these phenomena I must, per se, in an immediate way grasp their essences. I cannot say that I see an apple tree or a horse without grasping the essence of these phenomena that which makes the apple tree an apple tree, and not a plum tree or a bush, or that which makes the horse a horse, and not a cow or mule. I cannot even separate an apple tree or a horse from their essences. When we attend intentionally to a phenomenon, when we understand that phenomenon and what it is, we are involved with essences. (p. 12)

Essences of an experience are integral to the experience itself. Contexts, beliefs, prior knowledge or understanding, engagement with the human senses, and the emotional interaction in an experience may all contribute to personal understanding and meaning making of that experience (Ignelzi, 2000). So, with particular consideration for the essences Creswell (2007) emphasizes, “Researchers search for the *essential*,

invariant structure (or essence) or the *central* underlying meaning of the experience and emphasize that *intentionality of consciousness* where experiences contain both the outward appearance and inward consciousness based on memory, image, and meaning” (p. 52).

Put simply; essences are the parts that make up the whole. They are manifested in the detail, the colours, and the nuance of feeling and connections with the perception of self. Finding and considering essences might be regarded as analogous to experiencing in a piece of art. At first viewing, the viewer will most often form an assessment of what the artwork represents. Upon further investigation, remaining open and willing to consider possibilities within the art, detail, and colour, subtle nuances, and flavours are observed and available for consideration. Openness and thoughtful consideration for how those elements contribute to the underlying message or meaning within the art are to consider its essences and thus engage deeper understanding (Dahlberg, 2006; Finlay L. , 2008; Smith D. W., 2013).

As we know, not all observers of art discern consistent messaging or propose deeper understanding. For this reason, the researcher’s approach to engagement in phenomenological inquiry shapes the exploration, and every effort must be made to acknowledge and maintain conscious consideration for the purpose of the phenomenological approach. Moustakas (1994) summarized it this way:

[Phenomenological research] seeks to reveal more fully the essence and meaning of human experiences; it seeks to uncover the qualitative rather than the quantitative factors in behavior and experiences; it engages the total self of the research participants, and sustains personal and passionate involvement; it does not seek to predict or determine causal relationships; and it is illuminated through careful, comprehensive descriptions, vivid and accurate renderings of the experiences, rather than measurements, ratings, or scores. (p. 105)

Overly simplified, the researcher’s primary function is to examine the participant’s expressed retelling of some ‘lived experience’ or phenomenon with the objective of creating meaning through reflective consideration of clear and nuanced details. The ‘lived experiences’ of the participants (Creswell, 2007; Kvale, 1996; Seidman, 2006) and the ‘essences’ of their reality hidden within the appearances are of great importance to the phenomenological researcher and require a particular attitude of phenomenological inquiry.

Role of the Researcher

Situating Self

Integral to any qualitative research is ensuring that the role of the researcher is defined. Where a phenomenological inquiry is invoked, this is even more important as the research method itself involves the researcher making choices within a semi-structured interview based on participant responses and personal understandings (Kvale & Brinkmann, 2009; Moustakas, 1994; van Manen M., 2010). The researcher's relationship and personal experience with the topic of study constitutes a personal component that must be taken into account. Moustakas (1994) noted that most often a research question "grows out of an intense interest in a particular problem or topic" (p. 104).

Throughout my own educational experience from high schooling onward, I have wondered about these questions:

1. What are instructor's perceptions about their responsibility in preparing students?
2. How are instructors prepared for teaching?

In my tenure as a high school teacher and administrator and now as Director of Learning for a consortium of schools in western Canada, I have often been subject to commentary from secondary school teachers who contend that they must teach a particular way in response to the need to prepare students for upcoming university instruction. If a student is to be successful in the university classroom, they argue, adherence to a more rote form of high school instruction must be followed. However, is there truth in the stereotype that university faculty view their instructional roles as one predominantly preoccupied with the dissemination of information? This was a question that influenced my choice to pursue the research reported here.

I am passionate about education and the art of teaching and instruction. As the investigator in this study, I recognise that I possess the knowledge and certain personal understandings about teaching, learning within the university context, and various social stereotypes about university faculty. Acknowledging this reality, I have worked to guard

against enacting personal prejudgements, perspectives, and biases, consistent with the methodology of phenomenological inquiry.

Critical to the method of a phenomenological inquiry a mindset appropriate for researcher engagement is the adoption of a “phenomenological attitude.” Findlay (2008) outlines it as follows.

The “phenomenological attitude” involves a radical transformation in our approach where we strive to suspend presuppositions and go beyond the natural attitude of taken-for-granted understanding. It involves the researcher engaging a certain sense of wonder and openness to the world while, at the same time, reflexively restraining pre-understandings... Engaging this attitude involves a preparedness to be open to whatever may emerge rather than prejudging or prestructuring one’s findings. The aim is to connect directly and immediately with the world as we (and, through empathy, as our research participants) experience it. (pp. 2–4)

Adopting a phenomenological attitude or contemplative openness involves practising an *epoché* throughout the research, adopting an openness that is both compassionate and empathic, and is reflective (or reductive) in exposing and making meaning of the essences of a participant’s experience that allow the researcher to encounter ‘an Other.’ The investigator’s goal is oriented toward as full an understanding as possible about the experience of the Other. Openness, curiosity, compassion, and empathy highlight the phenomenological attitude within the context of interviewing a participant with the purpose of gaining as complete an understanding possible. Interviewing with wholeness in mind - consistent with Martin Buber’s work on dialogue and considering the Other from an I-Thou stance. Buber wrote, “Only as a partner can a man be perceived as an existing wholeness... So long as the other is for me the detached object of my observation... he will not yield his wholeness and its centre.” (Buber, 1965, p. 27) So it was, that I worked to approach each of the participants and interviews in this study with this kind of phenomenological attitude.

Interview Methodology

Before each interview, I reminded myself of the personal predispositions and perspectives that might steer the conversation away from the participant’s story. I reviewed Husserl’s conceptualization of ‘bracketing’ and Dahlberg’s extension of Husserl’s idea in her articulation of ‘bridling.’ In this way, I was reminded to guard

against jumping to conclusions or assumptions as a result of my past experiences and instead allowed myself the freedom to curiously fully engage into the context of the participant's recounting of his or her lived experience. Conscious consideration for my beliefs and presuppositions earmarked my first step in practising *epoché*. The need to safeguard the practice of *epoché*, or "the setting aside of all historical and natural assumptions and factual knowledge in order to be able to apprehend more readily the phenomena and the subject's consciousness of them" ("Epoché," 2015, definition b) constantly remained in my conscious thoughts. The practice of *epoché* was critical to my understanding that the manner in which we interact with the world is consistent with the manner in which we understand the world to be. These understandings constitute our "natural assumptions and factual knowledge" as defined in the Oxford English Dictionary (OED). Therefore, finding a way to remain open (van Manen, 2014, p. 217) in phenomenological research requires a practice of *epoché* - acknowledgement and suspension of personal beliefs, presumptions, common understandings, held convictions, scientific explanations, and our experience of the phenomenon (van Manen, 2014). In keeping with this, I worked to record observations and thoughts during the participant conversations so that these could be revisited later.

The attempt to suspend judgment and to avoid allowing my previous knowledge to colour the conversations allowed me to approach the research questions with a fresh, almost naive outlook. As Moustakas has noted, engaging in the *epoché* while engaging in phenomenological research facilitates the possible discovery of profound knowledge that comes into focus through re-visitation of phenomena "from the vantage point of a pure or transcendental ego." (1994, p. 33).

To this end, I worked to embrace and enact a phenomenological attitude characterized by openness and wonder while engaging the *epoché* through bridling and working to suspend both my personal beliefs and understandings and any propensity for doubt (Schutz, 1962) that there can exist other ways. Consistent with the phenomenological reduction techniques outlined by Finlay (2008), I engaged each participant's story through an iterative and dialectical process of hermeneutic reflexivity. Reflexivity in this context is defined as the "process of continually reflecting upon our interpretations of both our experience and the phenomena being studied so as to move beyond the partiality of our previous understandings and our investment in particular

research outcomes” (Finlay L. , 2003, p. 108). The process of theming and making observations from the transcript data and field notes served as a primary reflection process. This was followed by the creation of multiple versions of the participant narratives (or stories) found in Chapter 4, an act that required frequent re-reading, reflecting on, and “living” within the data. As noted by Colombo (2003) “narratives may be considered as a tool to access the interpretative frameworks that actors are using to construct their accounts of events and to make sense of their action.”

I worked to suspend consideration of stereotypes and ‘likely’ outcomes of preconceptions. I reminded myself that each participant’s story and experience of becoming a tenure-track faculty member would be different, and those differences were realized as a result of differences in their personal attitudes, experiences, prior learning, and interpretations. There are no standards that apply. Each is unique and requires treatment congruent with this reality.

I then aimed to understand the phenomenon as experienced by the participant inclusive of their particular understandings of the world and loosely following a set of questions for the semi-structured interview.¹⁹ For me, this meant investing in the participant’s experience by actively listening and inquiring into their particular story as expressed with their personal meanings and ways of being. Akin to watching and participating in the story presented by a good movie, I worked to allow myself to be story struck²⁰ in a manner that allowed the formation of an initial empathy. I took notes throughout the conversation paying particular attention to apparent story tangents and body language. Where deeper provocation was warranted, I asked questions to further understand the conditions of, or their reactions to, their experience of the phenomenon. In many cases, the conversational tangents facilitated deeper reflection and recall regarding those previous life experiences. Following each conversation, I interrogated my understandings by reflecting further on the participant’s account of their experience and making further note of my thoughts on this front. Repeated visitation to the

¹⁹ Guiding interview question outline in Appendix D.

²⁰ Highlighting as immersive an experience possible into the story - mental, emotional, social, and spiritual.

transcripts, recorded audio interviews, my notes and subsequent reflections lead to the writing of the participant portraits as presented in Chapter 4.

Data Collection

Conversations were purposely held in the offices of each participant with the intention of ensuring that they felt a sense of trust and comfort. A sense of comfort (Boyce & Neale, 2006; Turner, 2010) and “conversational intimacy” (Corbin & Morse, 2003) is important (Booth & Booth, 1994) where the participant is being asked to share “their story” openly and honestly. (Creswell, 2007, p. 133). To aid in achieving this goal, I brought hot beverages and snacks to facilitate further a sense of “gezelligheid,” a Dutch word encompassing a cosy, warm, and friendly atmosphere of belonging.

Each session began with introductions, some small talk, and the participant’s signing of duplicate Consent Letters. Participants signified their agreement in having the interview recorded, allowing for the use of anonymous quotations, and were provided with the option of reviewing and commenting on transcripts post interview. All participants declined to have their transcript sent back to them for consideration or comment. Each conversation took between 45 and 60 minutes and was semi-structured - conducted with open-ended questions (Creswell, 2007) allowing appropriate flexibility (Gall, Gall, & Borg, 2003) for participant topic injections and extensions of the conversation. Guiding interview questions (Appendix D) were created to help facilitate dialogue with the participants while also serving to help retain focus on the breadth of possible experiences associated with being a new academic faculty member.

Interviews were audio-recorded with consent, and notes were made during the interview regarding observations of participants’ office environments body language, the tone of voice, hesitations, follow-up questions, and researcher-intuited participant values. Following each interview, participants were asked to complete a short questionnaire designed to collect some basic demographic information and the participants’ perspectives on their use and the perceived instructional value of various pedagogies and technologies (Appendix E). After thanking a participant for their time, participation, and honesty, I took time as soon after the interview as possible to expand and augment brief handwritten notes made during the interviews. Later, I transcribed all

audio recordings. Each interview produced rich and insightful conversations. As participants shared their experiences and perceptions, of the journeys of learning the multiplicity of roles associated with being a professor, I was struck by their level of openness and honesty.

Investigation of Data

The recordings and transcripts of the interviews, as well as field notes made during them, were considered and analysed, notes being made of interesting participant perspectives and language choices. Early in the analysis phase, I attempted theming and coding using various software packages including Atlas TI™ (1997) and NVIVO™ (2012). Neither foray was productive as the utilisation of the technologies continually steered me back toward quantitative analysis.²¹ Instead, transcripts were printed to paper; texts were highlighted, and abbreviated thematic notes were written in the transcript margins.

To further refine and identify consistent phrases, expressions, or ideas that were common among research participants (Kvale, 2007), I highlighted data in the transcript texts and added any of the relevant body language cues or associated notes that had been recorded. I then connected each highlighted text with the appropriate participant pseudonyms and aggregated all of the components into a personal database. As each passage was entered into the database, it was topically coded, that is, I ascribed one or more general topic headings to the captured text, and placed these headings into another data field. Once codes were entered, those codes were organized into parent categories, and lead to clusters of three dominant emergent themes: 'induction,' 'teaching,' and 'evaluation and balance of roles.'

Once themes emerged, each interview was revisited by listening to and reading the transcript concurrently, repeatedly (Hycner, 1999) in order to critically check my understanding of the themes. Further summarization of each participant's interview

²¹ I recognize in myself a particular penchant for quantitative analysis. In this study, however, the desire to do so was something I wanted to overcome, thus allowing myself more attention to the phenomenological purpose. Quantitative analysis was also leading me toward a mindset of empirical generalization, which was not necessarily appropriate in this case. This also represents a limitation of this study.

served to elucidate connections between the experiences of participants in learning and living within their new roles. Summarization of participant experiences also exposed differences. Commonalities and differences in experiences both contributed to better understandings of the participants' inner worlds and how they made meaning of the experience of becoming a professor at WU. The summaries and re-readings were ultimately used in the creation of the participant stories in Chapter 4. Ellenberger (cited in Hycner, 1999) describes this approach:

Whatever the method used for a phenomenological analysis the aim of the investigator is the reconstruction of the inner world of experience of the subject. Each individual has his own way of experiencing temporality, spatiality, materiality, but each of these coordinates must be understood in relation to the others and to the total inner "world." (pp. 153-154)

Finally, attention was turned to seeing the essences inherent to the experience of appointment as new faculty at WU. Attention was paid to elements potentially hidden within the data, or perhaps assumed or left unsaid, but without which the participants' articulation of experience would not be possible. All of these elements of data investigation were incorporated into the writing of the participants' stories as presented in Chapter 4 and discussed in Chapter 5.

Context and Participants

University Context

Westcoast University²² (WU) is a large, public, research university with multiple physical campuses located in a large urban area in the province of British Columbia. With a student population of over 35,000, undergraduate students account for 90.3% and graduate students the other 9.7%. The student body is ethnically and culturally diverse, representative of the metro area in which the university is situated. Noted as encompassing "exceptional diversity" by the university's president, this diversity is protracted by a healthy international student population that accounts for 18.3% of total student headcount 16.8% of the undergraduate composition and 28.3% of the graduate

²² Westcoast University is a pseudonym for the actual site of the research. The name was changed to further protect the identities of the participants.

population.²³ Students are served by a full-time equivalent²⁴ of 941 academic faculty members, a student to faculty ratio of 37:1. Limited on-campus accommodation is available for students,²⁵ meaning that a vast majority²⁶ of students commute to and from the university. Residence accommodation on campus has been at capacity each year throughout the course of this study.

Westcoast University is committed to excellence and engaging its students, in research and with the community as its central tenants. To this end, upholding each of these goals is listed as an integral focus in the current strategic plan (WU). WU's school calendar is organized in a tri-semester format with classes being offered on-campus from 8:30 AM-9:00 PM, on weekends in some cases, and with some online courses through distance education. Faculty assignments are scheduled across a 12-month operational year and the eight primary faculties offer a broad spectrum of bachelor, masters, and doctoral degrees. In the 2013-2014 year for example, over 5000 Bachelor, 890 Master, and 175 Doctoral degrees were awarded.

Participants

Consistent with the methodology of phenomenological inquiry, the participant selection process involved recruiting individuals who have lived the phenomenon being investigated (Creswell, 2007). The following specific criteria were used in the recruitment process:

²³ Percentages calculated from various reports, then averaged for the 2014-15 school year.

²⁴ Full-time equivalency is a calculated number representative of full-time, part-time, adjunct, sessional, and visiting professors. The concept of FTE is used to convert the hours worked by all employed faculty into a count of how many full time staff would be required to achieve the same number of worked hours.

²⁵ Based on total residence capacity numbers published by the university and current enrolment, residence can accommodate approximately 5% of the total student population.

²⁶ Approximately 95%.

- Participants must be “newly appointed,” defined in this study as being within their first five years of any tenure-track²⁷ assignment (research or instruction focused) at the time of interview.
- Participants could be from any department/faculty/school within the University. For the sample, distribution across departments was sought.
- Participants could be located at any campus of WU.
- Participants could be of any gender.
- Various levels of involvement with previous post-doc experience in non-tenure-track positions were expected.

Participants were enlisted as a sample of convenience and were self-selected based on the criteria presented. First, participant solicitation was attempted through personal connections and assistance from the University’s Teaching and Learning Centre, but these sources realized no yield. Assistance was then requested from the Office of the Vice-President Academic who agreed to send an invitation for participation to all faculty fitting the study criteria. Fifty-three faculty fit the criteria for involvement. An email containing an invitation for research participation, assurance of anonymity, and confirmation of ethics²⁸ approval (Appendix A), was sent out to all recently appointed faculty on two occasions, six months apart. The first email campaign secured four participants who were then immediately contacted for interviews, and the second garnered an additional five study participants. In all, nine participants representing nearly 17% of the identified possible pool of participants were selected and interviewed.

While there exists a vast spectrum of opinion regarding the recommended number of interviews for qualitative research ranging from 1 to 60+, in the review paper

²⁷ Tenure-track appointments are defined as those where the participant acknowledges full time employment with the university and specific career aspirations including a viable promotion path from their current position into an appointment at the rank of Professor, Associate Professor, Assistant Professor, Teaching Professor and Instructor as outlined by WU’s tenure track appointments policy.

Traditionally a Lectureship would not be considered a tenure-track position; however, of a new policy at WU has created the designation of Teaching Professor and provides a career path for promotion from Lecturer to Senior Lecturer and potentially to the tenured rank of Teaching Professor. In this study the participants hired as lecturers or instructors noted that research was seen an optional yet encouraged aspect of their roles in their assignments.

²⁸ Ethics approval documentation in Appendix B.

titled *How many qualitative interviews is enough?* a pioneering researcher, Harry Wolcott is quoted as addressing the question in this way

That is, of course, a perennial question if not a great one. The answer, as with all things qualitative, is “it depends.” It depends on your resources, how important the question is to the research, and even to how many respondents are enough to satisfy committee members for a dissertation. For many qualitative studies one respondent is all you need – your person of interest. But in general the old rule seems to hold that you keep asking as long as you are getting different answers, and that is a reminder that with our little samples we can’t establish frequencies but we should be able to find the RANGE of responses. Whatever the way the question is handled, the best answer is to report fully how it was resolved. (Baker & Edwards, 2012, p. 3)

Given the pool of possible participants and the scope of this research pertaining to a particular research university in western Canada, between 6 and 12 participants was identified as the participant count goal for this study. While the researcher was happy with the 9 participants and the range of stories secured, the relatively small number of participants could also represent a limitation that will be discussed in Chapter 6.

As potential participants volunteered, communication was established by email, and I confirmed that each met the criteria of the study. The selected participants were asked to review the Informed Consent letter (Appendix C),²⁹ and interviews were scheduled. The participants represented nine different faculty departments within Westcoast University and held an average of 1.75 years of experience in their new tenure-track appointments. Three participants were female, six were male, and all participants were tenure-track faculty hired within the last five years. Participants were engaged in an in-depth semi-structured interview and also were asked to complete a short survey providing some demographic information and their perspectives on the integration of technology and media with their teaching. Table 1 presents anonymized faculty names, gender, years of experience in their positions, and rank. Departmental affiliation is not reported to ensure privacy and the anonymity of participants better. That said, the participants collectively represent the following departments/schools: Biological

²⁹ Participants signed two copies of the consent for participation prior to the start of interview. The researcher retained one copy, while the participant retained the second.

Science, Business, Computer Science, Engineering Science, Linguistics, Geography, Philosophy, Sociology, and Systems Engineering.

Table 5.
Participant Gender, Year of Experience and Rank

Name A.K.A.	Sex	Years	RANK
Bruce Green	M	0.5	Assistant Professor
Charlie Nugent	M	3	Assistant Professor
Hannah Atwater	F	4	Assistant Professor
Juliet Leuven	F	2	Assistant Professor
Kris Strong	M	1	Assistant Professor
Mary Baylor	F	3	Assistant Professor
Ehyeh Trechet	M	1	Lecturer
Izzy Mann	M	1	Lecturer
Shifu Cacy	M	0.25	Lecturer

Chapter 4 presents the stories of each participant.

Chapter 4 – Participant Stories

Telling someone about your experience breathes new life into it, moving it out of the inchoate swirl of unconsciousness into reality. It takes on form and allows us to examine it from all angles.

Mandy Aftel

Introduction

The new faculty involved in this study all worked within the same university but represented different schools or departments. Each professor was easy to talk to and wonderfully open and transparent. At the time of the conversations, all participants were within their first five years of appointment along a tenure track position. They shared stories of their introduction to the university, their various roles, and their contact people within their departments. Each expressed views noting that while he or she experienced some struggles during the journey of learning into his or her roles, they either loved or were beginning to love the multiplicity associated with his or her roles.

Personal context and story are an important consideration in examining the phenomenological essences of an interviewee's experience. In the case of this study, previous experience in academia, departmental culture, and individual understandings represented significant diversity. As such, the purpose of this chapter is to provide a window into each participant's expressed experience of being and becoming a new faculty member at Westcoast University.

Each participant's story is presented as a portrait with the intention of introducing the reader with the flow and feel of the conversation while also providing a sense of the participant's voice. To this end, each story includes some account for the mood and essence of the comfortable conversations. As Moustakas (1994) has pointed out, the emotive expression and feel of a relaxed conversation provide an opportunity to

understand better the essence of what is being communicated. The participant stories as offered here are therefore distilled from the conversational interview experience, transcripts of the conversation, and my field notes. The stories are faithful to the conversation without being verbatim transcripts. The difference might be seen as that between a photograph and a drawing or painted portrait. While it was a challenge to not inject personal commentary about the possible significance of the stories or make connections to topics addressed in the literature review and the general research questions, much care was taken to avoid this in this chapter, leaving interpretation and discussion to Chapters 5 and 6.

Professor A – a.k.a. Dr Kris Strong

Dr Kris Strong has been teaching and researching at the university level in some capacity for the past 13 years. He is single, has no children, and has worked very diligently to get here. He has experienced the culture within a variety of universities in North America, having served previously as a lecturer, post-doctorate fellow and assistant professor. Dr Strong is now in his first year of a tenure-track position at WU. At the time of our conversation, Dr Strong was deeply engaged with his research semester following two teaching semesters.

In his office bursting with books from floor to ceiling, Dr Strong speaks with a mild-manner and palpable self-assurance. Leaning back in his chair with a reflective body posture he conveys an aura of confidence in his abilities and knowledge within his subject area and seems moderately annoyed with my initial line of questioning about the induction practices of the university. He noted that a complete lack of any formal induction processes to the faculty within WU is not an issue. Rather, he offers,

There were things offered to me through the TLC, and I have to confess I didn't use all of them because I have landed in different schools several times now and, I know the drill to be honest.

Dr Strong seems naturally gregarious and self-confident in nature. His familiarity with how universities work allows him to “just sort of jump in” to a new role and provides him with the freedom to simply “talk to colleagues and the chair and support staff” to find answers to any questions or concerns. He reiterates that he knows “pretty much what's out there,” and as I echo this statement back Dr Strong augments, “I hope so. That's a pretty dangerous assumption, I guess.”

As we continued to speak, Dr Strong seems to warm up to the conversation and leans in as he is speaking. “The focus [of a professor's role] is clear,” research and work on research are a clear priority. He says,

Um, on the tenure track, you just gotta throw out all the – I don't even, sort of, um – teaching isn't what needs to be done to just ... I mean, I think... if you want... everybody will tell you this – hopefully, they should – you teach too because that's what you are supposed to do. You gotta get it done, but 100% of your time should be research.

The focus was clear, but it felt as though there was more to the story. While a focus on “research and conveying the contents of that research to the large academic world, [and] also to society in general why your research is relevant” is seen as trumping all other aspects of the professorial role, Dr Strong points out that he sees teaching as a chunk of completing that communication.

I see the teaching as part of doing research. You don't understand anything until you teach it. So I think it's really important to be teaching while you are doing research... it helps you think more clearly. Students ask big questions, so it lets you think about the bigger issues sometimes, and gets you out of thinking about the very tiny world you are researching. Because it's tiny.

I feel as though Dr Strong tolerates the requirement for teaching as it presents some benefit in creating cognitive space for rearticulating ideas and solidifying personal understandings within his. Dr Strong asserts very matter-of-factly that teaching is just something that must be done, mostly in isolation, and predominantly by way of the lecture. Dr Strong expects all students to attend lectures and fill in the blanks on previously posted notes and suggests “most of their learning will happen ... [will] click when they go do it by themselves.” “I'm not an elementary school teacher,” he muses – “I like to lecture and I like students to take notes.”

Consideration for alternate pedagogical methods and delivery methods for engaged learning are not of much importance to Dr Strong. Content is king. As we spoke further, his position softened somewhat, and Dr Strong talked about his ultimate goal for student learning and the art of teaching –

...is to lead them toward finding the pattern and the generalization by artfully and slowly showing them what they need, so it comes from them.

However, ultimately, that kind of teaching is “just a lot of work” and a “priority that is just not high on the list.”

Despite Dr Strong's obvious affinity for research, the conversation seemed to take on a more progressive tone as he began to express a latent interest in the art and scholarship of teaching. His desire to engage and educate students seemed to smoulder as we spoke. His consideration of pedagogical methods and creativity in teaching was something he noted being a conversation which was “not one [he] had ever really

thought about.” Dr Strong’s earlier apparent indifference to teaching due to perceived university demand to focus on research seemed to transform during our dialogue into one that presented itself as more akin to an honest reflection about his role of instructor.

Professor B – a.k.a. Dr Charlie Nugent

Dr Charlie Nugent has been serving WU for the last three years as a teaching faculty member and brings nearly half-dozen years of previous experience. He worked as a science technology researcher in industry for one of North America's original tech giant companies and also served as an adjunct professor at a university in the eastern USA. He is married and has two young children, and has always "had [his] sights on working within the world of academia."

For our conversation, we met in Dr Nugent's office that presented itself more as a living space than a university office. There was plenty of afternoon light pouring through the large west-facing window, and the room was decorated with many of the 'touches' of home – family photos, soft lamp lighting, and various notes, cards and keepsakes from students. It felt welcoming and emanated great care for and attention to his physical space, offering a distinctive hospitality.

Dr Nugent started, "I actually interviewed twice for this position here. Once when I first came out of grad school – didn't get it – and then once three years ago." Noting how it had been "a long work journey" until he found himself in this position, Dr Nugent highlighted his vocational change from technical industry to academia this way:

So, compared to my industry job, I get paid less, I work way more, but I value it so much more. I feel so much more accomplished because of it. There's nothing more rewarding than seeing a student say to me after the end of the term, "wow, I really enjoyed your class. I know now exactly the kind of job I want when I'm finished school." And you don't get them very often, maybe two or three a term, but just hearing that is amazing. And that's, I think what... even if I don't hear that, but I know there are some students who are thinking that... to me, that's what keeps me going I guess. I just love the fact that I feel like I'm actually helping people.

Driven by a desire to help individuals, Dr Nugent maintains a strong commitment to teaching as the focal purpose for all of his work within the diversity of faculty roles through our conversation. He acknowledges ebbs and flows where priorities must fluctuate, but not at the expense of good teaching. "If it's a teaching term and I have two courses, I will spend as much time as I need to make sure I feel prepared to teach those

classes, and research will take the sideline.” “My main purpose is just teaching,” says Dr Nugent,

certainly there’s the obvious - I teach classes and I teach undergrads, but then there’s the less obvious – I’m doing research, but I’m not doing research – I’m teaching graduate students how to do research... And so, it’s all sort of teaching and teaching lots of people about different things... Like, when I was in industry, I was doing the research myself, and I was really doing research. I could do research now, but I don’t have the time so I teach others how to do it well. So, teaching about research. But even in just conversations with students, I also teach them about life. Like, we talk about their personal problems, or how they intermix school and their personal life, and any suggestions I might have. So it’s this constant teaching role.

Dr Nugent noted that the university had never formally trained or introduced him to what teaching was to look like. Rather, Dr Nugent recalled that his formal introduction to the university consisted of a “campus tour” where various services like the library were pointed out. In an informal capacity, however, he met the library liaison and a few individuals from his department. Dr Nugent had “a couple of [informal] coffee meetings,” of which “probably the most prominent [meeting]” was a meeting with “one of the faculty ... at a conference [they] were both at... about two months before [he] started.” Dr Nugent is confident in his ability to seek and find answers through social networks within his department. The atmosphere and instructors within the faculty are very open to sharing and “that culture is really beneficial,” Dr Nugent punctuated.

This healthy departmental culture was also introspectively perceived as a contributing factor in Dr Nugent’s constant desire to improve his teaching practice. He noted that engagement with the scholarship of teaching, “is valued amongst the faculty. So I kind of see that as something I should be doing as well, and I know when I came to WU, I didn’t have that mindset.” For Dr Nugent, continued teaching development has “been a learn-as-I-go thing,” made easy by the positive culture and collegiality within the department. He shared,

One faculty member sent around an email, for example, talking about just in time teaching and I followed up with him and said, “Hey, this looks interesting.” He suggested a book to read. I read the book. Then I started using that method in my classes. Another faculty emailed about gamification in classrooms, suggested a book, I talked with him; I read the book, and I started incorporating that in my classrooms... Just kind of picking it up as I go.

Dr Nugent's interest and commitment to refining his teaching practice stemmed out of one of his "biggest challenges in learning to teach [in his department, which] was figuring out what students were like." Each semester he considered the question, "what worked for [his students] and what didn't." Then Dr Nugent tried "to re-tweak things for next term." In perhaps one of Dr Nugent's most illuminating comments showcasing his view of teaching he said,

And even though it's been three years now [there is] one course I have taught consistently for the whole time [and] I'm still changing it because I'm still learning how a student [in this department] likes to learn.

Dr Nugent's focus on the social, emotional, interpersonal 'people' aspect of the professorial role seemed highly evident and emerged as a common thread through all levels of our dialogue. He noted that he chooses his teaching methods based on the learning needs of his students. "I want them to be able to learn on their own and use the technology that makes sense to them." Where there exists a potentially beneficial education technology integration, he tries "to think about how [he] can use the tools" in class.

Dr Nugent says clickers "are overly simplistic," but "for some reason [my video recorded lectures] are much more popular than my actual lectures." In his view, adopting any new technology causes him to "always feel this risk" of not knowing "if it's going to work out well, or if students will like it, or how it is going to affect evaluations." Ultimately, this perceived reality and uncertainty causes tension,

I don't want the style of teaching to affect my evaluations. It's a shame, though; I want to be risky, and I want to try new things, but I don't want any backlash.

After an hour with Dr Nugent, I was convinced of his passion for teaching in higher education. I felt the tension as he described the possibilities he saw for improving learning among students juxtaposed against a perceptibly rigid assessment advancement evaluation system within the university. Looking toward his future, Dr Nugent said,

My goal is that I want to become a full professor. I know some faculty maybe don't care once they hit tenure [and] they're just fine doing whatever, but I do want to get to 'full.' I do want to be known as a really good teacher. Plus, also a really good researcher. So I guess, I'm an overachiever.

Professor C – a.k.a. Dr Bruce Green

At the time of our conversation, Dr Bruce Green has completed his first month in his new role as an assistant professor on tenure track “with a research focus.” He comes to the position immediately following completion of his Masters and PhD at a State University. While engaged in his studies, he gained experience teaching in the classroom and also worked to complete a teaching certification from the same university as he “thought it would help [him] in the job market.”

We met in Dr Green’s new and still sterile office. A computer and a few papers found their homes on the desk, while the bookcases stood near vacant but for a single book titled “Teaching for Quality Learning in University,” a book I would later learn was a hand-delivered welcoming gift from WU’s Teaching and Learning Centre department liaison. We each sipped our fresh Starbucks coffee and engaged in dialogue.

Dr Green seemed excited about the new challenges and culture he would encounter at WU. While he was “not concerned about preparations associated with [teaching],” Dr Green spoke about how “there are certain things [at] WU that are different from where [he] did [his] PhD” and that those differences need to be taken into consideration as he engages in preparation for the teaching aspect of his research focused position.

The quality of the students, the undergrad students here at WU is supposedly really good... they have a really strong reputation for the undergraduate program... [Faculty] talk about a level of conscientiousness and effort that students put into their work here. And they are consistently impressed by the nature of the conversation that happens in seminar classes, and the quality of work that is submitted.

“WU,” he said, has “a little bit more of a teaching focus than [other universities], but is still mainly research focused. That’s kind of what attracted me to WU.” “The people who hired me and recruited me here were very good at communicating expectations.” Following “conversations with almost all the faculty in [his] department,” Dr Green attended the “new faculty orientation” which he noted as “somewhat helpful and somewhat not helpful.” Reflecting on the orientation, Dr Green suggested that having “massive amounts of information thrown” at him was not overly helpful. Rather, “it would

have been easier if they had just given a few key contacts that [he] could've used to ask the questions as [he] needed that information." In contrast, Dr Green found his faculty's orientation and the proactive contact from the T.L.C. to be "very helpful." The orientation provided by the faculty was tailored to "research and teaching expectations" and Andrew from the TLC engaged in a few "lengthy conversations" about teaching and offered "to help [Dr Green] work out any issues [or concerns] as [he] start[ed] developing [his] teaching."

Dr Green's department was presented as one with a healthy culture of openness around engaging with the scholarship of teaching. "Probably half of my conversations with faculty around here are associated with teaching and how teaching is going," he said. I was almost surprized by this comment. Despite reasserting his vocational focus and positioning squarely on research numerous times, Dr Green seemed to pay high regard for his role in teaching. He said,

I want to be a great teacher. I want my students to feel like they can be engaged in class and feel like they are learning a lot. That's really important to me... You are kind of like an ambassador for [students] here... A faculty member's responsibility [is] to do the best they can in the classroom and try their best to make sure that their students are learning and engaged.

His consideration for the life-world and perspectives of all students seemed obvious. "I am particularly sensitive to individuals with learning disabilities, or how my class can be inclusive to people with different levels of social anxiety," said Dr Green. "So I like to do a lot of interaction and communication in my courses with a lot of participation. If I notice there are certain people that aren't participating, I do take it upon myself to go out of my way to kind of include them and ask them what they are thinking about a certain topic. And it also comes down to how I kind of grade... I always make sure I have a structured rubric set up clearly, with clear examples of what hi, mid, low-level performance is so that my own personal biases associated with the students don't come into play in terms of that evaluation. Because we know that that is likely, and it's not as fair as having like a structured or more objective evaluation." Dr Green utilises a variety of teaching methods and technologies to "break up" class facilitating increased student engagement.

As we continued to discuss the teaching methods Dr Green used during instruction and his seemingly fervent commitment to engaging with the scholarship of teaching, I wondered about his unswerving assertion that he “fashions himself as a researcher.” Why would he not present himself as a professor who wears both specialities? On this topic, he stated,

I don't think they reward you for being an exceptional teacher. I don't think that that's something that – because it's a part of a culture at a research focus school - or at least just this department - if I was doing a bad job at teaching that would be held against me. And if I was doing a bad job at teaching and my research wasn't very good I would probably be in trouble. But if my research was really good, and my teaching wasn't that good, then I would probably still be okay. So they kind of look at it as a holistic kind of picture.

As long as you're doing really well in research, I think your teaching can suffer a little bit, though it can't be really bad. At least, that's how it's been communicated to me...

And, the people who get the most credit for being a great person to have around too, are those great researchers. So, I think that's indicative of a culture that values research over teaching, though teaching is important.

Professor D – a.k.a. Dr Mary Baylor

Dr Mary Baylor has an impressive research pedigree within academia and is well known for her scientific leadership and conservation efforts. She is working through her third year of employment as an Assistant Professor. Dr Baylor is married with no children and feels lucky that her “husband was supportive and willing to come along, and give up his job and move.” Reflecting on the changes that came along with her new faculty role, and setting the tone for our time together, Dr Baylor opened our time together saying,

I never had the intention to become a faculty member. It just opened up as a path. I [have] always loved research, have never considered myself as a teacher, nor desired to be a teacher – so this faculty opportunity that requires you to bring research and teaching together has been a challenge that has surprised me, and I’m beginning to enjoy it. But it’s been a roller coaster in getting there.

Dr Baylor’s experience and introduction to her first full faculty position and her first foray into teaching began upon arrival after delaying her start for one year. She was introduced to the “delightful faculty club” as the venue for the new faculty orientation meeting during which they walked through various facts and information. “Two of the lasting impressions of the new faculty orientation,” she laughed and rocked on her chair, “[were that] they took us through a bunch of paperwork that mostly focused on our benefits and strange comments about suicide rates on campus.” She recalled that there was also some mention and information provided regarding the Teaching and Learning Centre – “it exists,” she said. Following this brief orientation, “it was very much, off you go.”

Based on her account of this introduction to the university and my intuition of her sentiment around possibly feeling a little lost early in the faculty career, I asked where, or if, she had any understanding of the expectations within the professorial role. Following a description of her history within multiple universities and predominantly as an accomplished student and researcher, she explained,

So I’ve seen academia. I like academia. I felt sorry for the people teaching, and I’d hurry and scurry away into my lab to work on the things that I love. So, I know,

or I knew, what it was that I was supposed to be doing, but didn't really have much direction in the teaching component...

Teaching and the art inherent to 'good' teaching quickly emerged as a point of tension and struggle for Dr Baylor. She shared, "The teaching part takes up, I've been told, much more time than I should be giving to it... And that is because - *I think I care*. I've been told I care too much about it and I think that's part of the problem of my balancing of teaching and wondering how to do it, and wanting to do well... [I] know that [students are] paying a lot of money for this, and they deserve something more than 'blah.'"

"Blah," she said as her hands made tight circling gestures as she extended her arms forward.

"Blah?" I said, both laughing and gesturing with an inquisitive shrug of my shoulders.

"Or, well, they say, why are we here? I'm paying for faculty who don't care... or who don't pay attention to their material that has no real thought put toward them, and it makes me feel that we need to do better," she clarified. "I think I found my narratives a bit more now... [But] the first couple of years were..." Dr Baylor firmly grasped the sides of her chair as if holding on for dear life.

It seemed as though Dr Baylor accepted the label given by her by faculty peers as a professor who "cares too much." I wondered if this spoke to a larger culture or ethos of care within Dr Baylor's faculty circles. Speaking about how many faculty members might view their roles, and how she works to reconcile this for herself she offered,

I think some people see their role as teaching as being something they just do so that the things they would prefer to do can continue... And don't think about the teaching component, and have thicker skins. So that negative comments or a perceived look of sleepiness in the class doesn't get to them. I think I am probably too thin-skinned to let that go or to let that not have an effect on how I balance my time... Even if I do say that teaching is just allowing me to do the research. I can't do that. Even if I want to.

Dr Baylor spoke about a general lack of mentorship within both the process of starting a new job and within the department. Illustrating her perceived level of support

available, Dr Baylor noted how her progress is checked in on. "...the chair of the department will, "how is it going?" (she waves as she moves from left to right in her chair) – "Fine! (She nods, smiles, and then laughs). I'm joking that way, but that's [my general sentiment] ..."

"I get it," I responded. Dr Baylor conveyed her perception of a general lack of direction and care for her well being in the role. I dug a little deeper into her perception of available mentorship within the departmental experience.

Dr Baylor told me about an "ad hoc mentorship" - an informal reciprocal mentorship between two new hires that began when Dr Baylor received an email from a woman who said that "she was [her] ad hoc mentor." "We've had a few lunches and check in on things..." Dr Baylor continued, "It's not part of the department... [and] I don't know whether anyone else has this, or whether it's just this one woman who decided she wanted to do this." Asking whether or not her mentorship pairing was beneficial, Dr Baylor punctuated with a clap, "Better than nothing."

Dr Baylor's introduction to the role seemed to exist in a vacuum.

I asked if there was any special attention or training given regarding teaching assignments? Dr Baylor said simply, "no." "No?" I echoed. I asked if she was aware of any expectations about what it meant to be an instructor in this department. "No." She replied again as she sat more deeply into the back of her chair. "No? Okay" I said as Dr. Baylor laughed. I commented on her very straight and concise answers. "I can't say anything more!" she chuckled as her hands spanked each armrest on the sides of her chair. Her message of feeling quite isolated was received.

Use of technology in the classroom was not much of a consideration for Dr Baylor as teaching itself still feels very new and daunting.

My core is in research... I would never consider myself a teacher, but there is a growing affection for that... I love lectures when they're done well, and that's the way I teach. I've been starting to try and do other things, but they aren't intuitive to me.

We spoke about various teaching methods and technologies that seemed to be just outside Dr Baylor's comfort level. She says that the two-hour classes she teaches

are generally comprised of “85% me talking and the remainder would be their questions and discussions coming from that... Embarrassingly enough.”

Her sentiment conveyed some level of dissatisfaction for her performance. “Why ‘embarrassingly enough?’” I asked. She paused looking somewhat speechless while looking down at her feet. “I feel as though that’s something that... That these days’ people look down on.” Dr Baylor’s laugh seemed to have a nervous cadence to it. As we spoke further, Dr Baylor revisited her desire to be a better teacher and talked about how she would like to incorporate technologies and varied learning experiences for her students, but up to this point, “it hasn’t felt right.”

Dr Baylor’s role as an assistant professor has “definitely” required “more time toward teaching than [she] had expected.” She did not see this variance from her original expectations being either positive or negative, instead, she offered,

It’s just different. If you would’ve asked me that question last year or the year before, it would have been a definite negative. Now it’s beginning to feel like, it’s different, it’s not what I’ve done before, but it’s okay and it’s useful. But how do we help new faculty members come in? I don’t know how, how to do that... But somehow convincing them that the first two years are going to kill you and that it really, maybe might get better (laughs)... Or that’s the feeling, the feeling that I’d love to be able to convey – that it’s going to hurt (quietly, almost choked up), but it will get better.

Having just recently completed her second year as faculty I could only surmise that the experience thus far had hurt her, but she continues to hold out hope. Dr Baylor had mentioned that she feels a responsibility toward the students and that this responsibility had been a source of pressure causing her to focus more deeply on her teaching. Did some of this pressure also come from the university? “Do you feel like a focus on teaching is officially encouraged here?” I asked. “I think it is, in theory – in the attention to the Teaching and Learning Centre. But, at the department level, the faculty level, no - is my perception.”

I refocused the question and asked if she felt that the scholarship of teaching or engaging with consideration for teaching was officially encouraged. That section of the transcript follows:

Dr. Baylor – officially encouraged...? Officially advertised (nods to indicate a 'yes') ... Officially encouraged (gestures with both hands on horizontal as in smoothing almost questioning)

G – But does the University have a focus on teaching?

Dr. Baylor – They claim to... (laughs) And if you want to pick that up you can, but if you don't, feel free to carry on. I don't know what that means in terms of an official policy. There's nothing requiring you to think about your teaching. There are services available for those who are so inclined. And I think they're sort of self-selecting as to who they cater to – which is better than nothing at all – and that's super, but I think we end up with a problem where there are a lot of people who don't want put the time to it, or it's just not the right thing. That's the other thing... Why are we hiring faculty, or why are we hiring researchers to teach? If we want people to teach well, we should hire teachers. Because a lot of us don't teach well, or it takes us a long time to figure out how to teach well.

As we concluded the conversation and I turned off the recording, Dr Baylor stated that she hopes my research will serve to help improve the induction for new faculty. From her perspective, "there exists a real lack of support and clear expectations around the teaching role for new faculty. It's kind of a foggy mire."

Professor E – a.k.a. Dr Hannah Atwater

Dr Atwater has been working at WU for the past four years, is married and has a couple of young children. She thoroughly enjoys the demands and freedoms associated with the professorial role and shares this joy with her husband who is also a university scholar. At the time of our conversation, Dr Atwater was preparing to teach her twelfth course at WU, noting that she has only had the luxury of re-teaching a course syllabus once in the first three years of her employment at WU.

We met in Dr Atwater's office. Her desk, holding papers loosely arranged into piles, was placed against the exterior wall of windows offering beautiful westerly views. To her side, between the desk and bookshelves rife with texts, we were joined by her son who was approximately 6 months old. The office was busy yet welcoming, and the occasional cooing of a young child made it feel as though we were visiting in a home – complete with pastries, coffee, and the occasional child-minding disruptions you come to expect as a parent. Enjoying one another's company, we began with regular get-to-know-you conversation that set the tone for an open and comfortable dialogue.

Dr Atwater's induction into the faculty began with the job application interview process. The interview provided the most formal aspect of introduction to WU and consisted of "very intensive" two-day campus visits during which she was interviewed, gave a job talk, delivered a trial lecture, and met most members of the department faculty. Upon arrival, she attended the "official" new faculty orientation and had conversations with a few key people within her department. "The new faculty orientation," she said, "was sort of, impressively unhelpful." Despite meeting a few interesting people in passing, Dr. Atwater's lasting impression of the orientation message centred around a plea to the science faculty to "do stuff that can be patented so we can make money off it... and all the rest of you [non-science faculty] just have to listen to [the presenter] talk for an hour (laughs)."

Her interactions with departmental faculty were more helpful but could still be vastly improved. Without any formal orientation to her faculty following being hired, two key people in the department offered an open invitation to dialogue around any questions or issues as Dr Atwater felt any need. "It was like [the department] had 'just

forgot' (signalling with air quotations) the things you need to know (laughs) as a new faculty member," Dr Atwater chuckled. She recalled,

Once I got here, there was kind of a flurry of: (gesturing) here's your courses, we can just get you going, get you all set up on some key computer stuff now... For some stuff, it was kind of, 'Oh, didn't you know you are supposed to do X?' – [they'd ask] after I didn't do it. (laughs)

Despite the experience of the flurry of the new job and the lack of formal support, Dr Atwater found enough support in colleagues who offered their expertise and open doors for conversation. So, "there [were] a bunch of people that I did just ask," she stated. Curious about whether or not she received support elsewhere, I queried her about whether or not she had interactions with other departments or university services such as the Teaching and Learning Centre (TLC). Dr Atwater thought for a moment and recalled, "I think there was somebody through the TLC – they want us to do this learning outcomes thing [and learn] how to write learning objectives." Telling me that she had engaged in writing learning objectives at her former university and "just thought everybody did it," she and one other professor in the same faculty were chosen to "be the 'show everybody else in our faculty' people." A single meeting with a member from a TLC representative to learn how to write and improve learning outcome statements followed. This event marked the only external support engagement to date. Knowledge of the TLC or what opportunities they offered seemed scant, but I was also left with the impression that she was not seeking any outside assistance either.

Dr Atwater's responses were very consistent with a confident, can-do type attitude. Despite her teaching load with very few repeat courses, a desire to further her research, a perceived lack of support as a new faculty member, and the pressures of growing a family, Dr Atwater seemed to take it all in stride with a healthy sense of humour. When I asked how she balances the demands of research and teaching new courses, she answered,

I'm lucky, I genuinely enjoy teaching. And also, it's a way as it were, to also get to know more of the Canon – you just can't read everything when you're a grad student, and so I, you know, I put things on my syllabus that I haven't read that I feel like I should read because then I know that I will have to read them, and then I will know [the works] and that both makes me a better researcher, and then my doing research makes me – you know – a better professor.

Teaching and research were perceived as extremely symbiotic as they informed one another. Out of this relationship, it seemed as though embracing the role of the instructor was a clear focus of Dr Atwater's as it served both, her research and her students. The first three years were consumed by the planning for and teaching of 11 new courses. "I probably could have done somewhat of a less good job and have it take less time," she reflected, "but that would have felt really crappy because I have really good students." This statement, consistent with a focus on the student learning experience. Dr Atwater illustrated commitment to reflecting on the craft of teaching - she offered,

I am continually struck by how difficult it is to tell while you're up in front of a class what you look like, or sound like, or how you're coming across. I remember professors being idiots – and it's like, 'how can you not know what an idiot you are?' And then you stand up there, and you're like – this is how you can stand up there and not know what an idiot you are because you just can't tell... You have to be [a reflective practitioner], otherwise, you can't adjust appropriately [to ensure] that your students are going to understand...

It was apparent that Dr Atwater enjoyed thinking about teaching and invested in planning for diverse pedagogical methods. Consistent with her beliefs about what constitutes good teaching, she noted that her preferred method of instruction remains "discussion enriched lecture," "the same way [teaching has been done] since 2500BC (laughs)... and it's still the best way to do it." For her, enriched discussion lecture involves blackboard-based lecture percolated with small and large group discussions, hands-on "re-creation things," and some use of online discussion forums. While technology has made a small foray into her pedagogical methodologies, Dr Atwater purported that technology has primarily served to change interactions with students, "and I am surprised at the sometimes inappropriate things that [students] do." Dr Atwater mentioned that she would like to use more multimedia and the invitation of guest speakers through Skype in the classroom, but denigrated the reality that she "tends to get assigned rooms that don't have any technological stuff built in. So it's just a real pain..."

Dr Atwater's department engages in "informal discussion" around the scholarship of teaching and usually in the context of the two-year salary review. Exposure to different professor's syllabi during the review process catalyses sharing and the adoption of other

“good ideas” that might benefit one’s teaching. Asked about the university’s overall culture of engagement with the scholarship of teaching, Dr Atwater said,

I was struck by the way in which there is no WU-wide, like culture of teaching. It seems to differ vastly between departments... people seem very disinclined to do things like watch each other teach or have that be part of the evaluation process. Especially... across departments or faculties.

As we spoke further about teaching methods, self-evaluation and working to engage with enhancing learning opportunities for students continually, Dr Atwater felt that suggesting whether or not WU officially encourages engagement in focusing on and bettering one’s teaching was “hard to say because there are so few moments on which one is officially assessed.” She felt that “doing good teaching” “does reflect well” and is considered during the review process. “We have an explicit formula,” she said, “by which we calculate people’s step increments to go up the [pay] scale whereby we officially weight teaching as much as research. So, I guess that’s an official, ‘teaching is important.’”

Professor F – a.k.a. Dr Juliet Leuven

Dr Juliet Leuven was conferred a PhD in 2009, completed a postdoc and taught a few sessional courses, and is now in her third year working as Assistant Professor. She holds a love for writing and research and is quite accomplished in her field of research. Her family of two children and a husband who is also a professor are very supportive and understanding of the demands of faculty life which Dr Leuven noted has its busy times and its slower periods which lends well to some sense of balance over the year.

As we sat down for our interview over coffee and pastries in Dr Leuven's office, I took note of how comfortable the office felt, adorned with pleasant wall dressings, soft lighting and an aura of welcome and hospitality. Her desk appeared tidy yet active, and many reading resources neatly occupied the shelves lining one wall. The organisation and upkeep of the office conveyed a sense of pride and purpose for this space – a space to facilitate inspiration in writing as well as inviting and meeting with others.

Dr Leuven's introduction to the University as a tenure-track professor included a meeting with the department chair, the new faculty orientation event, and a Department welcoming social for new faculty and grad students. She noted that the lack of any formal process was likely due to being part of a "small" department with between 20 and 30 faculty members, but also pointed out that sessional instructors receive more training to ensure knowledge of departmental standards and expectations. While the new faculty orientation left no lasting impressions, Dr Leuven was made aware that the Teaching and Learning Centre had resources and that it "existed." Beyond these surface introductions to faculty, faculty life and expectations, Dr Leuven was given no specific information regarding expectations on role or job responsibilities. Instead, she repeated that any learning on this front was resultant from her "own initiative" and by "trial and error." There was mention of expectations during the new faculty orientation, said Dr Leuven,

...they talked about work-life balance. They want you to manage your time, and at some point, you need to do something to relax... It was sort of verbal encouragement given to thinking about this, but there wasn't any specific training.

I was interested in the importance of this message being one of knowing when to take time for one's self and taking breaks from the demands of faculty work as opposed to the university providing job expectations. "It's just up to [each faculty member] what they do," said Dr Leuven, "it is sort of up to [themselves] to self-monitor [other than when] you're up for salary review and you need to submit what you've actually done." A well-perceived sense of job autonomy and the need and affinity for self-reliance was evident as our conversation steered toward the culture around teaching present in the department.

Dr Leuven senses a positive culture and influence around consideration for and developing a scholarship of teaching within her department. Her department employs a teaching fellow whose role is to "support their colleagues in teaching" and "makes [staff] aware of any initiatives... and is also available if [they] have question[s] about teaching." She continued to reflect on the culture around teaching,

I mean, there is an idea that paying attention to teaching is important. It's not just something that you have to do on the side while you are really focusing on your research... So people value teaching a lot in this department, but it's not that you are being told, well you have to attend this workshop, or you have to work with this mentor... it's more like a general expectation [exists] within the culture that you think about your teaching, and try to improve it.

But the steps that you take to try and do that are up to you.

A motivation for excelling as an instructor and as researcher emerges from two primary sources for Dr Leuven. The motivation for teaching comes from the importance she places on thinking about education and giving constant consideration for the "mix of backgrounds and experience." "Connecting [students] with each other" and enabling students to "benefit from each other's experiences" while honestly considering feedback from students drives Dr Leuven's approaches to teaching. While she loves to research and write, Dr Leuven noted that much motivation in this regard comes from the fact that "at the end of the day, [research and writing] is what gets weighted the most in the way that [she] gets evaluated... both, within the University and also within the larger profession."

Yet the motivations are not exclusive in Dr Leuven's eyes. Teaching, she said, provides "a way to take a little bit of a broader perspective that [she] does in [her] own research." She continued on to state,

It also helps somebody keep sane while doing research (she laughs) ... To have these interactions with real people in between, to focus on them rather than on one's own brilliance. So the teaching and research, I think it keeps itself in a nice balance.

While captivated by consideration for the scholarship of teaching and its merits toward research, Dr Leuven noted that the university's recent push for the development of learning outcomes does not stimulate thinking about learning, but is instead perceived by most faculty as an academic exercise. There exists, she believes, a significant difference between the articulation of hopeful learning outcomes and practice. Dr Leuven reflects:

In terms of do people think that it [creating learning outcome statements] actually stimulates them to think about teaching? No. They don't. They think of these kinds of statements that we have to come up with - about what our learning outcomes are going to be - as quite separate from actual substantive thinking about how we teach so it benefits our students. More like, okay, we have to come up with something, and we will. We'll put together a committee, and they'll crank out some phrases that will sound good. But people don't see that process as inspiring them to think in new ways about teaching.

Dr Leuven also noted that there are other departments that decided to hold monthly colloquia "stimulated by the learning outcome debate." In a grass roots movement sort of way, this has resulted in a shift allowing those faculty members to engage in dialogue on teaching methods employed in the department's courses. During the past semester, they dialogued about the 100-level courses, and will continue working to consider teaching methods at each course level. "But, here we don't have formal processes like that," she concluded.

Through all of our conversations, Dr Leuven's commitment to instruction was readily apparent. She spoke of her employment of a variety of teaching methods, including educational technologies, but always with the caveat that pedagogies had to meet the learning needs of students. Too often, students "spend a lot of time putting together their PowerPoint or whatever...and not necessarily into the content of what they are presenting. So I've actually tended to shift to other formats." Whole class and small

group discussions, lecture, online forums and assignment submissions, role-playing and peer evaluation panels, expression through art forms are all part of her teaching lexicon and have a purpose.

I use more the creative formats for this group work and I find that that works better for getting the students to actually think about the issues, rather than being all professional about their presentation. And also it's an opportunity to allow students whose main skill maybe isn't in paper writing and its verbal and written ways of expression that allow them to have a contribution.

Technology has made its impact in Dr Leuven's practice mostly where delivery of content and online communication are concerned. Email is seen largely as a replacement to the need for office hours and is what students "expect and are comfortable with." Technology does not replace teaching and has done little to increase collaboration at the University. I asked about cross-department collaboration and specifically whether or not the Education Department is involved in informing the culture of instruction across the campus and Dr Leuven responded,

My experience of [our university] in general is that it doesn't encourage a lot of collaboration across departments. So there aren't any formal ways in which the education faculty is involved.

It was clear that Dr Leuven placed a large amount of importance on the role professors hold as an instructor and noted that there is growing awareness of the need for teaching professors, yet a teaching professor's pay scale is far more limited. "They hit their ceilings much faster than the professors, so there are certainly ways in which one can see that the institution as a whole does not value that track as much," she summarized.

Professor G – a.k.a. Dr Shifu Cacy

At the time of our conversation, Dr Shifu Cacy was serving in his third month as faculty lecturer. This appointment marks his first foray into full-time employment in higher education, having served only as a sessional instructor a couple of times previously in Europe after completing his PhD (also in Europe). While working in the broad industry sector in research and development, Dr Cacy's cameos as a sessional instructor awakened him to a deep passion for teaching. When the opportunity to work in academia presented itself, Dr Cacy "seized the opportunity to teach here" and he and his wife made the move to Canada.

I met with Dr Cacy in his freshly decorated office and found myself quickly enamoured by his foreign accent and contagious energy. His wife sat at his desk working on homework for her newly enrolled classes, and Dr Cacy and I sat across a small coffee table in the office. He apologised for a couple of unpacked boxes present in the room, thanked me for the coffees and snacks I brought along, and set in eagerly to participate in discussion with me.

I began the conversation inquiring about his background and teaching experience. Despite his long history of working in the tech industry, his passion for and ideas around his teaching and position quickly emerged. "I love the teaching," he said.

My teaching is very specific because... it is technical... there's not much interpretation [needed]. You don't have to teach people, you know, to make their own mind. You just have to teach people to be efficient. So it's not really – it's halfway between, you know, training, and the word teaching. I would use the word teaching for stuff where you will educate people – I'm not educating people, I'm helping them to get to a good job.

Bestowed with a course load of one per semester for the first year, Dr Cacy noted that in his position as lecturer "the career ladder is based on teaching and only teaching [which was] made very clear from the start." While excited about this and the opportunities for development, the focus on teaching performance presents a new paradigm for Dr Cacy and is one that he has been growing into with the various offerings to faculty at the University. The experience with being introduced to the academic faculty has "been, actually impressive," he started. "I've been exposed to a lot of courses, and

not mandatory, I could go. No pressure. But I did go.” “The Teaching and Learning Centre is just fantastic,” he said. “They have been very cooperative. A lot of ideas but no pressure... and this, I think is specific to [this place].”

Dr Cacy has taken advantage of workshop offerings from the TLC including how to teach in large classrooms (which he ironically noted how he “hated the class itself – the way it was delivered”); using clickers in the classroom; using Canvas; and pedagogical consulting. The available training has enhanced his first three months, and he appreciates the approach of the TLC with “no pressure, but much information is there for you if it is wanted,” and approach that has encouraged him to engage deeply with the scholarship of teaching.

With his perception of a clear focus on teaching performance, Dr Cacy said he was surprised, excited and scared all at the same time. He hopes that the pendulum has not swung too far in the direction of teaching over knowledge. He reflected,

I’m just a little scared that I’ll be evaluated on the way I teach rather than what I know – because my strength is elsewhere. And for the courses I’m teaching, you have to know your stuff. It’s not enough that you can convey it, you have to know it, and you cannot really learn it while you teach it. And I’m really scared that will happen... I hope I am not required to teach something that I don’t know.

But I have the preference that a professor who has been in academia all of his life cannot do that as good as I could. Forgive me for that.

I was getting a sense that Dr Cacy had no issues with his transition from industry into academia. He conveyed that he felt well supported thus far, and I asked about how he was introduced to the position. In “such a small department,” he said, “it’s very informal... [But people are] always there if I need anything.” “The school was very, very clear in saying that I was free to do all the research I want and am free to join the existing research here if I don’t want too much overhead. I can participate in grants, etc. but that’s really up to me, because what they expect from me is the teaching.” Dr Cacy also noted how the school was now applying “light pressure” for him to get involved in helping with some research, “because [we are at] a research university,” but he felt no responsibility to engage at this point yet.

We continued to speak about his experience with the introduction to the university and his role. Dr Cacy was “Informally” assigned another immigrant professor who could provide assistance with his new Canadian “outside life.” Additionally, “at least 15” professors in his department took the time to come to his office to “chat and tell [him] about their experiences, their problems, their difficulties, etc.”; and his new colleagues extended offers for any required assistance. Formally, Dr Cacy noted the wonderful help and support from the TLC with matters of teaching preparation, and the Faculty Association where bureaucracy and immigration were concerned. He has had matters of culture, student life, and faculty expectations clearly laid out and communicated. Reflecting on the process to date, Dr Cacy offered,

It’s way easier than I expected it to be. It’s difficult to come to a new country, you know, the bureaucracy is very complicated, so my relationship with Canada is clumsy, obviously. In the school - not a problem, though. It was just like an item of relief in a world of struggling.

His high consideration for teaching has served Dr Cacy well. He spoke thoughtfully about the pros and cons of various class formats and influences of technologies on instruction. Dr Cacy lamented the pressures exerted by expectations for using particular technologies and applauded the benefits of others. Some new media and technology have influenced instruction “for the bad,” he said, “You’re supposed to use them.” “I wish I could write everything on the board but since there is a technology and an expectation that you will use them, then how can I justify to the Dean or to the school that I am not covering the entire program I am supposed to just because I am writing on the board? That doesn’t work.” On the other hand, Dr Cacy embraces a variety of communication and assessment technologies as he feels they truly enhance learning and are “very useful.”

Dr Cacy’s goal to be an outstanding instructor was clear. He cares about student engagement, participation and abilities to present clearly. He will not “force” a student to present because he wants them to remain comfortable and for the experience to be positive. He noted his excitement toward teaching a large class format with 200 students in the following semester and the unique challenge this would present. “Large classes are not nice,” and are only held to increase efficiency, he said. However, with good TA’s (Teacher Assistants) and a commitment to trying to make connections with everyone in

the class, he feels that great large format classes are possible. “I’ve seen it happening,” he said, “and has a lot to do with the charisma of the professor... I don’t know if I have that... probably not now... [but] you can work on intriguing the whole class as a person, then you can connect with the majority, maybe.”

In Dr Cacy’s view, teaching “should [be] carefully balanced” with enthusiasm towards methods of teaching and development on the “technical” knowledge side. He sees that WU is working hard to be an “engaged University,” one that “engages with research but also engages with lecturers [who] know how to connect with people.” This, he noted, is one major shortfall of Massive Open Online Courses – learning in the absence of connection. MOOC’s promise a University education, but fall very short. “[MOOC’s are] not university – that’s a training... and it’s dangerous.” He reflected on his view that good education requires a relational connection.

Since the interview, I wondered how Dr Cacy was received in his large class and have noted that he is regarded very highly by the dozens of students who made use of ratemyprofessor.com to comment on the semester.

Professor H – a.k.a. Dr Ehyeh Trechet

Dr Trechet has been a staple at Western University throughout his academic career including his undergraduate, graduate, and recently his new career as faculty. While most of his experience rests in working with senior faculty as a teaching or laboratory assistant, Dr Trechet also taught a few courses at a small local college while completing his doctoral degree. He is young, single, enjoys new challenges, and thoroughly enjoys his position of lecturer.

Making the transition from graduate student to faculty in short order made for a unique induction process for Dr Trechet. He was still in contact with the professors he studied under during his undergraduate and graduate degrees. As a result, his engagement with mentorship, and familiarity with the department were unmistakable, yet he noted that the hiring committee spent considerable time, conducting a full day interview discussing various aspects of the position. Despite the informal mentorship and longer-than-normal interview, Dr Trechet noted that he relied most on his ability to “learn [everything] by doing, pretty much.” He felt that he had a good sense of already knowing what would be required in his new role.

He noted that much of his confidence was born out of experience in teaching at a small community college previously where he focused primarily on teaching science in small classes of ESL (English Second Language) students. Dr Trechet focused on making content accessible and worked to design activities that would best support student learning. “It was a very good learning experience being my own lab instructor and lab tech and whatnot,” he said. Getting to redesign courses in response to “students [previously] failing miserably” served as excellent personal learning and growth, an experience heightened by Dr Trechet’s mentors from his academic career and his advisor at the local college who provided “good advice” throughout.

At the time of our conversation, Dr Trechet was serving predominantly in the laboratory context with students. He looks forward to engaging his role as lecturer next semester. As we spoke about what it might look like, and how he was preparing for this role, he noted how his interactions with the Teaching and Learning Centre (TLC) have been useful. He enjoyed voice lessons, workshops on professionalism and

approachability, and body language. It “was interesting... pure applicability—I’m not sure how much is there, but [engagement] increased awareness.” Outside of engagement with the TLC, Dr Trechet takes part in “teaching circles”—observations of various class sessions and discussions about teaching³⁰ “and open classroom initiatives... as an observer” “when [he] has room in [his] schedule to do so.”

Asked whether or not he had engaged in any formal training regarding his role as instructor, he answered, “not specifically. I pretty much just asked questions of the people I teach with because they have the answers and will give them.” The process for learning about expectations around the process of instruction is very informal.

The admin pretty much just says, ‘this is what you’re teaching, and here’s who you’re working with.’ They say when you have to have your course outlines in, and they have reminders about when the deadlines are coming up – and that helps, but otherwise, yeah.

Dr Trechet also spoke about the lack of any formal mentorship programs for new faculty. “New grad students” engage in mentorship programs, which he was a part of for a long time. Following his experience as a grad student, any mentorship as faculty seemed more ambiguous as he had a difficult time to recall any details. Dr Trechet noted that “somebody made a smart [intentional] decision” about placing him in multiple courses with experienced faculty and that it may have been communicated to him that these decisions were made with the specific purpose of mentorship. Whether intentional or not, Dr Trechet enjoyed the collegial aspect of learning from and working with senior faculty.

As we spoke about the freedom he experiences to “fiddle” with the curriculum provided he didn’t “cut any big chunks out of it,” Dr Trechet continued to highlight the nebulous nature of the communication of expectations around instruction. “I hear bits here and there pretty much. Just from my peers – from teaching faculty peers mostly.” Based on his understanding, the department was not viewed as directing these expectations in any formal capacity. Rather, he perceived expectations as community

³⁰ During review of the teaching circles initiative within the faculty, it is noted that this initiative has not been continued since fall of 2012.

grown and fostered among faculty, clarified only within the milieu of a social context and collective experience.

The former instructor told Dr Trechet that teaching and administrivia take far more time than expected. This information prepared him well and enabled him to take steps to ensure adequate teaching time was “built into the new labs.” In this regard, the expectations were clear and exactly what he signed up for he said.

I expected to overwork myself, which I’ve been doing quite well (laughs)... It’s my dream job. I wanted to teach, I want job security and teaching which is almost impossible to find at the post-secondary level, but also because I actually enjoy teaching first-year classes and it’s a good chance to have a large impact on a large number of students each semester. That gives me a lot of satisfaction just having a chance that they’ll understand something, anything.

Teaching students for understanding and “whatever helps them learn and get excited about what they’re learning” was clearly stated as a motivation for Dr Trechet. He enjoys the challenge of “herding little students (laughs)... herding their brains in the right direction and getting them to checkpoints along the way to help them kind of build upon what they learn.” He spoke of various pedagogical methods he has been experimenting with and noted that he thinks about his delivery methods “pretty much non-stop.” He is always considering methods that will “work better,” and pointed out that he evaluates and arrives at these methods intuitively, usually based on an idea that he thinks he might have heard someone talking about based on a book they had read. As for reading current instructional research on teaching and learning, Dr Trechet mused, “I don’t find a lot of time to read, so I just absorb from others who read (laughs)... pretty much.”

Following this interaction and discussion on increasing personal skill through a seemingly third-party-like engagement in the scholarship of teaching, I got the sense that he surprised himself with his answers in this accord. We began speaking about teaching activities and pedagogical methods he implements in his practice. He was talking at length about worksheets and experiments, quizzing and lecture, team building and using the flipped classroom approach enabling active engagement and problem-solving during class time. Later I learned that using the flipped classroom method as he previously

described was “all theory right now” as he had not yet actually employed this method in his teaching.

Dr Trechet hopes to be an outstanding lecturer and recognises that what he thinks his lecture will look like are just ideas at this point. He has not seen the methods he spoke about in action, and is “just making shit up as [he] goes (laughs) kind of thing.” He acknowledges the impact a few seminars and classroom observations have had on his thinking. Consideration of new pedagogical method application is really “self-encouraged, or peer-encouraged.” In his view, the university encourages engagement with the scholarship of teaching on the basis that the TLC exists, yet noted that the workshops he has attended have not been about the scholarship of teaching. Not all faculty view engagement with the scholarship of teaching as important, though Dr Trechet offered,

From what I hear from my teaching peers, it sounds as though a lot of the department - the research faculty - don't care too much about what we do in terms of scholarship of teaching and learning. It's more that, as long as the job gets done and as long as when [students] show up at the upper-level courses they kind of know what they are supposed to know, they don't look too closely at it. Yeah, so it's hard to say. So I don't know how to answer that in a straight way.

Professor I – a.k.a. Dr Izzy Mann

At the time of our conversation, Dr Izzy Mann was engaged in his second year as Lecturer in a full-time capacity at WU. Before his engagement with WU he worked in both technical and managerial capacities within an industry context and maintained a connection with academia by serving periodically as an adjunct professor and sessional lecturer at another university over 8.5 years. Reflecting on why he chose to retain a connection with university teaching during his years serving in high demand industry research and development, Dr Mann recalled an experience as a teaching assistant while completing his graduate studies. He recalled,

I had taught one course before leaving, and that was something that became, or ignited a passionate feeling in me – so that was something very important to me... I wanted to stay connected to that environment in some way, and it was teaching that really mattered to me.

As we sat across the 'L' shaped extension of his desk, in his mall-like concourse adjacent office, I felt an air of importance and prestige being with Dr Mann. I leaned comfortably into the leather manager-style office chairs he offered me, with a coffee in hand and was eager to hear more of his well-articulated story.

"My title is lecturer," he started. "I am a member of the faculty in the school ... as a lecturer, which you could contrast with the role of research professors. They are two fairly distinct roles." As a lecturer, Dr Mann "was responsible for six courses in [his] first year." These courses included first through fourth-year assignments. Now in his second year, he is teaching a new graduate level course which is one that he is "putting together from scratch" and noted that while development is a big job "[they] have a collaborative bunch [there], so [he's] comfortable that if [he] needed to go and ask someone for some help, that would be there." While teaching only one course as opposed to his normal two this semester, Dr Mann is also engaged in designing a new course in "very close collaboration with [instructor] counterparts" in another school within WU. "It's pretty cool... I'm pretty excited about that," he concluded.

Dr Mann's confident demeanour with respect to his role, responsibilities and teaching engagements was reassuring. Having relatively little previous experience with full-time faculty life I was eager to hear about his introduction to his role. He noted,

“There was the formal bit, the new faculty orientation which was more of a WU mechanism than a school specific mechanism.” I asked if the orientation was ‘good’ and if he had any impressions on this accord. He offered,

Yeah, it was good. It was what I needed and wanted it to be. It was very pragmatic. It was about access and security, and how you get your access card, for your parking and you know, the things that you need to figure out. Those are the things that during the first few weeks you can spend a lot of time, waste a lot of time trying to figure out. So, and this is worth saying in conjunction with I think some of your previous questions - coming in, because of my preceding history - because I had spent a fair bit of time teaching before - I have to say I wasn’t looking for a lot of guidance as far as getting going in teaching. That was something that I felt very comfortable with. But I did need guidance as far as, you know, where the photocopier is, where the fax machine is, and all that administrative stuff. And that was delivered through that new faculty orientation.

Outside of the formal “time-saving orientation,” Dr Mann informally “had dialogue with ... the faculty members from whom [he] was taking over courses.” This dialogue was “quasi-formal in the sense that... the director would specifically request that each of the faculty members from whom I was adopting a course would set aside the time.” Despite these conversations with other faculty members, he noted that his most significant dialogue about induction was with the director of the school. “But with bad luck,” he continued, the director “was actually injured ... and was off for a chunk of time. So, I know that we spent less time together than either he or I had expected or intended at the beginning.”

Dr Mann knew of the TLC and acknowledged their offer for help and support but had not yet engaged with their services.

I have to say definitively that at that time I did know that if I wanted [help from the TLC] it was there. So I didn’t feel like I was operating in a vacuum without support. I just maybe egotistically wasn’t looking for the support... I think, the first time I was teaching, I went to a workshop... I think it was a three or a four-day workshop, at the equivalent to the teaching and learning centre... and that was really helpful. And then, in the 10 or 11 or 12 years that followed, I’ve invested a lot of myself in teaching and have landed in a place where even the feedback that I get is good, and I feel good about what I’m doing. So I was keen to get going and, you know, realistically, coming from a role in industry into a more full-time role in academia – one of the things that I looked forward to most was the degree of freedom, right. And so that probably also affects how much I was looking for guidance in that I really wanted to come in and just kind of do my own thing. I suppose I had the confidence that I wouldn’t get it very wrong. Particularly

given that I was taking courses that already existed. So taking a curriculum that existed and coming at it in my own way, I had a degree of confidence that I wouldn't screw it up too badly. And I really just wanted to get on with it.

Expectations regarding his role were not discussed during his introduction to the role. Dr Mann said, "I think [the director] had a very good sense of where I was in life, and what he did and didn't need to tell me... What matters is whether or not you're getting the job done well. And if you are, then how many hours you are or aren't spending isn't relevant. But if you're struggling, then that can become quite relevant... The only dialogue I ever had was that – with another fellow – that it would feel heavy, with six courses coming in... Hitting the ground running with six courses would feel heavy. Which at times, it did." He spends approximately 75% of his time focused on teaching, 10-15% on administration and 10-15% on designing the new interdisciplinary course collaborating with others. This load is consistent with what he expected when he first assumed the role at WU

I quickly found myself wondering how Dr Mann might define knowing whether or not he had done the job well without reference to any expectations, so I asked "What does "done well" look like?" He responded,

Sure. Okay. So there's a quantitative and qualitative answer to that. The quantitative – you know, it's down to the student evaluations. At the end of that term when I sit down and I look at the numeric scores but also look at all of those comments... You know, that's where you know if you've hit it or if you haven't. That's what it really comes back, and um, when those do go out I make a point of letting the students know that those do matter to me. You know, good or bad that I'm interested in what they have to say. So I do take those very seriously. The more qualitative, it's around the dynamic that you experience. You know, I think what ignites my passion, and I think it's true for most people, is that there's a moment where you can see someone go from not understanding something to understanding. You can see it happen (snaps). So there's a sense, I think, of whether that is or is not happening throughout the term... Are the students that you're working with understanding things that they didn't before? So that's the qualitative answer.

Dr Mann's focus seemed clear, and his understanding of the University echoed this sentiment. "My experience has been," he said, "that WU in general, but [my school] in specific, places real value in teaching. There's a real sense that the undergraduate experience matters." He continued,

I'd say WU is a world-class research institution, but in terms of the landscape of universities and deciding what your identity is and how you compete, you know I think WU realizes that a big part of the way in which it defines itself and competes against all these others is by focusing on the undergraduate educational experience.

In support of this perceptible focus from the University, Dr Mann noted the "most powerful recent example ... the creation of the rank of teaching Prof. within WU... just in the last couple of months, this role of teaching professors has been defined. That to me speaks volumes about the legitimacy; the value placed on education here." Dr Mann also noted the institutional move toward "outcome-based education" which faculty are

Doing because we have to... There is probably something good just in having to think about what you're doing and having to really pull apart what you are doing in the classroom and put it back together. There is some value in that, but I don't know yet if it's valuable or not.

It was evident that this perceived renewed focus on teaching was positive in Dr Mann's view. "What I try and do is have an engaged and active classroom," consistent with the Confucian adage "I hear and I forget, I see, and I remember, I do, and I understand," he said.

So it's important to me that on as many days as possible the students in the class for at least some fraction of the time are doing something and not just receiving content. So realistically, there's a balance... I think necessarily, some of the time in the classroom is spent in a lecturing mode... But I try to supplement that so that in any given class... If in the lecture there's been a fundamental principle delivered, then it's put to use in the class as well. So we'll break. And, for 10 minutes or something, they'll work on a problem. They can work in self-selected teams of whatever size they'd like. I'll often have them compete for glory, or for a candy, or something like that.

Participation of students in class is paramount to Dr Mann's teaching philosophy. He employs fill in the blank note sets and doesn't "provide a mechanism for people to gain all the content without coming to class." While he does utilize discussion forums and online learning management space to post the blank-filled notes before class, completed notes are never released to students. "You need to be there," he prompted, "I believe for everyone, there is something that happens when you write something down."

For this same reason and the benefit and value for students to be present in a classroom, the pressure presented by MOOC's on universities was not seen by Dr Mann as a significant influence on the institution's practice.

I thanked Dr Mann for the wonderful dialogue, and for taking the time to participate in the conversation.

Summary

Consideration of the stories of each participant provides a more personal picture of the conditions and forces present in the context of each's experience. While each participant's situation could be considered in far greater detail, the storying process was used to allow the reader opportunity to make initial observations and create an increased connection with the participants as real people. Seeing each participant as real is integral if the goal is to understand better the human condition of what it means to learn the position of professor, and even more important if there is to be any impact or impetus for influencing processes involved in onboarding.

The distilled account of each participant's story is used to highlight commonalities and differences within the experiences of the new academic faculty involved in this study. This information used in further consideration with the full transcript information set, elements of data from the questionnaires, department and university policies, and public information regarding university induction processes are considered in the reporting of results in Chapter 5, and further implications in Chapter 6.

Chapter 5 – Results

“Quality is never an accident. It is always the result of intelligent effort.”
John Ruskin

Introduction

The purpose of this study was to understand how newly appointed university faculty members learn and understand the expectations of their new positions and assignments, with a particular focus on how they understand their roles as instructors and the supports available and that they have for their various roles. Chapter 4 presented the conversations with participants in a narrative format intended to faithfully reflect the major elements of each conversation without bringing forward a verbatim transcription. This chapter discusses themes that were found in many of the conversations while also describing some comments that were of particular significance to individual participants. The chapter also seeks to make relevant connections between the perspectives expressed by the participants and existing research and commentary reviewed in Chapter 2.

The stories presented in Chapter 4 were written with particular attention given to providing a faithful representation of each participant’s comments and opinions while highlighting aspects that were of significance to them or the major questions explored in this thesis. While each participant’s perspective of their experience of becoming a faculty member at WU was personal and unique, two major themes were identified. They form the structure of this chapter.

The Induction Process for Faculty

As described in Chapter 2, the induction process in the academic context can be defined as ‘the beginning experiences that serve to assist newly appointed faculty in

acquiring familiarity and knowledge about the university, their faculty or department, and expectations associated with their roles.’ The longer participants serve within the institution, socialisation continues. Through that process, individuals continue to learn organisational values and norms through acculturation, increased familiarity, and ultimately give psychological assent ascribing to the cultural standards of the institution.

Four elements of the induction process at WU were common to each of the participant experiences: an appointment interview, a new faculty orientation event organized by the university at an institutional level, some exposure to the university’s Teaching and Learning Centre (TLC), and dialogue and socialisation with (new) colleagues. While these elements were common to the participants’ accounts of their experiences, the value placed on each aspect differed from person to person. Experiences associated with the induction process were classified for further investigation as being ‘explicit,’ or formal, and ‘implicit,’ or informal in nature.

Tensions

Tension in psychological contexts is defined as a sense or feeling of mental or emotional strain or disequilibrium (“Tension,” 2016). While vocational pressures could be expected to some degree within any job, and especially in a workplace such as commonly characterized by employing many of the ‘best and brightest’ in society, the tensions pertaining to participants’ uncertainty regarding balance between teaching, research, and evaluation criteria for tenure and promotion materialized as a second major theme.

Current Context: Academia

Securing a job in the Academy today is a highly competitive process. Gone are the days when one might presume that completion of a doctoral degree would subsequently lead to successful employment within the professoriate. A 2014 report investigating PhD career paths noted “roughly one-half of PhD holders find their first jobs in non-academic sectors” (Allum, 2014). Weissmann, in a 2013 article in *The Atlantic*, cites findings from the U.S. National Science Foundation indicating that in 2011, 34% of

soon-to-graduate PhD's didn't report having *any* job or postdoctoral appointment lined up, and an average of only 24.5% of degree holders were able to secure academic positions by the time of graduation (Nerad, Aanerud, & Cerny, 2004).

The career paths of the participants of this study are among the trajectories of those individuals who are successful in securing a regular appointment and were working toward tenure within Academia. Five of the participants spent most³¹ to all of their time engaged in what we might call a 'direct' academic career path—completing a master's degree, continuing immediately to study toward a doctoral degree, then either engaging with postdoctoral study or securing a faculty position. Less direct career paths inject periods of other work experiences between obtaining the various academic degrees. One participant spent a few years in business between completing a Master's degree and beginning a Doctorate and then moved directly into a faculty position. The other three participants spent time in private enterprise following completion of their doctoral degrees, and prior to securing positions within academia. Table 4 summarises the career paths of this study's participants culminating in their first academic appointment at WU.

Table 6.
Career Paths Followed by Participants

Participant Name	Career Path:	Position Secured
Hannah Atwater	Ug – M – D – Faculty	Assistant Prof
Kris Strong	Ug – M – D – Faculty	Assistant Prof
Charlie Nugent	Ug – M – D – W(3yr) ¹ – Faculty	Assistant Prof
Juliet Leuven	Ug – M – D – pD – Faculty	Assistant Prof
Bruce Green	Ug – M – D – Faculty	Assistant Prof
Mary Baylor	Ug – M – W(2yr) – D – pD – Faculty	Assistant Prof
Shifu Cacy	Ug – M – D – W(8yr) - Faculty	Lecturer
Ehyeh Trechet	Ug – M – D – Faculty	Lecturer
Izzy Mann	Ug – W(2yr) – M – D – W(9yr) – Faculty	Lecturer

Note. D = Doctorate; M = Master's; pD = Post Doctorate; Ug = Undergrad; OW = Other Work (W)
¹ Dr Nugent applied for a faculty position immediately following completion of his doctorate, but was unsuccessful in his application, so found work in the private sector for 3 years.

³¹ Participant engagement with side-job, non-career oriented work-for-cash opportunities (such as food-service, life guarding, etc.) was not found relevant to this study.

Participant Experiences of the Induction Process

Coming to know and become familiar with a new place of employment is often marked by specific, purposeful introductions, transfer of required knowledge, and some process of finding one's self within a new context. This section discusses the key elements and shared essential structures of induction to WU as experienced by the study participants. The section is organized to follow the chronology of the four events commonly experienced and described by the participants in this study: the appointment interview (or job interview process) prior to being hired, a university-planned event for new faculty, exposure to support provided by the university's Teaching and Learning Centre, and dialogue with faculty colleagues.

The Recruitment Process

As is common in most employment scenarios, obtaining a faculty position requires completing an application followed by an interview process, and then being selected as a successful candidate. From the perspective of the university, this process is referred to as 'recruitment.' From the standpoint of the applicant, this process is considered the 'appointment process.' Eight of the nine participants in this study acknowledged the appointment process as one of the primary ways in which they learned of some of the expectations and responsibilities associated with their specific roles and assignments. While one might presume that the appointment process is not specifically intended to provide any element of 'formal' induction (as both the potential employee and employer are still in the course of deciding whether or not to move forward with an employment relationship), the job interview was noted by all as representing the most significant formal element of communication with respect to the provision of performance expectations for the faculty position for which they were applying. However, the participants expressed varying degrees of satisfaction with the pre-employment (job-interview) process and described gaining differing degrees of job-pertinent information during the process that led to a successful appointment.

Dr Trechet recounted, "The interview process was pretty detailed. I mean, it was a whole very extensive day in which they talked about my roles a bit." However, this was not the experience for all participants. For some, a few conversations with the future

Chair of their Department represented the extent of their interview process. For others such as Drs. Atwater and Trechet, the interview progression included preparing a “job talk” and giving a “trial lecture,” a process that for Dr Atwater was described as quite intensive and extending over several days.

The appointment and interview process is a time when both the applicant and the department or school can investigate each another and deliberate the personal “fit” to the faculty position. As Boice (2000) reminds us, the initial period of onboarding, beginning at the time of the interview, is “enormously critical” during which both “applicants and new hires *most* need useful advice” which leads to “lasting patterns of success or failure” (p. 2). Dr Baylor took a somewhat haphazard approach to determining whether or not the role would be a good ‘fit’ for her citing a personal job acceptance philosophy of “you never know unless you try.” In that spirit, she remarked that she accepted the faculty position despite never having before really considered a career in the academy or really knowing what it entailed. Interestingly, Dr Baylor also expressed having the most difficult time adjusting to her new roles, particularly that of instruction. Drs.’ Leuven and Trechet, on the other hand, noted that they ‘knew enough’ about what the position entailed before applying and wanted job security. Dr Nugent was excited to engage with his new faculty appointment having been unsuccessful in his first application a few years prior but noted that he “had a desire to go strictly into academia... ever since grad school” where he had his first taste of teaching as a TA, which he enjoyed. Dr Atwater made the interesting observation that she felt that her department placed much emphasis on the hiring process because they had not made any new faculty appointments in some years given a very low departmental faculty turnover.

For all participants, the process before their appointment appeared to mark what they considered the first ‘formal’ step of induction into their academic position. In 1999 a faculty Renewal Report³² was written specifically for the consideration of the WU administration in response to organisational difficulties being experienced with regard to acquisition and retention of valuable faculty. The report noted, “The quality of the

³² Reference removed to further protect identity of participants, as location information is explicit component of report.

university is directly linked to the quality of its faculty. Therefore, the most important decisions that are made are the hiring decisions.” The report clarified the activities that might be involved in recruitment and onboarding by offering two scenarios as exemplars written in narrative form and from two perspectives – that of a new faculty member and the other from the point of view of a Department Chair. In both examples, a proactive, efficient, and caring process of recruitment and onboarding is described. These sentiments are echoed from both perspectives. The scenarios outline a process of advocacy for and continued refinement of an applicant’s job understanding through a process of ongoing negotiation and discussion leading to the point of final job acceptance. According to these scenarios, an applicant’s interactions with the various stakeholder group representatives, including department chairs, appointment committees, various potential-faculty-colleagues, and students may serve to inform the applicant about the idiosyncrasies of the position and facilitate their ability to make a well-informed acceptance decision. The scenarios then also outline continued support over the first year from the university’s teaching centre, research support centre, and Chair of the Department.

The Report outlined seven recommendations for improving hiring and onboarding practice. Four of the recommendations were directly related to supporting new faculty and included assigning mentors, appointing a faculty ‘conciierge,’ being given time and adequate orientation to research and teaching preparation, and helping the new faculty secure housing and get settled. Where the experiences of the study participants might be considered to be congruent with the scenarios presented in the Renewal Report, their recollections of being introduced through the interview process were favourable. For example, as Dr Green, the most recently hired of the study participants, remarked,

The people who hired me and recruited me here were very good at communicating expectations. The Associate Dean ... was very good during my recruitment. She kind of sat me down and had conversations about certain issues. I had great conversations with almost all the faculty in my department ... about what their expectations were regarding my role, and, kind of, how they filled their time when they were a new assistant professor. So those conversations were very helpful.

Dr Atwater recalled that the application process took place over several months and culminated in two days on site. She recalled that the majority of her formal learning about, and introduction to her new role,

took place during my campus visit for the most part. So, I don't know what it's like in other fields I guess, but in [this department] ... the last part of it is this sort of, very intensive two-day campus visit during which you meet individually with a bunch of faculty members. You have a general interview, you give a job talk, you give a trial lecture to a course. So I had already met everybody through the course of that [experience]. You know, you spend a lot of time one-on-one with a lot of people that way... So, yeah. I had met everybody that way and then [once I was hired], I started just getting to go to faculty meetings, and, yeah, that was about it.

Moreover, to the greatest extent, Dr Cacy was given assistance moving from another country, housing was found for him, mentorship was established, his roles were very clearly defined, and he experienced a warm welcome from all his new colleagues. Dr Cacy expressed his feeling that his introduction to the role could not have gone any better.

The New Faculty Orientation

Following their acceptance of their new faculty positions, all participants in this study described engagement with WU's general Orientation for newly appointed faculty, an event typically held at the beginning of each new scholastic year. The goals of the orientation are to welcome new faculty, provide an opportunity for new appointees to meet and engage with other new faculty members, and to provide appointees with relevant and important general employment information informing them of university goals, supports, and resources. In 2008, the Orientation event for new faculty lasted three days and culminated with a reception hosted by the university president. However, since 2009, the new faculty orientation event constitutes a day or less of activity and is viewed by participants as predominantly providing various resource documents and offering practical information about procedures such as parking regulations, getting access to office keys, and library usage.

Eight of the nine participants recalled that they had received an invitation to attend the general Orientation event, which each noted as an aspect of formal induction.

However, Dr Nugent was not made aware of the new faculty orientation and therefore did not attend. While participant experiences with the orientation are varied, they also expressed sentiments indicating that the session could be of greater value. Dr Leuven summarized the session saying, “the whole session, the whole orientation was like, maybe a morning long. Ensuring that they covered research, they covered procedures for contract renewal and tenure, and promotion and all of that. Moreover, they covered a little bit about teaching.” Dr Baylor recalled covering much of the same content but noted that the orientation left an odd impression. She added,

They took us through a bunch of paperwork that mostly focused on our benefits (laughs) and strange comments about suicide rates on campus. Those are two of the lasting impressions of the faculty orientation.

Hannah Atwater stipulated that the orientation was “impressively unhelpful” but she did appreciate the opportunity to meet other faculty members – despite recalling that she only connected with one other faculty member during the event. Bruce Green offered that he found the orientation session to be both “somewhat helpful and somewhat not helpful... There was such a massive amount of information.” Izzy Mann noted that the orientation was exactly what he needed it to be.

It was very pragmatic. It was about access and security, and how you get your access card for your parking and you know, the things that you need to figure out. Those are the things that during the first few weeks you can spend a lot of time, waste a lot of time trying to figure out.

The idea of providing an ‘orientation’ suggests that there is an acknowledged need to help new faculty members ‘orient’ themselves. Orient in this sense is defined as “to find one’s position in relation to new or strange surroundings” (Orient, 2009). In this vein, it stands to reason that the partial (if not complete) purpose of the orientation session is to contribute to the new faculty member’s understanding through familiarisation of their new position within their new surroundings. Familiarisation, or socialisation, is a method whereby that individual comes to a deeper understanding their personal context.

Given the consistent participant accounts and long-standing memories of the new faculty orientation sessions, it seems apparent that there are discrepancies between their originally held expectations for the event compared to what they

experienced and gained from the event. For some of the participants, the disparity between what they expected versus received was perceived quite negatively. For the other participants who noted that the 'pragmatic' elements were useful enough to make the event worthwhile, or "somewhat helpful," it was still clear that the orientation could have left a better impression.

The New Faculty Orientation served as one of the essential primary structures of the formalized induction process. In its current format, the NFO at WU provides some basic and mostly impersonal information over a couple of hours offering very little opportunity to make collegial connections. For most new faculty, this event represents one of their first forays into the university's organisational expression of culture and 'orientation,' and given the relatively poor impression it leaves, might be considered deleterious to the development of a positive view of institutional culture. We have all heard the adage 'you only have one chance to make a good first impression,' and it is clear that the NFO could be better organized toward intentionally making a better impression. Strategically, WU should design the NFO with an explicit understanding that lasting perceptual implications are likely and contribute to current and lasting perspectives of the organisation.

In fact as discussed in Chapter 2, the events experienced as a part of a new faculty members onboarding contribute to personal understanding of their new work situation (Spenner & Otto, 1985; Tierney, 1987; Trowler & Knight, 1999), and as Van Maanen (1978) points out, will either reduce or contribute to anxiety, are influenced by social interactions, and have effects on both the employer and the new appointment dependent upon the practices employed. General induction literature notes that commonly made mistakes in onboarding include focusing on the needs of the organisation instead of the needs of the employee and is often composed of an overload of information (Diane Bailey Associates, 2009; Griffin, 2015). While this information may be valuable, it is often provided too soon and out of context leaving the new employees to work things out on their own later (Griffin, 2015).

These common errors in induction are echoed in the stories of many but not all of the participants in this study. For some, the general Orientation event provided exactly the information that was required and met their perceived needs. For the others, they

recalled it being “somewhat helpful and somewhat not helpful... [with] such a massive amount of information being *thrown* at [them]” [Dr. Green], or “impressively unhelpful” [Dr. Atwater], and consisting of “paperwork that focused on benefits (laughs) and strange comments about suicide rates on campus... [after which] it was very much, off you go” [Dr. Baylor]. Some of this variation might be explained by the fact that participants were hired over three years and therefore experienced different general Orientation events which may have had slightly different approaches, while much of the different response likely also hinges on the individual needs as perceived by each new employee.

Specific to the university context, the 2012 Higher Education Research Council of Ontario’s report on the effectiveness of new faculty orientations acknowledged the importance of onboarding and professional development strategies, but also noted that the efficacy of the employed strategies (professional development and new faculty orientations) have only “rarely been evaluated or studied” (Miles & Polovina-Vukovic, p. 6). It is clear that there is much work that can be done in the area of induction within the university context.

The Teaching and Learning Centre (TLC)

The Teaching and Learning Centre is a resource centre for faculty and departments within WU and is dedicated to supporting teaching staff in providing high-quality learning experiences to the university’s students. Staff of the TLC work to support academic faculty with technology integration and teaching-related topics such as pedagogy, approaches to learning, and the scholarship of teaching through liaising relationship, private workshop offerings, and large group sessions on various topics of interest (such as course design, student evaluation, online course management tool use, etc.). Access to the TLC is available to all WU faculty (full, part-time, or sessional), Staff, and Teaching Assistants. Consistent with the typical goals and purposes of teaching and learning centres in many universities, WU’s TLC web page states, “We aim to be a “one-stop, one-step” resource—where WU instructors and programs receive the assistance they seek from the first TLC person they contact or definitely by the next step within WU’s teaching and learning support network” (Western University, n.d.).

All the study participants except for Dr Nugent indicated that they heard about the TLC during the orientation session, or at least knew that “it exists.” Dr Nugent reported that he had learned mostly about the TLC over the past three years through email communication. “But when I first arrived,” he said, “I had no clue. I had no clue about what the TLC was. I also had no clue, sort of about the broader resources I might have as an instructor. I just sort of picked that up as I went.” Noting a very different experience, Dr Green talked about how he was contacted personally by a member of the TLC staff immediately after being hired noting that he was visited by his TLC liaison, engaged in conversations about teaching and learning, and received a book on learning. He recalled all of these interactions very positively. At the time of our conversation, he had yet to engage with any TLC programs, but he was still in his first month of the faculty position.

Of the eight participants who learned of the offerings of the TLC through the new faculty orientation or via email, three had engaged in more than one workshop from the TLC, one had taken advantage of just one offering, while the other four indicated no engagement with the TLC. Each of the four non-users confirmed that they knew they “could make use of” the TLC offerings, but either did not see the current relevance for this or did not require any instruction, an opinion epitomized by Dr Strong who offered that he “knew the drill, to be honest.”

All participants who had interacted and engaged with the TLC and the programs offered were appreciative and expressed their enjoyment of the workshops. This positive reaction is exemplified in the comments of Dr.’s Trechet, Cacy, and Leuven:

In my first year I was very gung ho so I went to a lot of [the TLC workshops]. Like private voice lessons and all kinds of things that they ran that I went to...they are all pretty useful in one way or another. Like the private voice lessons were really useful because I worry about losing my voice. And ... some workshops... about how to influence the students’ perception of approachability versus professionalism. It was an interesting kind of dynamic that [the instructor] was getting us to kind of show through body language and how we carry ourselves. So, that was interesting. Interesting out of pure applicability. (Dr Trechet [Lecturer])

The teaching and learning centre is just fantastic... They have been very cooperative, a lot of ideas but no pressure... I’ve been to classes like, ‘how to teach in a large class.’ I hated the class itself... The way it was delivered... But it

was useful anyway. And I went to, I've been [taught through the TLC] how to use clickers in the classroom, especially in a large classroom, since I have to teach in a large classroom. And that was very interesting. There was technical consulting... I didn't really need that, but it's there if you need it. Also a 'pedagogical consulting' - how to use [technology] more effectively. I could think of many good ways, but they suggested some other good ways. So [those were] very, very exciting things for me. And I am very happy about that. (Dr Cacy [Lecturer])

I attended [a couple TLC workshops] last fall; I took the individual voice lessons that they offer, which were great. The person who does that, she was wonderful. And then I attended some other workshops that the same person was doing - presentation skills in the classroom. (Dr Leuven [Assistant Professor - research-track])

All participants expressed views that the Teaching and Learning Centre represented a valuable resource and that it points toward a commitment by the university to seriously engage with and promote a culture of good teaching. However, they also voiced opinions suggesting that there exists no particular expectation for engagement with the TLC or the scholarship of teaching should they find themselves too busy to do so. Asked about his involvement, Dr Strong offered, "There were things offered to me through the TLC, and I have to confess I didn't use all of them because I have landed in different schools several times now and I know the drill to be honest." Dr Mann, who had also not yet engaged with any aspect of the TLC, noted simply, "the opportunity to go down to the TLC - that has been there. And, there have been several points along the way when I know that that was something I could make use of." Dr Mann also said, "I have to say definitively that at that time I did know that if I wanted that it [the TLC] was there. So I didn't feel like I was operating in a vacuum without support. I just, maybe egotistically, wasn't looking for the support."

Instruction, or teaching, was acknowledged by each participant as one of the major responsibilities of their positions, regardless of their particular affinity towards it. WU's vision and mission statements advertise teaching excellence as central to the university's mission. However, formal engagement with the TLC is by choice. If a faculty member wants to engage in improving their teaching practice, the TLC is an excellent resource. As Dr Baylor remarked, "it is great that teaching supports are offered, but you have to be the sort of person who... seeks them out." Regardless of their TLC involvement, all participants appeared to adhere to a sense that teaching was regarded

as important by the university. Paradoxically, they also noted that teaching did not seem to be viewed at parity with research in terms of weight and regard in the process of career evaluation (an issue discussed further later in this chapter and Chapter 6).

Interactions with Colleagues as Contributing to Induction

Conversations with colleagues in participants' departments were noted as being one of the most helpful activities for learning more about their roles and expectations. Invitations to dialogue often consisted of a suggestion by the Head of their department to "just ask" if they had any questions. While each participant noted that they felt they could ask someone for assistance if required, only two participants reported actively seeking out 'informal' assistance from colleagues. With respect to seeking informal assistance, Dr Green noted, "most of the mentoring that I've experienced so far is something I've needed to initiate via email, and has not been formal." Dr Nugent recounted that he does "utilize at least a half a dozen people in [the] department for advice and mentorship – informally, it works really well."

One department seemed to take advantage of the collegiality of its members by effectively creating a very warm and welcoming environment. Dr Cacy refers to this tone in describing meeting the faculty in his department. "Every professor has taken the time to come here and have a chat and tell me about their experience, their problems, their difficulties, etc. There are 29 professors... [And] at least 15 of them came in the first two weeks." Dr Cacy also expressed high satisfaction and appreciation for his colleagues' roles in introducing him to the university and faculty culture.

All the participants reported some contact with professors who had previously taught the courses to which they had been assigned. Seven of the participants received prepared course materials and offers for help should they require assistance, while two participants felt that they had been left to their own devices. Hannah Atwater reflected on being given one of her first teaching assignments.

And I said, 'Well, you know, can I look at what other people have done? Can I see some syllabi? You know, what are the general expectations of what gets read in this class?' And they were like, 'Well, you know, we would rather that you just do it yourself because we think you have new and interesting ideas. So, let's just see what you can come up with.'

While the appointment process and the new faculty orientation constituted the majority of the “formal” orientation to the university, and opportunities for dialogue with colleagues were viewed as the “informal” introduction, Hannah Atwater summarized a common sentiment when she referred to knowing about expectations around what you need to do as a faculty member as she mused, “You are expected to already know that [expectations] by the time you graduate. And if they hire you, they presume that you are competent.” And for Dr Atwater living up to this expectation, particularly as it related to competence in teaching, did not represent an area of anxiety given her vast instructional experience. In fact, it is worth noting that Dr Atwater had considerable teaching experience before coming to WU and pointed out that she believed one of the reasons she was hired was because of her teaching experience. Following teaching her first course at WU, Dr Atwater became involved in recreating the departmental teaching evaluation tool and worked extensively to help colleagues develop learning outcomes for their teaching. So while Dr Atwater came to the position with considerable experience, her views on the university’s expectation that new faculty should already have a working understanding of what they are to do were largely consistent with what the other participants recounted on this topic.

The new faculty expected to experience some level of a learning curve and yet ascribed to common sentiments that “[they] know pretty much what’s out there,” “I’ve seen academia... I like academia,” and a sense of confidence and self-assurance that they could “just sort of jump in.” Finding and accessing new office and departmental resources, getting to know the students and the student culture, meeting new colleagues and finding their ways into a new work culture were all anticipated to be areas where learning would be necessary.

Explicit and Implicit Induction

Considering the stories of the participants, it could be helpful to categorise the induction process as having two elements: explicit and implicit.

The explicit (or formal) elements of induction should be considered to begin at the time of being hired, and as comprised of the processes and orientation purposefully

provided by the institution (or representatives therein) with specific intention to inform and acculturate new employees. Elements of explicit induction typically include: formal Welcome from, and Introduction of key figures in the administration (President, VPs and Deans), new faculty orientation events, an overview of the programs and activities of the university's Teaching and Learning Centre, Departmental welcomes and introductions, and possibly emails with practical information including a copy of the Faculty Handbook. In this study, the participants described varying levels of engagement with the formal elements of induction as organized by the university and reflected a range of views as to the utility of the explicit or formal induction processes.

On the other hand, implicit (or informal) events and activities that are not formulated or arranged with specific intents by the institution clearly serve to inform new faculty, add to their understandings of particular roles and the culture of the work environment, and induce them to networks of colleagues. Below, I further discuss the experiences of the participants in both of these elements of the induction process at WU.

Explicit Induction Experiences

To assist new faculty in gaining a foothold and understanding associated with their roles within a new organisational culture, WU engages appointees at the institutional level through a general orientation session. Eight of the participants in this study reported that engagement with the new faculty orientation was a dominant component of their official and formal introduction to the university. They were welcomed as new staff, provided with the opportunity to meet and greet, and given some practical information regarding the specifics of academic life and about where to find resources they might need. While some of this information was helpful, lasting impressions of the orientation indicated that it fell short of being substantive enough to provide clear direction with respect to formal institutional or role expectations.

Six of the nine participants reported that the new faculty orientation(s) represented 100% of their formal introductions to WU and their departments following their hiring. Dr Nugent (who did not attend the orientation) noted that while he was assigned a mentor by the Department Chair, neither of them did much actually to foster

that relationship. Offering his perspective as to why the mentorship was not fostered more, he added,

The culture is so nice in our department that I can ask almost anybody for advice and mentorship at any point in time. So, rather than strictly stick to one mentor, I guess if there's something I think a certain person would know about and can help me I will just ask them directly.

Drs Green and Leuven experienced an additional formal orientation officially hosted by their respective departments. Dr Green noted the department's orientation as being "very helpful" because it "was more tailored to [specific] research and teaching expectations as well as service expectations for [the] role specifically in [the department]." Dr Leuven recalled a departmentally planned and organized social following the first department meeting during which new graduate students and faculty were introduced. She noted it as being, "pretty much what [my induction] was." None of the other participants recalled their departments holding additional formal orientations. Participants all viewed engagement with the TLC as optional and noted that the Centre offered formal opportunities that could be taken advantage of as time allowed and interest merited. The study participants were not always clear about how to access offerings by the TLC or whom to contact for further information.

A lack of direction pertaining to expectations regarding research, teaching, and service work emerged as a common theme in discussions of the orientation process. Dr Green reflected,

When I was recruited here, they wanted to know how much I taught before. Though I wasn't involved in the decision of whether or not to hire me, so I don't know what their specific expectations are. That has never been conveyed to me.

Dr Baylor commented that following the official orientation, "it was very much, off you go." She continued, indicating that many elements of the job were learned later by "hear[ing] bits and pieces here and there," or "learn[ing] by doing," or even "making shit up as I go." Clarity was seen as lacking around expectations regarding performance or production within the various faculty roles. The participants described being given various descriptions of how time ought to be managed and distributed among the roles, with ranges from "100% should be research" and teaching should be fitted in, to what

was described by three participants as the “classical 40 research/40 teaching/20 service” division algorithm.

Those participants who had been appointed as Lecturers (Trechet, Mann, and Cacy) each conveyed a clear focus on instruction in their job expectations but also felt that there existed an “open invitation to engage in research.”

Implicit Induction Experiences

Implicit or informal induction was noted to be one of the primary ways in which the study participants learned about how they were to function and traverse their roles. As mentioned earlier, implicit induction elements are those events or happenings not intentionally specified by the university and typically located at the faculty, school or departmental levels. Examples of implicit induction elements include informal conversations with colleagues, individual searches for particular information, trial and error in discovering job requirements and expectations, mentoring whether conducted as part of a departmental program or as an informal, interpersonal connection between new faculty and an experienced member. In some part, the informal induction process is shaped by the new member’s personal perceptions and understandings based on their previous acculturation experiences.³³

The professors in this study were proud of their roles within academia and acknowledged the need to rely on their intellects and to be seen as competent and qualified as they began their new positions. The desire to be seen as competent and ready to assume their roles presents a tension when at the same time there is a need for new appointees to understand clearly the expectations of their appointments and assignments. As Dr Nugent states, “I was really excited because I felt that finally I had achieved, or obtained this job that I had wanted since grad school. So I was really excited about that. But I was really worried about the workload.” Since that time, Dr Nugent has found the workload to be less than he expected, but also he also noted that

³³ Determining how participants came about their preconceptions of what it means to be a university professor (whether through family affiliations, previous schooling experiences, movies and media, or otherwise) is beyond the scope of this study.

he works considerably more than ever before in previous careers, as he strives to be “excellent” and achieve Full Professor status.

Study participants reported varying degrees of knowledge about the expectations of their departments for their roles when they started as faculty. Participants expressed confusion regarding how the roles of research and instruction were to be balanced, and/or how teaching performance would affect career advancement. However, all were confident in their abilities to find any information when they learned of their need for it, but also noted that where they had “missed many elements” or “discovered a lot of things after the fact” they were typically made aware of their oversights “...like after I didn’t do it.”

Departmental colleagues were generally seen as having provided welcome support to the new faculty. This was best exemplified in Dr Cacy’s experience, having been given a warm reception by the chair of the department, administrative staff, and his colleagues. He said,

Every professor [in the department] has taken the time to come here and have a chat and tell me about their experience, their problems, their difficulties, etc. There are [##] professors [in this department] – I think, at least [just over half] of them came [to my office] in the first two weeks. Just, knocking at the door, “Hey, do you want to know, etc., etc.?” [Unintelligible sentence] and everybody has been asking me about my past, [and] giving me some opinions... I’m always happy about that, and what I’ve been told.

All the other study participants shared views that they were either reminded to, “ask if you have any questions,” were visited and checked in on from time to time, or simply knew that they were welcome to seek someone out should they have questions.

Multiple roles: Teaching, Research, and Service

Professorial Context

Life in academia requires a certain acumen and attitude for success. WU is described as a ‘research university,’ a description that fosters an immediate image of

what the role of a professor might mean as delineated by many commonly held societal perceptions of the research university. For example, asked why a student would choose to attend a research university, the student responded, “you come to [a research university] to be around some of the greatest minds on earth” (O’Shaughnessy, 2011). Society regards professors as innovative thinkers as popularized in television shows like *The Big Bang Theory* (Lorre & Prady, 2007-) and movies such as *The Absent Minded Professor* (Walsh & Taylor, 1961). Individuals who generally hold the title of ‘professor’ are held in high esteem and given notable occupational prestige (Boundless, 2015; Clarissa, 2011; Norton, 2010).

Professors hold the highest academic rank, are frequently renowned as intelligent and creative thinkers and are often consulted by mass media as experts regarding current events in their areas of specialisation. A generalized job description provided on the Canadian Human Resources and Skills Development website lists professorial duties including: teaching undergraduate and graduate courses, lecturing, examining and advising students, conducting research, publishing findings of research, serving on faculty committees, serving as guest speakers or lecturers, and providing consultative services for government or industry (Government of Canada, n.d.). These duties were acknowledged and echoed by the participants in this study, but teaching, research and administrative duties (sometimes described as part of “service”) were emphasized as forming the core of their responsibilities.

Instruction, Research, and Advancement

Lack of clarity of expectations for teaching and instruction versus research emerged as a critical theme and represented a high degree of tension as the study participants wrestled with university encouragement to “be excellent and engaging” instructors within reward structures perceived to favour research. It stands to reason that this tension was not felt as strongly by faculty in non-research teaching lectureship positions although two of the three noted that they were still encouraged to contribute to research efforts within their departments.

As I immersed myself in the stories of each participant, it became very clear that managing personal expectations associated with research, teaching and service duties

was in constant flux and represented a source of tension, particularly for research professors. Dr Baylor reported,

Well, I've got these three bits, but the three bits, they are all part of who I am. Though if you asked, "what would you be if you are in a faculty position?" [My answer would be -] "Well, I focus on my research and then the other things would be just on the side." But, what am I now? I'm involved in all three of those parts – relatively willingly. Though I can grumble of course...

Tenure track faculty gave the general impression that they needed to concentrate most of their efforts on research. From their perspectives, performance in research held the most significant weight and consideration on eventual tenure and promotion. When asked about his understanding of the comparative priority of teaching and research in securing tenure, Dr Strong stated matter-of-factly:

It's publications. Do a decent job teaching, but it's your researcher-part that is priority... The focus [of a professor's role] is clear... 100% of your time should be research... But when you think about your priorities – [scholarship of teaching] is just not high on the list. Um, I've never been trained to teach. No one, yeah ... I think I've had a half-day or something when I was [at another university]. I think that's the most training I've ever had. And, that's crazy... we're just not trained to be teachers. And I just feel like – well, maybe when I get tenure I'll have more time to think about that. And I, yeah, I think I can freely admit that.

However, Dr Leuven seemed to have a more tempered approach to the priority of research and appreciated the need for balance between research and instruction. Even so, she noted, "at the end of the day, [research and writing] is what gets weighted the most in the way that [she] gets evaluated... both, within the University and also within the larger profession." Dr Green echoed this sentiment regarding what counts in performance evaluations as a professor.

(Deep sigh) that's an interesting question because how we are evaluated is kind of – it's interesting. If you look at their criterion for evaluation when I go up in a year or two for a raise or promotion, or tenure – I think what they place the most emphasis on, is my research. Teaching will only come into play if you're not doing a good job of teaching. So I think if you kind of meet the minimum expectation, which is probably like you're doing a good job, then you're fine. I don't think they reward you for being an exceptional teacher. I don't think that that's something that ... would be held against me.

And if I was doing a bad job at teaching and my research wasn't very good I would probably be in trouble. But if my research was really good, and my teaching wasn't that good, then I would probably still be okay. So they kind of

look at it as a holistic kind of picture – as long as you're doing really well in research, I think your teaching can suffer a little bit, though it can't be really bad.

At least, that's how it's been communicated to me... And, the people who get the most credit for being a great person to have around are those really great researchers. So, I think that's indicative of a culture that values research over teaching, though teaching is important.

While maintaining research is most valued at the University, Dr Mann spoke to his perception that this was slowly changing.

The most powerful recent example to me was the creation of the rank of Teaching Prof. within [WU]... That to me speaks volumes about the legitimacy, the value placed upon education here.

The participants were clearly not disregarding teaching and their role in instruction. Rather, they were offering commentary on the requirements and the associated lack of reward for teaching. There existed juxtaposition between the importance participants personally placed upon teaching and the value they believed to be attributed to it within the current cultural milieu of the university. On one hand, teaching was acknowledged as a required and essential element of academic work, yet on the other, it was described by research track faculty as being only marginally important in tenure and advancement conversations. When asked if she believed the university places a high priority on teaching, Dr Baylor said,

They claim to. (Laughs) and if you want to pick that up you can, but if you don't, feel free to carry on. I don't know what that means in terms of an official policy. There's nothing requiring you to think about your teaching. There are services available for those who are so inclined. And I think they're sort of self-selecting as to who they cater to – which is better than nothing at all – and that's super, but I think we end up with a problem where there are a lot of people who don't want put the time to it, or it's just not the right thing. That's the other thing... Why are we hiring faculty, or why are we hiring researchers to teach? If we want people to teach well we should hire teachers because a lot of us don't teach well, or it takes us a long time to figure out how to teach well.

For Dr Leuven, the introduction of a new rank within the university structure pointed to a renewed focus and importance of teaching. "I heard that part of the last bargaining session with the Faculty Association was to introduce this new rank of Teaching Professor." She continued,

Here in our department, for example, we have two Senior Lecturers who very much are respected members of the department, and very senior members also. I know that in terms of their pay scale, for instance, it's much more limited – they hit their ceilings much faster than the professors, so there are certainly ways in which one can see that the institution as a whole does not value that track as much. I mean it does seem that there is some conversation around it and I don't know much about the details. I know that the Senior Lecturer rank, for instance, not every department has people in that track. But, we have here, and we like them... and the students like them.

Faculty employed in the teaching/lecturer track in this study conveyed far greater clarity with respect to job evaluation and performance requirements. This was illustrated in Dr Cacy's recollection of the guidelines he received as he started as a lecturer.

So they tried to explain that it is elastic. That I am a faculty member so basically I can do whatever I want, but I am evaluated on the teaching and only the teaching. I can do all the research I want. Everything I want -I think- because I am faculty. But the career ladder is based on teaching and only teaching. And that was made very clear from the start. So I appreciated that a lot. It was so clear when I was hired, that we didn't really discuss that again after the hiring.

Administrative Tasks and Responsibilities

Regarding the expectations about administrative or service roles, the participants discussed committee and service work as imperative to remaining relevant and adequately attached to a larger community. Administrative duties were not expressed as points of tension for any of the participants, but Dr Atwater did note, "Administration stuff takes up more time than I had expected it to. Lots of little meetings kind of fracture your time in certain ways, and it makes it sort of hard to put together research blocks." All faculty understood their current requirements in the administrative role and noted clear expectations around how those duties would change in the future. Administrative duties were seen as important in maintaining and building community within departments and the Academy. One area that could have been investigated further is how participants perceived administrative work as contributory (or not) to considerations for tenure.

Tenure and Promotion

Career advancement is dependent on performance assessments as deliberated by tenure committees. Tenure committees are typically composed of colleagues within a

department, who are often nominated and elected by their peers. Typically, the committee membership will include faculty representing each of the three main academic ranks: assistant, associate, and full professors. Tenure committees are tasked with the responsibility of assessing and recommending promotion or tenure for faculty who meet the criteria for advancement as laid out in university and departmental Tenure, Advancement and Promotion Policies. At the faculty or departmental levels, the Committees make recommendations to a departmental Chair or Faculty Dean. In the case of promotion to full professor, a University-level Tenure Committee composed of representatives from the various Faculties and Schools often vets recommendations. Ultimately, the University Tenure Committees usually make recommendations to the Academic Vice President. Tenure committees, however, are themselves in constant flux and welcome newly elected members every couple of years. The new members introduce new perspectives and subjectivities into the process of evaluating a professor's performance profile against policy criteria. Moreover, where there is uncertainty regarding role expectations, pressure is increased as research track professors must navigate that which seems to be a moving target represented by the changing membership of the review committees. Keith (representing 40 years of experience with tenure and on tenure committees, see Chapter 2) offers some personal commentary on this front noting that the experience of walking through the tenure process is one where, "frequently you are working in a regime whose parameters for success, especially during probation, are simply defined by the quirks and whims of individuals, too often unshaped by any management practice or indeed much knowledge of the university's overarching expectations." Keith's sentiment is important inasmuch as it highlights the importance of both: recognizing that tenure committees are composed of a dynamic variety of individuals each of whom may have variance in perspective and understanding; and how critical the role of mentorship by review panel chairs and experienced review committee members may be for new faculty as they work to navigate the assessment process.

The vision statement and the university tenure and promotions guidelines of WU call for excellence in teaching, scholarship, service and engagement with the community (reference removed to protect participant privacy) but remuneration, reward and advancement were generally believed by both the research and teaching track

participants to be tied more closely to research and scholarly activities. There appears to be a tension among policy statements, organisational vision and goals, and the perceptions of faculty about how the policies and visions are activated in practice at the departmental and faculty levels. While the Tenure committees can recommend promotion and tenure, they may not have any input into decisions about salary. Sometimes a promotion will result in a change of wages as the faculty member moves into a new part of the overall pay scale. Sometimes a routine evaluation (not involving a request for promotion or tenure) may only recommend whether the person being reviewed moves along the salary scale within their rank, or how many steps they may move. The salaries of faculty in public universities, such as WU, are published in regular government reports so faculty, as well as members of the general public, can compare the salaries paid to different faculty and different rank or career steps. Hence, salary awards can certainly be interpreted as providing indirect signals as to which career activities have the greatest priority.

To further understand where this perception might have gained its leverage among faculty and acknowledging that each participant had received a copy during the first weeks of employment, I requested the Tenure and Promotion Criteria documents (all necessarily based on WU's master Criteria document) from each department/school within the University. I received correspondence and five documents in return. Some department chairs responded immediately and in the positive, while others were concerned to pass along promotions criteria document stating that they did not want it "floating out there." One department eventually agreed to send the document but insisted it be printed and mailed so that it would not be "out there" in a digital format. Of the departments who did not send a copy of their promotions criteria document, I received either an email response stating "the Tenure and Promotions Criteria document is for internal use only," and thus declined, or I received no response at all.

The Tenure and Promotions guidelines as presented by each of the departments outline the requirement for exemplary teaching, research, and community service for all stages of promotion, so my inquiry did not help much with understanding the disparity between faculty perceptions of the requirements for promotion and the officially written policies. However, in one email conversation with a Department Chair representing one of the study participant' departments, I asked her thoughts on why the perception that

research trumps consideration of teaching requirements for advancement might exist so strongly. She responded at length.

It is, unfortunately, a commonly stated opinion. It is one I personally don't agree with (I like to point out that teaching is supposed to be 40% of our job, and I am insisting my TPC [Tenure Promotions Committee] seriously consider indicators of teaching performance). I am sometimes seen as an outlier...

My opinion is that it doesn't just come from WU being a research-intensive comprehensive (it is true that you get less of this attitude at places where teaching is considered the majority of the job description). I think it is also because it is relatively straightforward to evaluate research success, but less straightforward to evaluate teaching success. People may argue about the best way to evaluate research, but in my field, it's reasonable to think that a combination of research funding, papers published, and the quality of the journals the papers are published in gives a pretty good idea of one's ability as a researcher. We don't like to have specific numbers in our criteria because what someone like me does (I'm [in a specialized field]) may be very different from [another specialized field] (we have really different funding and publication rates). But in general, it's possible to come up with a reasonably objective assessment of research, so you can tell if it's satisfactory or not.

In contrast, how do we evaluate excellent teaching? It's harder. We can look at evaluation scores (but we know student evaluations are not a great indicator of teaching ability). We can examine syllabi, evaluation instruments, look at professional development in teaching, or even observe people in the classroom. But little of that is as objective as counting the number of papers and adding up the dollars. If you'll forgive me, we default to the pornography argument; I know bad teaching when I see it. It's unsatisfying.

What this means is that if someone is doing fine on the research front, it would be pretty hard to prove they aren't satisfactory overall based on the, unfortunately, imperfect tools at our disposal for evaluating teaching.

Moving toward and gaining tenure is a milestone a personal achievement. Since the time we were children and received a first ice cream reward for having done something well, many of us continue to seek reward or recognition in some forum or field of endeavour. In many ways, new academic appointments learn of the expectations placed on them based on the feedback they receive regarding what is important. Even no feedback communicates an important message that might be interpreted as 'what you are doing is not important enough to receive feedback.'

What can be done, and how might we better help new academic appointments learn of the expectations associated with their multi-part roles? In Chapter 6, I present

some recommendations for induction processes in academic workplaces based on the experiences of the nine study participants, combined with links to research reviewed in Chapter 2, discuss implications for further studies, and the limitations of this study.

Chapter 6 – Reflection on the Findings of the Study

"The important thing is not to stop questioning. Curiosity has its own reason for existing." Albert Einstein

Introduction

I began this research intending to understand better how new media and information communication technologies affected recently appointed university faculty members' engagement in instruction and effective teaching. However, as the interview conversations proceeded, I discovered that there was a bigger and more imminent question that needed to be addressed first, namely, how did the participant faculty perceive the teaching role within the overall set of expectations for their appointments. How or whether or not they had considered and understood their overall faculty appointments revealed itself as a necessary prerequisite to the consideration of the effects of technology on the teaching aspects of their practices. This awareness led to redefining my research goals. I also began to wonder about the extent to which Westcoast University (WU) as an institution intentionally sought to acculturate and introduce this group of recent appointees to the expectations associated with their positions. With this shift in focus, the study considered the stories of nine academic appointees, all within their first five years along the tenure track as they sought to understand how they experienced and interpreted their induction and orientation to the university. The research turned out to reveal how the participants felt about their assignments, how they perceived the processes by which they learned the way into their roles, and how they understood the expectations attached to their work.

As described in the Literature Review, starting a new job can bring with it considerable anxiety (Van Maanen, 1978), which can be reduced when attention is paid to improving transitions through purposeful induction (Griffin, 2015). Organisations invest considerable resources finding the right person for an available position, and it seems

logical that there would also be a strong desire to facilitate the new appointee's orientation and induction into their assignments and to help them become effective contributors to the institution's mandate. In many organisations, this is exactly the case, where they work to develop personalized, effective, and extensive induction programs and regard the time and effort as well spent. In contrast, less purposeful approaches to the onboarding of new employees via a "sink or swim," "learn as you go," or "just ask someone" variety are increasingly being viewed as having marginal value or even being actively antithetical to the organisation's best interests.

Best practices of induction are contextually dependent. Where induction to the university is considered, there exists the added challenge of accounting for the many shifts occurring in the landscape of post-secondary educational institutions. These shifts are forcing universities and colleges to reconsider their roles in society, and to attend closely to changing expectations on the parts of students, their families, and often communities in general; all of which are challenges which affect the roles of university faculty. Further, as Andres and Finlay (2004) have pointed out, the student population is increasingly diverse and less likely to be solely focused on their studies and university experience. They also note that the expectations for teaching practice are changing as student composition changes. Increased numbers of international students and many students struggling to deal with the competing demands on their time (as a result of needing to work, or possibly to care for their children or families while attending classes and completing program requirements) also contribute to the changing university landscape.

These changes, along with significant increases in student tuition fees, (Clark, Moran, Skolnik, & Trick, 2009; Crisp, et al., 2009; Higher Education Quality Council of Ontario, 2015; Khinda, 2014) have modified expectations regarding quality and value of the curriculum, instruction, and learning experiences in higher education. For faculty at all levels, the apparent shift toward emphasizing (and some might say returning to) learning outcomes-based instruction has many feeling a tension between meeting the demands of active involvement in research and scholarship and working to improve and enhance teaching and instructional practices (Altbach et al., 2009; Boyer, 1990). This tension is explored through the stories of the nine participants' experiences as new faculty members.

Participants' Experiences of Induction and Orientation— Common Threads and Diverse Perspectives

As was found in this research, how someone learns his or her way into any new job will likely be unique in each case considered. However, as the various stories and personal illustrations of how the participating faculty came to understand their new roles are considered as a group, it is possible for commonalities to emerge. Max van Manen (1990) reminds us that phenomenology does not allow for the creation of “empirical generalisations, the production of law-like statements, or the establishment of functional relationships” (p. 22). However, commonalities are not generalisations, and should not be mistaken as such. Instead, commonalities simply highlight particular experiences as shared by participants in similar contexts.

In the study for this thesis, the nine faculty participants described experiencing some similar elements or organisational constructs as they began (and continued) to work in their new roles. For example, each faculty member acknowledged having experienced being interviewed for the position, attending an organized formal university orientation for new faculty, and some level of interaction with and learning about the university's Teaching and Learning Centre. Also, the participants described various informal inter-collegial conversations as ways through which they learned about different aspects of their roles, assignments, and associated expectations, inclusive of their individual previous experiences and levels of engagement in each of these induction activities. However, notwithstanding these orientation experiences, the study participants expressed varying degrees of clarity when it came to the specific expectations the university held for them in the teaching, research, and service aspects of their assignments. Most pointed out that they were largely left to ‘jump in’ and ‘pretty much figure out’ what the expectations associated with their new roles were despite general induction processes.

Participant Dr Mary Baylor noted that there was not enough support and hoped that my research for this thesis might save other new faculty appointments from the stress and discomfort she endured while being dumped into learning her teaching role. Others said that the level of support was “OK,” or that “it was what they needed it to be,” but none of the participants stated that they would have preferred less induction nor did

they suggest that they would not have appreciated more. Dr Atwater added that in some cases (like that of her husband's) departments simply don't communicate or clarify expectations as they assume that the new faculty member already 'knows the ropes.' What is clear from this polyphony of perspectives and experience is that each participant viewed their induction differently, and that individual needs were varied. There was no 'one-size-fits-all' recommended approach. As a result of the participants' experiences of learning into their roles self-sufficiently, consideration of expressed anxieties can be reduced and point to practices that might be improved and help alleviate some of the tensions experienced.

Given the common and individual experiences reported by these participants, the challenge faced by the university in developing an effective induction program is in meeting both the general needs of the institution and attending to the needs of individual faculty in their particular assignments, personal career goals, and specific departmental or program contexts. Based on the experiences and findings of this research, universities would be advised to develop and implement personalized induction programs as significant extensions to any generalized, institution-based Orientation Programs. The following sections consider how elements of professorial induction might be bettered based on the lessons learned from the experiences of these nine participants.

The “Official” New Faculty Orientation

Eight of the nine participants in this study acknowledged their engagement with a formal New Faculty Orientation (NFO) as one of the primary forms of organisational induction. While the event was not viewed as all that it could be, specific details associated with employment (pensions, benefits, etc.) were well received. A coincident benefit noted by study participants was in their opportunity to connect with faculty from other departments. While most did not make those connections, the opportunity was recognized. The fact that participants noted the missed opportunity to make connections highlights a real need, one that might be addressed through consideration and prioritisation, for how the new faculty orientation might intentionally facilitate social and collegial connections, especially across departmental and even faculty lines. In the

absence of making connections and some level of cross-pollination, many departments experience the “silo effect” in which larger organisational objectives and culture are fractured across smaller cultural units. Some organisations make a particular effort to break down silo walls or ensure they are not created in the first place through intentional induction strategies. Participants in this study noted that the loose invitations to the social aspect of the NFO event were unlikely to foster much cooperation or even friendship among people across departments especially in the absence of real incentive for mixing. The organisers of new faculty orientations might wish to consider the development of cross-department pollination as a primary goal for the event. Such pollination might include specific mixer activities and the addition of social engagements where the new faculty member’s Chair (or delegate) accompanies the appointee to the orientation to facilitate introductions and connections, thereby increasing the possibility of cross-department collaborative project genesis.

What forms might this cross-department pollination take? In some institutions, there are regular meetings at the level above departments or work units—i.e. meetings of full faculties, meetings of Schools, etc. However, given the crowded schedules and multiple demands of faculty, these are not likely to be well-attended however, unless there is a clear agenda, objective, and potential outcome of such meetings. At one time, Faculty clubs or lounges might have facilitated social cross-pollination, but many university clubs seem to have trouble surviving and retaining members.³⁴ One formal Induction event in a typical year will likely not do much to deter or break down silos.³⁵

New Faculty Orientation events need clear purposes. Organisers need to ask about the intended balance between the dissemination of information and facilitating

³⁴ UBC, SFU, and UVic are all examples of this. Further, WU might be considered a “commuter” university where both faculty and students often live off campus and may commute some distance to come to classes and to their offices. Unless they have particular resources or equipment on campus they may prefer to work from home or off campus and computer telecommunications makes that option increasingly possible. This raises an interesting question that might be investigated in future research: Why is the social mixing breaking down within academia?

³⁵ The area of socialization among faculty in the same departments or across departments was not explored extensively in the conversations conducted for this study and that deficit may be a limitation of this research. Study limitations are discussed in a separate section later in this chapter.

collegial connections. Consistent with some of the research cited in Chapter 2, (Boice, 1992; Boyer, 1990; Costache & Maas, 2011) some of the participants in this study found WU's New Faculty Orientation to be overly detailed about specifics such as parking spaces, pensions and benefits, access and security arrangements, and to offer very general statements about the culture of the university. The focus of the NFO seemed mainly to be one of the parading of key figures in administration before the large audience. The participants in this study appeared to view the WU general orientation sessions as generally being concerned with the communication of basic policies and procedures with limited attention to socialisation among new appointees and longer-term faculty. In fact, as Dr Leuven put it her "experience of [WU] in general [was] that it doesn't encourage a lot of collaboration across departments." In my view, as it is, the NFO at WU represents a missed opportunity and falls short of the potential benefits it could confer on new faculty members. General surveys (Miles & Polovina-Vukovic, 2012) and my own survey of orientation programs in several Canadian universities have found a wide variation in the amount of time allocated to general orientations and to the formats of the sessions, with allotted time ranging from ½ day to 5-6 days and with a mixture of information and communication sessions and social events designed to help newcomers meet established faculty members (Miles & Polovina-Vukovic, 2012). To this end, consideration should be given to developing new faculty orientations that can effectively meet both general institutional needs as well as to provide more opportunities for socialisation and networking among the attendees.

Departmental-level Induction and Orientation

Acknowledging again that the first few days of a new position are commonly associated with high anxiety (Boyer, 1990; Griffin, 2015; Van Maanen, 1978), allowing time for intentional (perhaps even celebratory) semi-formal introductions can facilitate increased comfort (Alvenfors, 2010; Costache & Maas, 2011). The literature is clear about the importance of considering and fostering social interactions and connections in the early phases of induction to a new job. Alvenfors' (2010) TPI (Theory, Practical, and Interaction) Theory of induction training highlights meeting the new appointee's interactional needs as one of the three critical tenants for successful onboarding (p. 46). Van Maanen (1978) articulated this in another way noting that learning a new role does

not take place in a “social vacuum,” and that social connections contribute to feelings of individual success or failure. Brown and Duguid (2000) take this a step further and note that in all “learning to be, in becoming a member of a community of practice, an individual is developing a social identity” (p. 138) which “occurs principally through shared practice” (p. 153).

Eight of the nine participants in this study acknowledged peer introductions and informal conversations at the level of their departments as the primary ways through which they became aware of various expectations and processes associated with their new roles. However, six of those eight noted that they were left to seek out the majority of those conversations. If collegial introductions are not planned and are simply left to chance during periods where faculty schedules coincide, those introductions become less likely. As Dr Green noted, (concerning exchanges with his department Chair) he “like[s] to come into the office, but there are days that will go by where you don’t really see anybody.” If an event to introduce new faculty members is not organized, a Department Chair might ensure that a new faculty member is personally introduced to each member of the department or work unit.

This idea of learning socially and the importance and impact of connections and support from colleagues as the main aspects of orientation and induction was echoed by all the participants. Most expressed solace in knowing that they had open invitations to ‘simply talk to others’ or ‘ask if they had questions.’ Those who perceived very high levels of collegial engagement and support – as in Dr Cacy’s experience, where over half of the professors in the department made an effort to visit him within his first week in the new position – expressed complete confidence in ‘finding answers’ and being supported.

However, Dr Cacy’s experience was not the norm among the experiences described by the study participants. It is quite remarkable that a majority of professors in his relatively large department made the effort to stop by, introduce themselves, and convey a sense of support. One could surmise that either this simply was a remarkable group or something was going on behind the scenes... perhaps the leadership in the department played an active role in constructing a ‘collegial consciousness’ or

conscientiousness pertaining to Dr Cacy's needs and outlined what collegial enfolding might look like.

Based on the remarks made by the study participants about their department-level induction experiences I suggest that creating an atmosphere of collegiality speaks to a managerial skill where existing faculty and staff are reminded about the arrival of a new hire and clear expectations are set around what 'enfolding' looks like within a department's membership. The nature of the communication should include information about the new faculty member, their name, interests, when their first day in the office will be, and a general request to existing faculty to 'make them feel welcome' by stopping by to introduce themselves and see where they might offer any assistance. Reminders might be provided during departmental meetings, email communication, and telephone and face-to-face encounters. While reminding and informing existing faculty about the new hire, a departmental Chair might set expectations regarding how new faculty members can be enfolded into the departmental and general university culture. Existing faculty should be encouraged to engage new faculty in conversations about their experiences and learning within the university. If this is done well, new faculty may feel an increased sense of welcome, encouragement, recognition and affirmation. As in Dr Cacy's account, the departmental welcome and connection reassured his sense of confidence that there were people in the department he could speak to if or when unclear about something.

Some universities and faculties establish a mentoring process or program for new appointees or between junior and senior members. However, departments may either have no formal mentoring programs or simply introduce a new member to someone and assume that a mentoring relationship might develop. Some of the subjects in this study noted that an informal introduction is no guarantee that a mentoring relationship will develop. Mentoring is a process skill that can be the subject of training. If a department is committed to mentoring as part of the induction process they should probably make steps to develop mentoring skills in at least some of their experienced members. However, the process should likely be voluntary in that some people do not want to serve as mentors or feel unsuited to that role.

In the above comments, it is suggested that Departmental Chairs can play a major role in the induction of new members. However, to be effective in that role Chairs may very likely have to develop new skills and understandings. Departmental Chairs are often selected for their academic reputations and excellence in scholarship in their fields of study. That background may not include much in the way of experience in managing people—in human resources management. If, as this study suggests, induction at the departmental level is paramount to the experience of new faculty, then there may be a need for the university to develop programs to help senior departmental faculty and Chairs become effective in the management of their human resources. The University Teaching and Learning Centre might play a role in such program development.

Finally, it is important to remember that induction is not a one-time event. The process of learning a new role and becoming integrated with a new organisational culture extends over a longer period. As Graybill et al. (2016) state, induction “begins when a new employee is offered a position and ends when the employee is considered to be fully functional. It covers an employee’s first year, incorporates various offices and functions, addresses the whole range of employee needs (equipment, accounts, training, networking), and is strategic in focus” (p. 201).

Orientation to the Physical Structure and Arrangement of the University and Facilities

New employees may be left to their own devices to discover their new environment. While this can be okay in some cases, an early understanding of the scope of the physical facilities, knowledge of the existence of locations and services, and a deeper familiarity with some of the historical background as to why the campus is configured in a certain way, can serve to better inform the new employee in ways that allow him or her to ask better questions. A simple tour of the physical facilities guided by a senior staff or faculty member can provide the new appointee with a basis for further discovery of resources and to finding needed supports later. Whether orientation to the physical architectural features of the campus is part of the general or formal Induction experience or is left to the Departments and work units to address, it is something that should not be simply assumed to happen in the course of time, especially on large and complex university campuses. Here again, this is a topic that might have been

introduced into my conversations with the participants in this study. However, it did not arise spontaneously, and so it was not part of the conversational record. (See Study Limitations).

Promoting a Scholarship of Teaching within the Induction Process

As universities continue to place increasing priority on a professor's role as a teacher (Association of American Colleges, 1985; Ellis, 1995; Fullick, 2016; Weber & Duderstadt, 2004), faculty members require opportunities for reflection and conversations about learning and teaching. In 1997, Kember reported that university faculty could be situated along a spectrum of student-centred/learning-oriented to teacher-centred/content-oriented instructional practice and acknowledged a transitory spectrum (student-teacher interaction) somewhere in the middle. For some like Drs. Atwater and Nugent, teaching and student learning was considered to be a critical component of their roles, analogous to the student-centred/learning-oriented category put forward by Kember. For others like Drs. Strong and Baylor, consideration for instructional practice was still a newly emergent realisation as an important aspect of their assignments, more analogous to Kember's teacher-centred/content-oriented category of instructor. They both relied primarily on lecture and dissemination but were willing to converse and begin engaging with considerations for learner-centred approaches to teaching. Dr Strong stated that tuning one's teaching practice was far less important than reading or performing research in one's own field. Dr Baylor noted that she wanted to advance her skill in teaching, yet lamented the fact that the university expected researchers to be proficient teachers. All other participants could be located somewhere between the two ends of the spectrum, in the category Kember referred to as student-teacher interaction. It was very evident that the perceived value placed upon teaching and engaging in research on teaching and learning varied along a vast spectrum among the study participants. As Kember and Kwan pointed out in a later study (2002), where an instructor might be situated along this spectrum was typically influenced by how the professor conceived of 'good' teaching (either transmitting knowledge or teaching as facilitating knowledge generation and understanding), but as

others point out may also be deeply affected as a result of apparent university tenure and promotion decisions in which research may be perceived as being more important than teaching. If an increase in balance is sought after, communications about the importance of teaching must be explicit (Altbach et al., 2009; Boyer, 1990), and should comprise an element of the induction experience.

Facilitating instructors' engagement in a scholarly approach to teaching practice requires much more than the provision of organisational lip-service. A good working definition of these two ideas is presented in Shapiro's (2006) Article *Promotion & Tenure & the Scholarship of Teaching & Learning*. Shapiro clarifies these two concepts by borrowing from Lee Shulman, president of the Carnegie Foundation. Shulman

defines scholarly teaching as teaching that focuses on student learning and "is well grounded in the sources and resources appropriate to the field." The scholarship of teaching and learning, according to Shulman, occurs when our work as teachers becomes "public, peer-reviewed and critiqued, and exchanged with other members of our professional communities." (Shapiro, 2006, p. 4)

To state this another way, scholarly teaching centres on practices consistent with what we know about how people learn, grounded in research comprising that which is referred to as the Scholarship of Teaching and Learning (SoTL). Since faculty are typically appointed to positions within particular departments and given assignments that reflect their areas of expertise and scholarship within a discipline, departments should attend to helping new faculty (and even those with tenure and considerable experience) develop their understanding of scholarly teaching practice. Departments might consider a number of processes and steps to address the general enhancement of teaching. These could include:

- Encouraging the practice of peer classroom observations. The Chair or mentor to new faculty might coordinate and schedule opportunities for the new appointee to attend the colleague's class sessions and vice versa, for an experienced teacher to observe in the classroom or teaching area of the new member.
- Engaging new faculty in a departmental dialogue about diverse models of teaching, learning styles, factors contributing to student engagement, etc.

The focus should be on reporting and discussing research-supported best practices and describing possible approaches for faculty professional development activities regarding teaching practice.

- Offering departmentally controlled grants for academic engagement in scholarly work in respect to teaching practice.
- Providing opportunities for professors to share and present their teaching work (at department meetings, etc.) with a focus on the trial teaching of new methods, the use of particular media (social media, online discussions).

Where appropriate, a department should work in conjunction with the university's Teaching and Learning Centre to support and encourage their initiatives around faculty development in the area of teaching and instruction. A collaborative relationship between a TLC and a specific department is important because different disciplines and fields may have entirely different instructional needs—a method such as problem-based learning or case study may work well in one context and not as well in another. There is a pressing need to avoid presenting particular teaching methods or instructional practices as being “all purpose” or “universal solutions.”

The Role of the Teaching and Learning Centre in Induction

As Shapiro (2006) points out, a focus on scholarly teaching seems to be increasing at many institutions. An Ontario Higher Education Quality Council's Report (Miles & Polovina-Vukovic, 2012) corroborates Shapiro's intuitive observation noting that 86% of Teaching and Learning Centres were started in Ontario during the ten years preceding the study, and nearly 56% of those started within the last five years. In

Westcoast University's context, British Columbia is home to 24 of Canada's 88 Teaching and Learning Centres (Chu, 2016).³⁶

WU's Teaching and Learning Centre is among these and is well established and active. It provides a range of programs intended to help faculty develop further in meeting their instructional roles and also encourages the sharing of ideas about different learning experiences and instructional methods. For example, TLC workshop programs have been offered that address issues and needs such as teaching large classes, giving better feedback, using role plays or employing flipped-classroom approaches to take advantage of online and face to face opportunities within a course.

Although the TLC might be considered as one of the primary sources of ongoing professional instructional training and support for faculty members, participation rates were not high among the participants in this study. That said, those who had engaged with the TLC found particular workshop sessions such as the 'voice and presentation skills' to be helpful. All participants were aware of the TLC, but noted that engagement was optional, and in some cases, just not very high on their personal list of priorities. To raise awareness of services offered by the TLC and increase the perceived value of those services, appointees could be formally introduced to the location and the staff of the Teaching and Learning Centre during the formal New Faculty Orientation. In particular, a TLC should ensure that their staff contact persons for each department or Faculty are introduced. TLC departmental liaisons could highlight various program offerings and also make an effort to provide new faculty members with diverse professional development resources inviting further conversation and follow-up. Given the significance of departments in the induction experiences of the faculty in this study, developing personal relationships between TLC staff members and members of departments would seem to be vital. At WU each faculty and department are supposed to have a specific person on the TLC staff assigned as a liaison. In the context of relationships, that person should operate as the first point of contact with new

³⁶ In addition to the Teaching and Learning Centres within institutions of Higher Education, British Columbia is home to five professional teaching and learning organizations which support higher education, two of which were established very recently: BC Teaching and Learning Council, 2014; BC Teaching and Learning Network, 2015; BCcampus, 2002; Educational Technology Users Group, 1994; BCNET Network, 1988.

appointees in addition to being available to long-standing faculty who seek special support or wish to develop ideas for collaborative development. Faculty are more likely to make use of the services provided by the TLC if they have a personal connection with a member of the TLC staff and have a particular issue or project in mind.

Supporting Faculty in the Development of Connections between Research and Community Stakeholders.

Perhaps now more than ever before in the history of universities, there is growing recognition of the importance of facilitating, fostering and securing research partnerships between universities and business, industry, and community or government agencies (Whitworth, 2016). Classical ideas about the nature and purposes of academic research are changing with more and more collaborations between the larger community and universities. This fact was exemplified in a recent collection of articles published in the *Globe and Mail* (Grant, Blackwell, & Semeniuk, 2016) outlining university partnerships with Tesla Motors and Orpyx Medical Technologies as the former seeks more efficient battery technology and the latter proactive warning systems for diabetics. These are only two examples in an array of industry-university relationships. This new reality has major implications for the nature and need for induction for new professors (and for longer term appointments as well) since the world for which they were trained as PhD students have now often changed dramatically. The day of the “ivory tower” university in which most scholars worked on “pure” curiosity-driven research has been replaced in many fields by active partnerships between university researchers and members of the business and industry sectors with the latter now not only representing a significant source of research funds, but also actively participating in research programs and providing internships or co-op placements for graduate students and post-doctoral appointees.

With this reality in mind, important consideration should be given regarding how new professorial appointees might be adequately resourced and trained to navigate the growing and changing world of university-industry relationships. Mentorship or facilitated dialogue with others in the department who have engaged in these kinds of relationship, or university-wide workshops (perhaps facilitated through the TLC) should be deliberated. In fact, many universities (WU among them) now have specialized

administrative units³⁷ having the purpose of supporting faculty in making and sustaining partnerships with community agencies, government departments and programs, and business and industries. In part, these research support departments are the analogue of TLCs. They also help faculty to negotiate agreements concerning patents, copyright and intellectual properties.

Career Progress – Induction and Orientation

The participants in this study conveyed varying degrees of certainty with regard to the procedures related to advancement, promotion, and tenure and the weight assigned to various activities in the assessment process. Lacking clarity around gaining tenure is a common thread (Boice, 2000) in discussions among academics throughout the blogosphere and the issue is often characterized by the adage ‘publish or perish’ (Banks, 2011; Gravestock, 2011; Might, 2015).

In common with most other universities, WU has developed major policy in the area of assessing faculty performance and has established processes for the review and evaluation of faculty progress and accomplishment at both the departmental and university levels. In fact, at the time of this research, WU was in the process of negotiating a first contract between the Faculty Union as bargaining agent, and the University administration and governing Board. Procedures and policy around tenure, promotion and contracts are included in the negotiations. (Prior to the mid-2010 decade the faculty members of WU were represented by an Association rather than a Union recognized under the provincial labour code.) The participants in this study referred at times to having heard a variety of opinions, from a range of sources, about the relative weight given to performance in teaching versus research activity and published scholarship in the assessment process.

The published tenure and promotion policy documents can be interpreted to assign relatively equivalent importance to a faculty member's accomplishments and activities in teaching and research, while also including “service” or community contributions in the overall review. For example, promotion to the rank of Professor is

³⁷ At WU this unit is called the Office of Research Services.

“designed for those who have excelled in teaching and research,” yet it is also noted that criteria for advancement may differ among disciplines. Service can be considered to include work on university and departmental committees, membership on the University Senate, participation in specific task groups, work in student advice and counselling programs, as well as involvement in external community agencies such as School Boards, and Health service providers. The discussions with the participants in this study indicated that these relatively recent appointees were interested in developing their careers and in making plans that would result in successful performance reviews. However, there seemed to be a gap between popular perceptions about the relative weight given to different components of a faculty member’s portfolio and statements presented in written policy documents or sometimes made by senior faculty and administrators. Citing experience on hundreds of promotion and tenure provost committees, Shapiro captures and supports evidence of this gap this way.

Tenure-track faculty are still mentored, cajoled, counselled, and even stiff-armed to use the precious pre-tenure period to become competent teachers, while making sure their primary focus is on establishing excellence through a funded research program within their disciplines. Those putting together promotion and tenure dossiers of research superstars rated as mediocre by students try desperately to find any hint of success so they can characterize the candidate’s teaching as “improving.” ... Conversely, mediocre assessments of research performance are neither tolerated nor excused, no matter how demanding the topic. (Shapiro, 2006, p. 42).

Further, university press releases and the university’s web page tend to highlight research activities and the attainment of major funding for research projects or to support particular projects, with comparatively less attention paid to teaching practices, innovations, and curriculum developments. Much of the messaging seems to communicate a clear signal to new research-oriented faculty. Dr Strong summarized the message as, “Do a decent job teaching... but read a paper in your field before you read a paper about teaching.” Similarly, Dr Leuven noted, “people don’t necessarily get penalized for... not giving a lot of thought to their teaching.” It certainly seems reasonable for faculty to have some difficulty developing clear goals and effectively self-evaluating where there is an environment containing mixed or confusing messages and signals.

The uncertainty described above could be alleviated to some extent if departmental Chairs or the Chairs of departmental tenure committees took steps to schedule open conversations about tenure and promotion policies as implemented at the departmental level and where chances were provided for faculty, especially when being considered for tenure or promotion, to discuss their goals for advancement and career development. It would be useful for these discussions to also describe the types of evidence typically considered in the review process.

As faculty self-assess their career goals and directions it will be helpful for them to have access to published documents that address the university's vision and goal statements with respect to scholarly teaching, the student learning experience, and explicit faculty role expectations. It would also be helpful for faculty to access clear information outlining the expectations associated with scholarly activity – inclusive of the role and value of scholarship of teaching and learning - and research productivity. A published guide might make explicit some general recommendations for scholarly productivity during the first five years of a faculty appointment and outline general recommendations, expectations, and policies associated with the search for research grants and funding, patents and intellectual property, and income earned by faculty through activities external to the University, as in consulting contracts or via private business activities (as discussed in the previous sections).

As a means of developing and self-assessing career progress faculty might be advised to create a portfolio that would provide a wider overview of personal and professional career-related activities. The portfolio would include examples not normally included in a typical professional resume' and would be designed to show evidence or examples of progress towards research and teaching goals and accomplishment over time. Such a portfolio might be included in the evidence submitted by a faculty member as part of their formal progress review for tenure or promotion.

Summary – Induction and Orientation as Ongoing Processes

The intention of an induction program is ultimately to elicit a sense of welcome by informed colleagues toward an end goal of a well socialized, contextually knowledgeable, and ‘settled’ new faculty member (Boice, 2000; Graybill, Hudson Carpenter, Offord, Piorun, & Shaffer, 2016). The literature reviewed for this study and the comments made by the participants suggest that induction can be an essential element of the experience of new appointees although there is considerable variation in how induction is developed, especially at the level of departments. Most universities have now developed some kind of induction program or plan at the institutional level. The depth of these programs varies widely from the minimalistic approach of offering a half-day new faculty orientation to that of an all-encompassing set of processes, checklists, and well thought-out protocols outlining purposeful induction (as is the case at the Massachusetts Institute of Technology).³⁸ In the world of business and other professions, it is now more generally appreciated that the process of recruitment and induction of new employees is extremely important to the success of the individual and the general well-being of the organisation. As MIT’s manager’s guide to onboarding states,

hiring great people is only the first step in building a committed, successful workforce. An organization’s approach to onboarding is critical to employee performance, an employee’s level of engagement, and whether an employee chooses to stay. Onboarding is pivotal for both the employee and the organization. (MIT Human Resources, n.d.)

Universities now exist in a rapidly changing societal, economic, and technological environment. As with many other organizations and areas of endeavour, employee development (human resource development) should be seen as an essential and on-going process. University faculty, like professionals in a number of other fields, are required to be highly educated in order to be successful in gaining employment and

³⁸ The best example of intentional initial and ongoing induction I have been able to find across N. America. MIT has a very information and well thought out website for new faculty (<https://welcome.mit.edu/>) and a process resource for faculty managers who will work to facilitate a healthy induction (<https://welcome.mit.edu/managers>).

making progress in a given field. However, given the changes now underway even highly educated people will need to be committed to continual, lifelong learning. However, much of the literature about induction treats it as a process located in the early days or months of an employee's appointment. Certainly, there is a need for focus and effective programming at the early phase of employee experience. However, it is now useful to move from induction to on-going development and "re-orientation" within the context of changes in the nature of the work, the expectations of those served, innovations in technology, and emerging social trends. Given the emphasis in universities on faculty autonomy and academic freedom it might seem reasonable to expect that individual faculty members can be responsible for their own professional and career development and to need little in the way of organizational support in that process. I would suggest that this attitude is unwise and that an effective program of professional development for faculty should be an important institutional resource.

There is also a need for academic institutions to develop the competency of their administrators in the areas of human resource development and to become effective in providing mentoring, on-going career advice, and assistance in dealing with issues of workplace stress, conflict, and general problems with work-life balance. The academic worker is not immune from these matters so there is a need to develop "organizational intelligence" to help those in leadership positions support and guide their colleagues and those they supervise.

Divided Loyalties

The participants in this study shared their stories of learning their professorial roles and understanding the expectations of the institution. Each individual was on a journey of becoming the best they could be. Their personal understandings of what it meant to be a professor within their specific contexts guided their efforts and outlined their individual constructions of the meaning of 'professional' or professionalism within academia. This statement, however, begs consideration of an interesting question, "What IS a professional?"

To understand what it means to be a professional in any given field, we must first consider how we understand the notion of a profession. To be a professional means to be in possession of a body of skills and knowledge that are not “common” and possessed by everyone, and most often requiring prolonged training and a formal qualification (Professional, 2016). Throughout history, the great professions were typically regarded as the Clergy, the Law, and Medicine. Further, ascription to a profession, considered one’s professionalism, also means being committed to the ethics that govern their conduct towards those they serve, and also towards others within the profession. For example, Clergy vow to remain accountable for studying and upholding their religious teachings and are ordained; Lawyers are “called to the bar” and are required to take an oath upholding the honour, privilege, and responsibility of providing legal services; Doctors swear a professional oath³⁹ agreeing to a medical code of conduct and are admitted to the Colleges of their profession. Each of the major professions have formal induction processes to protect the integrity of the professional community and are governed and regulated by specific legislative bodies while also choosing to adhere and uphold their own sets of professional codes of conduct.

If we accept this brief working definition, are University Professors professionals? One might argue that they are not. Let’s consider their professionalism in terms of their two dominant roles: as scholars, and as teachers.

Most university professors are scholars who are expert in a particular field or discipline. Each professor belongs to a community of scholarship that extends far beyond the walls of their own institution and department, faculty, or school. However, these networks and communities of practice are not necessarily governed by a general code of conduct or set of generally accepted and formally defined ethics. In the work of scholarship, standards of quality are subjectively enforced based on the judgment of peers particular to one’s published or publically communicated work. In most cases quality is achieved through this practice given that peers are interested in protecting the

³⁹ The original oath was known as the Hippocratic oath and is still used in the majority of medical schools today. In a survey of US medical schools in 2000, all administered some version of a professional oath, 122 of 201 continue to use the Hippocratic oath (Kao & Parsi, 2004).

integrity of their field of study, but may also present a dynamic set of standards based on the subjectivity represented within that group of peers.

However, in the exercise of the role as teacher, standards bearing directly on the quality and performance of teaching may be ill-defined or unwritten, although universities increasingly have policies directed at how professors must behave in the exercise of their interactions with students and their evaluation practices. A professor is not likely to have engaged in any teacher training and is often left to freely define his or her own practices and approach within some very narrowly defined contractual agreements. A requirement for a formal process of induction to the teaching role is largely absent. Academics are left to invent or emulate a method of teaching that relies on their previous experience as a student and their pedigree of content mastery to guide them through.⁴⁰ This general lack of attention to promulgating the best of what we know about the practice of teaching and the science of learning has not gone unnoticed within academia. It is notable that in recent years, students are becoming much more active in expressing their assessments of university teaching and their expectations for the quality and relevance of their learning experiences. As institutions, universities are increasingly aware of the need to direct resources to the improvement of teaching and the development of relevant and engaging learning environments and programs.

The modern university professor is in a tension, a divided loyalty between his or her field of scholarship, the networks and communities of practice in that area, and the obligations under the contract (and perhaps the personal desire) to teach. All of the participants in this study demonstrated a desire to do well and contribute within their fields and areas of scholarship. In general, they also seemed to show genuine concern about the quality of education that they could offer to their students. Their comments evidenced relative satisfaction and optimism with respect to their jobs despite some uncertainties and concerns. The challenge of finding a balance between the demands of

⁴⁰ Something like employing an expert on the biology of coniferous trees to build a fine dresser of drawers. She has most certainly interacted with a dresser of drawers throughout the tenure of her life, is very knowledgeable about the wood, grain, and composition, yet there would be a leap of faith and common sense should we assert that this pedigree makes her a good choice as a finishing carpenter. With some training she might in fact make the best carpenter, but one would be foolish to employ her for this job until such a time or commitment has been made.

teaching and achieving the rewards and promotion associated with effective scholarship and research was apparent in many of their comments. On the one hand, professors feel the responsibility of serving students to the best of their ability, while on the contrary, the university culture is perceived to reward scholarship primarily.

This tension exists partly as a reflection of a utopian ideal in which having a professor engage in cutting-edge research and scholarship was encouraged as also influencing and benefitting student learning in classrooms. However, particularly since research in many fields has become more specialized and technical in nature there are emergent questions about whether or not research actually complements and amplifies the effectiveness of teaching and results in enhanced learning by students, consistent with the 1996 findings of Hattie and Marsh where they “concluded that the common belief that research and teaching are inextricably entwined is an enduring myth.” (Hattie & Marsh, 1996; Hattie & Marsh, 2002) Finding ways to bring the results of complex and emerging research into a classroom of lower division undergraduates is challenging. At the same time, faculty are expected to develop skills in approaches to curriculum development and instruction that will engage students and foster their further learning.

Some universities are responding to the tensions between research and instruction by developing specific teaching professorships or lectureships for which the focus is on scholarly teaching with engaging in research remaining an optional but encouraged activity for those holding these positions. In this study, the participants who held teaching lectureships had a greater sense of job clarity and were obviously enthused about their work. New faculty members on the teaching professor track shared a primary commitment to creating effective and engaged learning environments for their students. They also viewed themselves within a paradigm of working partnerships with their research faculty colleagues where the teaching-track professors’ role included facilitating the integration of the results of research into the courses being taught, with the goal of enhancing student learning. This view of collaboration and symbiosis between research and teaching-track faculty may represent a way to begin resolving at least some of the tension and divided loyalty inherent to the current world of the university professor.

Study Limitations and Directions for Future Research

Study Limitations

The research described in this thesis is based on the results of a qualitative, phenomenological approach involving semi-structured conversations with a small group of recently appointed university faculty. The participants, who volunteered to contribute to the research were recruited via a general email campaign targeted at faculty who met the broad criterion of having been appointed to their positions within the past five years. Both the small size of the research group and the fact that the faculty participants were self-selected impose limits on making general conclusions or generalisations from the results. While the participant group did represent different faculties and departments and included both male and females having various scholarly interests and experiences before assuming their appointments at WU, the participants cannot be said to fully represent a cross section of the overall composition of the university's faculty.

While the participants represented different departments within the university, this might also be considered to result in some weakness in the study. First, in the absence of multiple data points within any given department, it was not possible to identify particular aspects of the departmental milieu that may have contributed to a participant's experience and perception. Second (and related to the first), particular participant attitudes and characteristics could not be adequately accounted for. For example, in the case of Dr Cacy who expressed very high satisfaction with his introduction to all his colleagues within his department, was his experience common for others who started employment within that department or did he possess a positive and optimistic outlook that shaped his recollection?

The conversations with the participants were deliberately semi-structured. This meant that the conversants were free to move the discussions into directions of their particular interest within very loose facilitation. This also meant that some topics were not explored in depth in some of the discussions and received greater attention in others. The study's focus on faculty experiences and perceptions of induction and orientation were a result of choices in emphasis made by the participants more than an outcome of my directions.

I spent a significant amount of time working to distill the essences of each participant's transcribed experiences and to revise these into more accessible participant stories. The purpose in doing so was to provide the reader with a more personal picture of the forces acting upon each participant so that each could be both seen as unique and shared in the larger university cultural makeup. This method was both empowering and limiting in that it held me to avoid using quantitative, software-driven textual analysis methods on the entire combined interview transcript. However, the conversion to story format was too time intensive to permit asking a critical colleague to engage in the same process to avow or contest the story distillations.

Although loosely structured, the conversations largely addressed the participants' perceptions of their roles within the areas of research and teaching. Little attention was directed, by me or the participants, at more personal lifestyle questions such as the balance between work and recreation or family involvement. Given that the participants were in early stages of their careers, questions about salary levels and costs of living might also have been considered but did not arise in the discussions. Given that WU is located in an urban area that is associated with very expensive costs of living, especially for housing, faculty salaries might have been considered as an influence on career plans and allocation of effort in research or consulting activities, but that direction was not taken in the conversations.

The participants were asked if they wished to review transcripts of their conversations but they all declined to elect that option. Some research involving phenomenological interviews takes an approach in which there are at least two interviews with each participant with the first session developing a framework for topics to be further explored in a second interview. Given that it was hard to recruit subjects for this research and that those who volunteered did not choose to review the transcripts from their sessions, I doubted that a two-stage interview process would be welcomed although that approach can have particular merits and allow for a deeper exploration of some topics.

In this chapter, I have attempted to connect the induction experiences of the participants to general research on the theme of induction as reviewed in Chapter 2. In doing this, there is a danger in seeming to make broad policy recommendations based

on this very small qualitative study. I have attempted to avoid giving this impression while still wishing to set the results against more general considerations provided in the literature to the topics of induction and orientation.

Suggestions for Future Research

A possible direction for future research would be to attempt replication of this study with different participants and to cast a larger net to include other research-focused universities from across Canada. Such a study might take a survey approach, building on the topics identified in this report while increasing the sample size and diversity.

Another opportunity for future research would be the application of a longitudinal study (over five years or so) to investigate ongoing perceptions of induction and learning into the new role as a professor. It would be immensely interesting to follow two groups of new faculty engaged in their first five years of tenure-track positions, where half of the participants were in departments that use a somewhat haphazard approach to induction, and the other half in departments that employed a specific strategy for induction (perhaps as outlined previously in this chapter). Do good induction practices contribute to higher personal satisfaction within the professorial career? Are there benefits to how new faculty experience and understand their instructional roles? Does intentional induction (as outlined) reduce perceived tensions between research and teaching? Further, how might induction programs be refined and improved?

Another direction for future research might centre around developing a better understanding of the effect of Teaching and Learning Centre programs within universities. How well are these centres utilized by tenure-track faculty? Does engagement with TLC programming generate positive effects in student reviews of teaching and learning conditions in classrooms or lead to the generation of innovative curricular structures and program models. It would also be useful to examine what strategies might be employed to increase the participation of tenure-track and already tenured faculty in programs designed to develop faculty knowledge of research-based instructional approaches.

Research might also be developed to examine whether professors consider themselves to be part of a profession specific to university teaching and outside of their membership in the scholarly networks and associations of their research fields and whether or not professors should be required to acquire certification in teaching as part of their general job descriptions.

Conclusion

In conclusion, it is my hope that the results of this research will contribute to a deeper understanding of some of the tensions inherent in the multifaceted roles expected of the contemporary university professor and how we might begin imagining and taking action toward reducing those tensions. In particular, research-oriented professors are pulled between the scholarly productivity and monetized reward associated with research and an intuitive responsibility toward engagement and excellence in teaching. While both facets of the professorial role are important, current reward structures do not place them on an equal footing.

Based on the results of this study, it is important to conceptually and practically acknowledge the role that intentional induction practices might have on a professor's early experience in learning their job and on the development of a long-term understanding of the interplay and importance of teaching and research. While it is often claimed that one does not trump the other, this claim is also often challenged in the perceptions of ordinary faculty members. As we consider how to best elicit change in the perceived importance of teaching within the research university context, there are three areas highlighted through this research that require our attention.

First, the role of induction. Induction, also termed organisational socialisation or on-boarding is viewed as means by which a new employee learns about an organisation and their role(s) within it. There is considerable of literature on the subject of employee induction, but very little that is specific to the academic context. Research derived from the Business context claims that purposeful on-boarding reduces anxiety experienced by the new employee, increases productivity, and serves to increase retention through fostering a sense of both engagement and employee importance within the goals of the

organisation. In this study, the onboarding process at WU (and likely many other universities) was not perceived as being so purposeful or intentional. If we choose to learn from the business associated literature WU and research, universities, in general, would do well to develop, promote, and evaluate specific programs of induction.

Second, there is a need to review the role of professional development and university teaching and learning centres. While new academic faculty noted tensions between teaching and research and acknowledged some increase in university focus on instructional practice, the utilisation and involvement rates of the TLC at WU by this sample of participants was low. This reality can be attributed to a combination of factors including personal demands on time, attending to other priorities, not having been sufficiently introduced to the TLC, and of course, the belief that engagement with teaching is not critical or formally recognized. While each of these factors makes sense on their own, they also point toward a needed cultural shift in value and emphasis placed upon improving teaching practice and the scholarship of teaching. University administrations might consider mandatory engagement of professors in professional development programs designed to enhance the quality of instruction.

Third, there is a need to review the reward structures and merit ratings assigned to excellence in teaching. Entirely connected to the second point above, current reward structures were frequently noted by participants as justification for not being concerned with improving teaching practice. This represents a large hurdle and one that perpetuates the cultural stigma against teaching and toward research. The implementation of the position of "Teaching Professor" is a step in the right direction, but will do very little to affect the importance research-track professors place upon teaching practice if the reward structures are not influenced by measured improvements in teaching performance. This also suggests a need to develop effective processes for evaluating teaching performance other than reliance on student opinion surveys.

As Shapiro (2006) concludes in *Promotion & Tenure & the Scholarship of Teaching & Learning*,

But to give these changes roots, the dialogue in the paneled conference rooms where promotion and tenure decisions are made must include high expectations for student learning and hold *all* faculty accountable for making that happen.

Research superstars must be expected to demonstrate a scholarly approach to their teaching, and those who base their dossiers more heavily on scholarship of teaching and learning must be expected to show that their work has had significant impact beyond their classrooms. Short of that, it will be business as usual. (p. 43)

Until the university engages in and reinforces the importance of teaching practice in all learning disciplines, many professors will remain firmly caught within the tension of divided loyalties.

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Appendix A. Invitation to Participation

Participant Invitation and Project Information Letter

Study Number: 2013s0164

Simon Fraser University
Faculty of Education



250-13450 1 0 2 Avenue, Surrey, British Columbia, V3T 0A3

Date: April 11, 2013

Dear faculty member,

My name is Greg Gerber. I am currently enrolled in the Ed.D. program in the Faculty of Education at Simon Fraser University. As part of the requirements for my doctoral thesis I am conducting research on the effects of digital media and communications technologies on post-secondary teaching and learning environments. The study is designed to focus on the experiences and perceptions of recently appointed faculty, that is, faculty appointed to positions at SFU in the last 4 year period. This letter is an invitation for you to participate in a study, and as a means of providing you with further detail about the purposes and approach of the research, and about your involvement should you decide to participate.

Title of Research Project:

The effects of digital media and communications technologies on post-secondary teaching and learning environments: a phenomenological approach with recently appointed university faculty

Investigators:

- **Principal Researcher:** Greg Gerber, [REDACTED]
- **Senior Supervisor:** Dr. Milton McClaren, [REDACTED]

Purpose of the Research:

The proposed study seeks to understand how recently appointed university faculty think about their teaching responsibilities and how they view the effects of educational technologies and media on their instructional work. Additionally, the study will document and analyze the induction of new faculty including processes employed, training received, and mentoring relationships established.

Through the research proposed here, I hope to better understand the induction of new faculty into their instructional roles as professors and to examine the mental models and expectations of faculty in regard to their roles as teachers.

If you agree to participate you will be asked to respond to questions in a semi-structured interview pertaining to your experience as a newly appointed faculty member, and how your experience and subsequent understanding has or has not been influenced by technology. Questions will be asked during a private interview. The interview will be conducted at a time and place that fits your schedule and at your convenience. The interview will take approximately 45 minutes.

Interview Questions will be centered on the following topics:

- What activities and strategies do you commonly engage in while teaching?
- What are your roles as faculty?
- How does curriculum, the department, the university, or technology shape the role of instructor?
- How has technology influenced your approach to teaching or as faculty?

All information provided by you will be treated confidentially. No names will appear in the thesis or in any report resulting from this study; however, with permission, anonymous quotations may be presented in the final thesis.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about your participation, please contact me, Greg Gerber the researcher, at [REDACTED] or by email at [REDACTED] can also contact Professor Milton McClaren, the senior supervisor for this research, at [REDACTED] or at [REDACTED]

Please be assured that this study has been reviewed and received ethics clearance through the Office of Research Ethics at Simon Fraser University. However, the final decision about participation is yours. If you have any comments or ethical concerns resulting from your participation in this study, please contact Dr. Dina Shafey, Associate Director, Office of Research Ethics at [REDACTED] or [REDACTED]

Attached with this letter please find a copy of the Consent Form which you will be asked to sign indicating your understanding of the study purpose and your agreement to participate.

Thank you very much for your consideration of this request.

Yours Sincerely,

[REDACTED]

Greg Gerber, Ed.D. Candidate, Faculty of Education, Simon Fraser University.

CONTACT INFORMATION FORM

To be completed by persons who wish to indicate their desire to participate in the research study, *The effects of digital media and communications technologies on post-secondary teaching and learning environments: a phenomenological approach with recently appointed university faculty*.

Dear Mr. Gerber:

I wish to participate in the study described in the Study Information Letter. I may be contacted via email at:

(Your usual or preferred email address): [Click here to enter text.](#)

or by telephone at: [Click here to enter text.](#)

I understand that I will be asked to sign a Consent Agreement at the time of my interview session and that I will retain a copy of the Agreement for my Records.

NAME: [Click here to enter text.](#) DATE: [Click here to enter a date.](#)

PLEASE RETURN THIS FORM via email to [REDACTED]

Thanks very much for your assistance with this research project.

Appendix B.

Research Interview Guiding Questions

Guiding ideas: to better understand the induction of new faculty into their instructional roles as professors and to examine the mental models and expectations of faculty in regard to their roles as teachers. What are the personal, formal institutional, and organizational cultural expectations that confront newly appointed faculty? How do new faculty derive identity, develop meanings and understand their personal and social contexts (Brown & Duguid, 2000), and how does this understanding of role translate into actual instructional practices with their students, particularly in a time of rapid change in media and technologies having direct and indirect applications to post-secondary education.

- What department(s) and courses are you/have you taught in/been responsible for?
 - o Basic information gathering – complimented with checklist/questionnaire

- Can you describe how you were introduced to your new role as faculty at the university?
 - o Introductions to other faculty in your department, especially people who have taught or are teaching the same course or courses that you expect to teach?
 - o Orientation Workshops from the TLC, or some other source?
 - o Specific Training sessions—i.e. intro to the WU library, or other?
 - o Support networks? Faculty Association?

- Was any special attention/training given to you regarding teaching assignments and/or expectations around being an instructor?
 - o May include:
 - Shadowing another instructor, mentoring
 - Curriculum orientation

- Curriculum packages, course outlines, specific course resources
 - Pedagogical training especially orientation to assessment and evaluation of students and expectations about performance standards for students
 - Time and hour expectations (log books) Clarify
 - Introduction to tutor marking setup Clarify.
 - What about any general orientation to the WU student body's general characteristics or to any departmental/faculty information about the characteristics of its "typical" students.
- How would you describe your expectations or feelings as you took up your first assignments or early assignments? (Keep it more open-ended and give them space to talk about their feelings about taking on the assignment—excitement, nervousness, etc.
 - In your view, what are the essential roles to be performed by a university faculty member as a teacher/instructor?
 - What makes these "essential"?
 - Can you tell me about how you learned to teach? Where or how have you learned or picked up your teaching skills?
 - Would you say that the demands of being a faculty member are as you expected them to be?
 - add whether they have been as expected or are different,
 - if different, then probe.
 - How would you describe the culture at the university with regard to teaching as you've experienced it in your assignments so far??
 - how much time do you spend talking with colleagues about teaching and students, either in informal conversations or as part of the agendas of formal faculty meetings?
 - have you ever engaged in "team teaching," or considered it?
 - What sorts of learning activities do you utilize in your teaching?
 - Class and digital?

- Which activities do you use most? Why?
- In your experience, have new media and technologies influenced your choice of instructional techniques employed?
 - If so, how? And can you provide specific examples?
- Has technology and Internet influenced your approach to content delivery?
 - If yes, how? If not, why not—also important.
- Has technology influenced your ideas about student learning and your interactions with your students?
 - If so, how?
- Do you feel that you've engaged with the "scholarship of teaching"? (give some examples—attending TLC workshops, reading about instructional innovations or new methods in your field, attending conferences or conference sessions where instruction and student learning have been a focus, etc.; writing and publishing articles about your instructional work or curriculum designs, course innovations, etc.
 - Could lead to the question about whether or not they feel that their work on the scholarship of teaching has been "officially encouraged" and recognized in any career evaluations, etc.
- **Any insights on the possibility that the university might re-structure its rank structure?** (Instructor, lecturer, assistant, associate, professor, etc. to add new positions: senior lecturer, teaching associates, teaching fellows, etc. with assignments more specifically appointed to emphasize teaching and curriculum within faculties, departments or schools and where the evaluation of persons holding those designations would be assessed/promoted based on the instructional and curricular scholarship.

Appendix C.

Informed Consent

Consent Form--Participant Interviews

Study Title: The effects of digital media and communications technologies on post-secondary teaching and learning environments: a phenomenological approach with recently appointed university faculty.

Study Number: 2013s0164



Consent Form for Interview Participants.

By signing this consent form, you are not waiving legal rights or releasing the investigator or involved institutions from their legal and professional responsibilities.

Title of Research Project

The effects of digital media and communications technologies on post-secondary teaching and learning environments: a phenomenological approach with recently appointed university faculty

Investigators

- **Principal Researcher:** Greg Gerber, [REDACTED]
- **Senior Supervisor:** Dr. Milton McClaren, [REDACTED]

Purpose of the Research

The proposed research will seek to understand how recently appointed university faculty think about their teaching responsibilities and how they view the effects of educational technologies and media on their instructional work. Additionally, the study will document and analyze the induction of new faculty including processes employed, training received, and mentoring relationships established.

Description of the Research

Your signature on this consent form serves to confirm your participation as a volunteer in this research study and indicates that you have read and understood the Project Information and Invitation Letter. Signing verifies that you have read the information presented in the Project Information letter about the study being conducted by Greg Gerber, a Doctoral student in the Faculty of Education at Simon Fraser University. You acknowledge having had the opportunity to ask any questions related to this study, to receive satisfactory answers to questions, and to ascertain any additional details required.

As an active participant, you understand that you will be asked to respond to questions in a semi-structured interview pertaining to your experience as a newly appointed faculty member, and how your experience and subsequent understanding has or has not been influenced by technology. Questions will be asked during a private interview. The interview will be conducted at a time and place that fits your schedule and at your convenience. The interview will take approximately 45 minutes. Participation is entirely voluntary and can be retracted or withdrawn at any time, following which any data collected will be removed from the study dataset and will be destroyed. Withdrawal or refusal to participate in this study will have no adverse effect on employment or evaluation.

You are aware that the Interview Questions will be centered on the following topics:

- What activities and strategies do you commonly engage in while teaching?
- What are your roles as faculty?
- How does curriculum, the department, the university, or technology shape the role of instructor?
- How has technology influenced your approach to teaching or as faculty?

Interviews will be recorded, transcribed, and numbered. Personal information will not be used to identify participants in the research data sets, and will not be recorded. All data will be kept on a personal computer with three levels of data protection: operating system access password, file compression password encryption, and Microsoft BitLocker technology. Shortly after the interviews are completed, a copy of the interview transcript will be sent to the undersigned in order to provide an opportunity to confirm the accuracy of the interview and to add, clarify, or delete any comments.

Confidentiality will be respected and no information that discloses the identity of the participant will be released or published without consent unless required by law. Data gathered will be retained throughout the study duration and for two years following.

There is no known harm nor direct personal benefit associated with your participation in this study.

This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics at Simon Fraser University. If you have any comments or concerns resulting from participation in this study, please contact Professor Milton McClaren, the senior supervisor for this research, at [REDACTED] or at [REDACTED]; or contact Dr. Dina Shafey, Associate Director, Office of Research Ethics at [REDACTED] or [REDACTED].

By signing this form, I agree that:

The study has been explained to me.

All my questions were answered.

Possible harm and discomforts and possible benefits (if any) of this study have been explained to me.

I understand that I have the right not to participate and the right to stop at any time.

I understand that I may refuse to participate without consequence.

I have a choice of not answering any specific questions.

I am free now, and in the future, to ask any questions about the study.

I have been told that my personal information will be kept confidential

I understand that no information that would identify me will be released or printed without asking me first.

I understand that I will receive a signed copy of this consent form.

I have agreed to have the interview audio recorded.

Yes No

I would like to review the transcribed transcript prior to use in the study.

Yes No

It is agreed that the use of anonymous quotations in any thesis or publication that comes from this research may be used.

Yes No

With full knowledge of all of the foregoing, you agree and understand that taking part in this study is entirely voluntary. The undersigned has a right to refuse to participate in this study. Regardless of choosing to participate, you understand

that you may choose to leave the study at any time without providing reason. The signature below indicates that you have received a copy of this consent form for your records. The signature indicates your consent to participate in this study.

I hereby consent to participate in the study "The effects of digital media and communications technologies on post-secondary teaching and learning environments: a phenomenological approach with recently appointed university faculty":

<p>X Click here to enter text.</p> <hr/> <p>Name of Participant (please print)</p>	<p>X Click here to enter text.</p> <hr/> <p>Name of Witness (Please Print)</p>
<p>X</p> <hr/> <p>Signature of Participant</p>	<p>X</p> <hr/> <p>Signature of Witness</p>

DATE: [Click here to enter a date.](#)

NOTE: Two signed copies will be made. As participant, you will retain one signed copy and the second signed copy will be retained by the Researcher and held in secure storage.

Appendix D.

Full Interview Transcript Example – Mary Baylor (M)

Note: information that could be used to identify participant has been removed.

G – thank you very much for taking the time to speak with me. I wonder if you could start just by telling me a little bit about yourself.

M – I am a [researcher]. I got into working in [my field] and thinking about ... because I enjoy being outside. That has pushed me along and motivated me to enjoy asking questions, therefore getting into research, and ergo into this academic pathway. I never had an intention to become a faculty member. It just opened up as a path. I always loved research, have never considered myself as a teacher, nor desired to be a teacher – so this faculty opportunity that requires you to bring research and teaching together has been a challenge that has surprised me, and I'm beginning to enjoy it. But it's been a roller coaster in getting there. So, sort of, that's me. (Laughs)

G – cool, that is an excellent story. How long have you been employed at WU then?

M – three years [now]. So, into my third.

G – can you describe for me how you were introduced to your new role as faculty at this university? So, what happened around then? What was the sequence of events?

M – there was a faculty orientation at our delightful faculty club where they took us through a bunch of paperwork that mostly focused on our benefits (laughs) and strange comments about suicide rates on campus. Those are two of the lasting impressions of the faculty orientation. We were introduced to the teaching and learning Centre, the TLC, it exists and received a lot of materials forward from that, offerings from that group. I think that was about it. Of course, there is interaction with the department about what courses you would be teaching, but it was very much, off you go.

G – off you go... Were there any other formal processes for how you were introduced to this role? You said you didn't really have an intention of taking on this role, so I'm

assuming that means you hadn't really considered all the aspects of what being faculty means... So how did you find out what the expectations of a faculty role were for yourself?

M – even though I hadn't really thought in a directed fashion that I wanted to be a faculty member – because I loved research I've been in the academic environment for a long time. So, I had a five-year postdoc down at [another university]. I had PhD at [another university], a Masters in [another], and an undergrad [elsewhere]. So I've seen academia. I like academia. I felt sorry for the people teaching, and I'd hurry and scurry away into my lab to work on the things that I love. So, I know, or I knew, what it was that I was supposed to be doing, but didn't really have much direction in the teaching component because I'd been likely lucky to be supported in my research up until now.

G – so how would you describe your role right now then?

M – right now I guess I have a classic 40/40/20, if you want to call it that, makeup where I teach three classes a year and I have a lab with three grad students, to research assistants, and a little flurry of undergrad students coming into play. And then service activities that are distracting but interesting at the same time. And so, the teaching part takes up, I've been told, much more time than I should be giving to it... And that is because, I think I care, I've been told I care too much about it and I think that's part of the problem of my balancing of teaching and wondering how to do it, and wanting to do well. Seeing all the students out there and knowing that they're paying a lot of money for this, and they deserve something more than blah. And I hear feedback from students who say "blah".

G – "blah"? (Laughs)

M — Or, well, they say, why are we here? I'm paying for faculty who don't care... Or who don't pay attention to their material that have no real thought put toward them, and it makes me feel that we need to do better. And what does that mean when you think we need to do better? We put more time into it, and it sort of spins... And it's become, I think, a useful process. I'm at a point now where I'm really excited about my study materials. Students, I think, are excited about it, and I think I found my narratives a bit more now. Not quite - (whispering) what am I going to talk about today so that it's

meaningful? The first couple of years were (firmly grasping the sides of her chair as if holding on for dear life)

G – yeah, hold on to the side of your chair and tried to stay on the rails...

M – yes

G – you said that some people said you care too much.... How did that happen? Or where did, what's the idea or feeling around that?

M – my feeling? (Laughs) my mother taught me to be a nice person (laughing). No, no, no, quite honestly, I feel like a responsibility, and probably because I don't really think of myself as somebody who is entitled to this position. That it's just something that has worked out for me, but I feel as though students deserve some thought, and that's what I'm here for. Maybe as I become older I realized that I'm a little bit too eager.

G – in terms of the other faculty, I'm assuming it was other faculty that said that to you, that you cared too much... Would you say then that there is some culture? What is the focus of the culture? I don't want to seem that too much. So to actually say you care too much says a little bit about their standpoint. Do you have, or is there a cultural bias or expectation around what the faculty role looks like?

M – yeah, I think some people... And not surprisingly, I think some people see their role as teaching as being something they just do so that the things they would prefer to do can continue... And don't think about the teaching component, and have thicker skins. So that in negative comments or a perceived look of sleepiness in the class doesn't get to them. I think I am probably too thin-skinned to let that go, or to let that not have an effect on how I balance my time... Even if I do say that teaching is just allowing me to do the research. I can't do that. Even if I want to.

G – for sure. Now you said earlier you have the classical 40/40/20 – how would you say that you actually arrange your time with these roles?

M – oh, right now, I think, and this term is my term where I teach two classes so things switch a little bit... I think I would probably be dedicating 55% of my time to teaching, and then probably 40% to research, and service is just there. But in this position, here at

least, they're trying to emphasize that new faculty members don't take on large service commitments, so...

G – yeah. And when you say the word “here” – where is here?

M – our department. And I imagine it's probably the faculty of [ours] wide, but specifically our department, our chair who has actually told me, “no.” To certain services and thoughts, and that gets into things like – wow, our website sucks. I don't want to be part of a department whose website sucks (laughs). So I will volunteer to make the website better, and those types of things. You get drawn into making, trying to make this the place you want to be, and that requires time. But I digress...

G – that is not a digression, it's a part of culture. So, that's very cool. You mentioned the TLC, and that you know it exists. Have you had any interface with the TLC beyond the knowledge of its existence?

M – aaah... Yes, well I received their materials. I went to one workshop two years ago on setting exams. So, use of different styles of exams... It was somewhat useful. Ahhh... But I think I still need more work on that. What I did take was their intense three-day teaching and learning boot camp – well not boot camp – but it was something like that. It's their teacher training (laughs) program, or whatever you call it... You probably know what it is. (Laughs) there three-day thing which I went into, and it grew on me as we went through. So I think that was helpful but it also made me, left me feeling... I think someone made the comment, what do we do... All these new things, sort of throwing all these different things we should be doing... I'm just struggling to stay alive (laughs)... And so, I was sort of hoping to find some of those strategies that would help balance things. But I think it was helpful in that way but it also did give me that feeling of, “ahhhhhh, oh my God. And I should be doing this, and this, and this, and this... And I'm not doing that. Or that doesn't work with my style”. So a feeling of benefit, and I'm glad that they had it, but also I guess it's this, not knowing how to deal with all these different opportunities that are trying to make things work better for you, but because you've never used them before, it you feel as though you're not making use of any of them. And you're not quite sure how to digest them.

G – do you feel that as you've been introduced your new role, and now almost into it three years, has there been adequate resourcing and support for you? When you have questions do you know where to go? Or do you feel as though you're a bit of an island unto yourself in many respects?

M— (Thoughtful), it seems as though there are resources. I'm just not the sort of person who often seeks them out.

G – okay

M – I tend to try and work through things on my own. So, I would say that I perceive there being a lot of resources, but I'm too busy to use them (laughs). Or would rather think that, "oh, I will figure this out."

G – right. Does this faculty have someone who liaises with you, check on how you're doing, or...? See if you need assistance?

M – not that I know of.

G – nobody that you've met anyways?

M – yeah, yeah. I mean, the chair of the department will, "how is it going?" – "Fine!" (Laughs). I'm joking that way, but that's...

G – I get it. Has there been any mentorship within the department for you?

M – there is an ad hoc mentorship, which I even know how it came to be. One of the new faculty hires emailed me when I was first hired on and said that she was my ad hoc mentor. If I ever had any questions... It wasn't anything formal... We've had a few lunches and check in on things... But interestingly it is not part of the department. It's something the women of the department decided to do for women, and basically matched people as they came in. I don't know whether anyone else has this, or whether it's just this one woman who decided she wanted to do this, and we haven't had a new hire in the last little while, so it's hard to tell whether it's sustainable...

G – you're just special :-)

M – I was just lucky in that way. But there's nothing formal, and that was actually mentioned in our external review.

G – and has it been useful?

M – in some ways, yes. I think it would be more useful if we were able to have something that looked more toward similarities in faculty members because [our discipline] is one of those strange hodgepodge's. She is a [specific type of researcher] – which is wonderful to have different perspectives in the history of the department, but we speak in different languages and work in different ways. So there are some pros and cons there. Better than nothing.

G – it is better than nothing. All right. And a couple of my questions, because we are doing a semi-structured interview type will seem a little repetitive. I will try and go over a few of those because we've gone all over the map already which is wonderful... I love that flow. I think you've answered a part of this already, but was there any special attention or training given to you regarding your teaching assignments?

M – no.

G – no. Okay. How about expectations on what it meant to be an instructor in this department?

M – no.

G – no? Okay (M laughs) ... That's straight, that is concise.

M – I can't say anything more (laughing)

G – so you had not had any shadowing of another instructor, for example? Or how about orientation to curriculum? When you took your first courses was there any assistance there? Were you given anything, or did you have to create that course from scratch yourself?

M – it was the option – the fellow who taught one of the classes that I teach now had online notes that he shared with me. So I looked at his structure, and that was helpful,

but that wasn't anything that was formal. And that's about the degree... Otherwise, it's yours.

G – okay. So he didn't pass over a curriculum or anything like that, and you basically re-created a course or three...

M – yeah, three.

G – so three different courses you teach?

M – yes, and I have one more on the books. It's supposed to be four. (Makes wide eyed face gesture – like overwhelming)

G – wow. (Laughs) how about time and expectations? Did they talk to about how much time you should be spending? Do you have any perception of what the expectation is? Like, what's normal?

M – whatever you make it...

G – whatever you make it. What do you think would be normal in this department in terms of let's say weekly hours? For your faculty position?

M – For normal among the entire (gestures)? (G nods) I think most people would have a full day here. And then have whatever family obligations for a couple of hours in the evening, and then another three or four hours after that getting things organized, and probably at least one day, or two days of the weekend are dedicated to work.

G – so you would say a normal workweek consists of blank hours?

M – yeah... (Doing mental and air math) ... Probably 65 to 70.

G – 65 to 70. I've heard that a few times. (Both laugh). That's scary isn't it.

M – yeah

G – all right, were you introduced to tutor marking at all? Do you have a tutor marker or a TA?

M – I have a TA

G – were there any expectations that were conveyed to you around working with TA's, and how to use them, etc.?

M – we have the TA use guidelines that we had to go through and I locate hours and checking to make sure that that is okay. Otherwise, no.

G – okay. How about and I don't know if you have answered this already, was there any orientation for you concerning what the students at WU are like and what you could expect?

M – I'm trying to think of the orientation... Somewhere along the line I know I found out that a lot of WU students are returning students who are also working and that school might not be there only focus. I cannot remember where. But, where did I hear that from? I don't know... But I know I've been told (laughs)

G – and the suicide rates, you already mentioned... Anything in terms of what you could expect out of the students here? What is a normal load for them in a course? Any guidelines like that?

M – not even something so much as to – describe to me why there is a four versus the three versus it two after a course... I assume that has something to do with the weighting... (Whispering and laughing) I don't even know... I just guessed, I haven't even asked... (Laughing)

G – (laughing) it's one of those things... You notice and go, well, there must be a reason

M – (laughing) it's a four, it's a three, okay, thank you, hmm

G – okay. So going back to earlier – you said that getting into a faculty role was never really one of your original objectives. You love it, but it wasn't one of your original objectives. Tell me a little bit of the story then about how you actually came into the role, and what were your motivations for actually taking it? Especially with your unique story.

M – yeah... Well, I was in a postdoc position at a place that I really enjoyed being in the US... and realizing that I need to think about next steps and was beginning to put my name forward to faculty positions just to see how that would go, because it seemed as though that would be a useful next step. I was also putting applications forward to federal positions, environment Canada, and Canadian forest service across Canada... Different opportunities to do research. And this position at WU came up that seem just perfect, and in fact I got emails from colleagues saying, “M, this is for you!” So I had this sort of feeling of, “well this is a nice description. I’m interested in having other friends who for whatever reason were saying, “M, M, go for it!”” So I did the interview. I enjoyed it but was a little bit concerned, I’ve never been in [this academic discipline] department before... So that was another part of this “woo, what’s going on here?” (Laughs) and I was offered the position, and negotiated to start it the next year. So put it off for a year before coming up. And... what’s the rest of that question?

G – what were your motivations? Why did you decide to pursue it?

M – you never know until you try it. So this – whether or not I would enjoy a faculty position that you don’t know unless you try it. Is this the right one? I don’t know. But you don’t know until you try it. You might as well try it and see where the decisions go from there. So I think I’m probably lucky that my husband was supportive and willing to come along, and give up his job and move up here. And, here we are.

G – and here we are.... In the rain... (Both laughing) In the role that you’ve taken on as faculty – as you’ve already said there are three main roles: one being teaching, one being research, and one being administration/service how do you view your role? Where are your biases set? Like do you have a particular focus that you would say, “yes, that classifies me”?

M –hmmm... Not really. Because I think, and even though we joke about the different parts of that, the service feeds into informing me about research and informs me about the broader breadth of teaching at the university’s and what the university is aiming to do, or at least trying to convince us about what their aiming to do... The teaching feeds into my research, the research feeds into my teaching...

G – do you see yourself primarily as a researcher, or...?

M – I would've said that in the past, but I don't anymore. I'm just an academic (laughs). No, I mean, when you think of this sort of – well I've got these three bits, but the three bits, they are all part of who I am even though even if you asked, "well what would you be if you are in a faculty position?" "Well I focus on my research and then the other things would be just on the side, but..." What am I now? I'm involved in all three of those parts – relatively willingly. Though I can grumble of course, but...

G – which section of your job do you find the most personal pleasure in?

M – research, but the teaching part has been growing on me. I think because of the interactions with students... And I think, I guess this is why people get hooked. "Oh, you actually are learning something! Wow!" Yeah, it's a question, I guess I still would say that my, that my core is in research... I would never consider myself a teacher, but there is a growing affection for that.

G – that's cool. So your views and expectations of what this role holds for you, how much would you say that those were influenced by your own experiences which is a varied experience through your grad studies, a your undergraduate, your postdoc – has that shape you much? Actually am going to change the focus a little bit now towards the teaching aspect. But how much do you think that has affected your personal mode of teaching and how you employ various pedagogies or andragogy?

M – well I don't know what andragogy is (laughs)

G – it's pedagogy for adults - that's the easiest way to define it

M – okay. Thank you (laughs). I guess probably at the time that I was going to school we did not use very much technology at all. So the history of the teaching methods that I come from our lectures. I love lectures when they're done well, and that's the way I teach. I've been starting to try and do other things, but they aren't intuitive to me. So how does my history influence how I teach? Very strongly, from a period or a style that is very much traditional lecture style.

G – so what sorts of activities do you utilize in your teaching? Learning activities?

M – in lectures – questions. Question and answer. What you think of this? What is this? What is this? So very much a back and forth. I try to get them to go into these groups... I say this because I don't, I've been told it's something like think, pair, share is the term that you are supposed to use for these things... Sorry. But it just doesn't feel like it works as well as everyone benefiting from the discussion, or somebody has an idea but everyone shares the idea. That's the only thing I do. (Laughs) but it ends up taking up a lot of really good class time and some of the most exciting discussions are because were talking and asking questions, rather than... Well that's improved. It's gone from pretty much a lecture only to lecture discussions.

G – okay. And you said in your instructional methods you tend to – and I'm rephrasing it a little bit – you tend to choose those where everyone perceives greater benefit. How do you measure that?

M – their eyes are open, and they are looking at me rather than (mimics a blank student face)

G – (laughs) rather than just looking kind of lethargic and checked out...

M – yeah. And they are putting up their hands, and they're not letting me move forward.

G – have you used clickers or do you use presentation software of any sort in your classrooms?

M – I use PowerPoint

G – you use PowerPoint? Okay. So if I would walk into your class tomorrow, what does a typical class section look like?

M – oh... I stumble around trying to get my computer set up, then I talk a little bit about the theme or what the general ideas are, and then we start going through... I try more so with the balances of intuition versus formal frameworks. So, throwing out some ideas I think for people's intuitive responses to them, and then we discussed the intuitive responses, and then we move into what I call the formal framework where – we got that to work from now, so let's put it into a formal framework. And then will move through my prepared slides in that way, and then go off on discussions from them as we move

along. That's the normal. We don't do very much blackboard exercise or groups or movies or other or any sort of interactive elements... I've brainstormed over trying to make those work and they just don't feel right to the way I would work.

G – and when you brainstorm, is that with somebody else or all on your own, or?

M – well at the teaching, the three-day intensive teaching – I made some useful attempts there. I think the problem that I have with them is that, that's lab. Not here. And so a lot of those ideas are, well those are good ideas but (clapping for punctuation) we have two hours, and I've got a lot of material. That's lab. And my husband too, he's in behaviour, psychology and education – he's a super sounding board for all these things. And I use him for, "working to try these things in class" ... And so, that's really where I do a lot of my brainstorming.

G – so, does he work at the university as well, or?

M – no, he's taking classes. He's coming back to school. He's taking advantage of the glorious free tuition and finding out what this new path is after having usurped him from his old path. He's got the right to find a new path.

G – and enjoying it no doubt

M – yeah. The ups and downs as you can imagine as a mature student returns back to undergrad classes. Can be frustrating. But again, I digress

G – sorry. That was my fault. How about clickers or anything like that? Have you utilized any of these, or a flipped classroom, discovery method inside the class...?

M – I don't know what a flipped classroom is. Clickers I have heard of but haven't used. Discovery, don't know what that is.

G – no problem. Discovery is basically introducing a concept and allowing students to explore and answer the concept without direct instruction. And it lends itself really well to some disciplines, not well to others. It also depends on the level of course you are teaching – 100, 200, 300, 400 – and you are typically teaching what level of course?

M – right now I have a 200 and a 400 and a grad class

G – and so in your grad class perhaps they are doing that sort of thing to a greater extent. Really quick ranking, if you were to give me a ranking of the activities you do utilize. So for example, you said you lecture. How often and what percentage of time would you say is lecture versus group work, etc.?

M – in the lecture component, because they have a lab that's led by a lab tech... So there is a lab session, a two-hour lab session with my TA, and two hours with me in lecture. The two hours in lecture is I'd say, 85% me talking and remainder would be there questions and discussions coming from that... Embarrassingly enough, yeah

G – why embarrassingly enough?

M – (somewhat speechless) ... I feel as though that's something that... That these days, people look down on (laughing)

G – I don't think so... As a side note, with all the talking I've been doing with faculty, good lectures are well looked on... Good orators. So I wouldn't be embarrassed by that. Even though I'm an education student, it's okay. I won't get into that right now :-). (M is laughing). Okay. In your experience have new media and technology influenced your choice of instructional techniques? I know this is a little redundant.

M – not really. No. Other than being aware that they are there, but it hasn't felt right.

G – has technology influenced your ideas about student learning? So, our students are definitely immersed in this technology rich society right now. Has that awareness or that fact changed the way any part of your classroom looks or the way that you interact with your students based on that influence?

M – other than to assume that they will all have access to notes either in electronic form or to print them out... That's it.

G – do you allow students in class with their laptops, etc.?

M – anything goes.

G – are you ever concerned about that influence?

M – hardly anyone has them.

G – really? That's interesting.

M – yup. They all scribble.

G – wow. That's a shocker.

M – people will have their phones out from time to time during break, otherwise I would say I see – and it's hard to tell – I see maybe two or three computers.

G – (quiet pause) I'm shocked. wow. But you wouldn't mind it in your class room if they are bringing it in, and you wouldn't really be concerned about them doing other things on the machine at that same time?

M –hmm... No, I think, I think last year there were more computers, and there was one student who I could see had other people looking at their computer. But, to each his own. I've heard people talk about that being a big distraction and something they really have to work at in class and ask people to put things away. But it hasn't been an issue, and I think I'm probably lucky in that way.

G – as the technology influenced change the way that you communicate with students?

M – yeah, I email with them a lot, and I assume that they will get those emails.

G – are there any other ways that you communicate through the technology? Earlier we were talking about one that you do use.

M – I have a website that I put together for my class. The first term that I was here I tried the web CT but found it clunky and inefficient, so I built my own. So I serve up the class notes and labs and review exercises to that... It's just simple.

G – and you publish the class notes before class or after class?

M – before class, but this is probably my big “oh, what's the perfect – not the perfect – but what's a good method? Whether to post them before class, or after class, in full

content, or with missing bits?” So at this point, in the first term I didn’t post any notes. In the second term I posted full notes. This term I post notes with bits missing. It’s a bit of an experiment.

G – okay. And your gut feeling on this so far?

M – I think what I’m moving toward is to post full notes after class.

G – why?

M – because everyone, or at least the majority seem to be working from their own notes anyway. Actually, that’s an interesting point I forgot to mention. I do send out in the middle of the term this anonymous web survey asking, “how did you feel coming out of the exam? Are you using the notes? How are you interacting? Any suggestions... Stuff like that”. And a bunch of people said that they would more appreciate, or felt better about taking their own notes then using the supplementary notes to accentuate their learning rather than working from this note thing – where I tend to use a lot of photos and things. So we’ve got all this printed color, but they just thought that it would be better to make their own notes and compare them afterwards. So that was some feedback that came from asking them. So that’s a use of technology that I found helpful was actually getting their perspectives on how things were going and then being able to respond in this way.

G – that’s excellent. Okay, were coming towards the last few questions here. With regard to all of that, all of the jobs, all of the roles we’ve been talking about, the influence of technology... Would you say that the demands of your role of being a faculty member now are as you expected them to be, or are they different? So if you can put your mind back into prior taking on this role...

M – definitely more time toward teaching than I had expected.

G – do you view that as a positive, negative, a neutral...?

M – different. It’s just different. If you would’ve asked me that question last year or the year before, it would have been a definite negative. Now it’s beginning to feel like, it’s different, it’s not what I’ve done before, but it’s okay and it’s useful. But how do we help

new faculty members come in? I don't know how, how to do that... But somehow convincing them that the first two years are going to kill you, and that it really, maybe might get better (laughs)... Or that's the feeling, the feeling that I'd love to be able to convey – that it's going to hurt (quietly, almost choked up), but it will get better.

G – do you feel like there was an official, I will call it an official push to cause you to focus more on teaching, or does the University have an expectation that maybe you've been picking up that states teaching is more important, or is this something that has come just naturally out of your interactions? Where does it come from, that difference in expectation?

M – I think it comes from... It's not the expectation from anyone, I don't think. Actually, let me rephrase that. It's the expectation from the students that has changed that for me. You deserve something, you deserve attention.

G – how much time would you say you spend speaking with your colleagues about teaching and learning, or strategies and that sort of thing? Informal or formal...

M – informally, probably 2 to 3 hours a term. There's two of us that get together and have a coffee once a term or so, and ask "what have you been doing?" (Laughs)

G – do you feel like a focus on teaching is officially encouraged here? Like increasing or understanding the pedagogical methods?

M – I think it is, in theory – in the attention to the TLC. But in the department level, the faculty level, no - is my perception. (Laughs) "We have these things we can help you with," but I don't think that trickles down to the department and faculty.

G – so how much time would you say you personally spend engaging with the scholarship of teaching? So working on your teaching practices, are you reading books, are you writing about teaching, you have said you attended couple of workshops and conferences which is fabulous... How much of a forefront thought is that focus on teaching?

M –Ah... Not very much. And in a formal sense, I don't write about it, I don't read about it, I just reflect. I come back to what worked.

G – right. So you take a real research approach?

M – yeah.

G – do you feel like the scholarship of teaching or engaging with that is officially encouraged?

M – officially encouraged... Officially advertised (nods)... Officially encouraged (gestures with both hands on horizontal as in smoothing almost questioning)

G – but does the University have a focus on teaching?

M – they claim to. (Laughs) and if you want to pick that up you can, but if you don't, feel free to carry on. I don't know what that means in terms of an official policy. There's nothing requiring you to think about your teaching. There are services available for those who are so inclined. And I think they're sort of self-selecting as to who they cater to – which is better than nothing at all – and that super, but I think we end up with a problem where there are a lot of people who don't want put the time to it, or it's just not the right thing. That's the other thing... Why are we hiring faculty, or why are we hiring researchers to teach? If we want people to teach well we should hire teachers, because a lot of us don't teach well, or it takes us a long time to figure out how to teach well.

G – right. In tenure-track, how much of a role do you think teaching evaluations play?

M – I think if you are horrible they [teaching evaluations] would play a role. If you are mediocre or better – it doesn't matter (gesturing with hands)

G – so it kind of comes out in the wash?

M – as long as you are doing well and some other domain. But I'm untenured, I am not yet tenured, so I've only seen, I'm probably not the best person to talk to or ask about those things, but that's fine.

G – wonderful. Unless you have anything else to add, I think were done.

M – no I think you've caught my sentiment from all of this.

Appendix E.

Participant Questionnaire

A. General Information:

- a. Please provide departments names/faculties you have served as instructor for:

- b. Please indicate years of experience as a tenure track or core faculty member:

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 5++

B. Instruction and Technology:

- 1) How would you rate your balance of face to face instruction compared to inclusion of technology within your teaching practice on the following scale?

1 = High F2F with little or no technology inclusion

3 = Use of both in a balanced nature

5 = High technology inclusion - may include hybrid or blended model of instruction

High Face to Face							High Technology inclusion
	1	2	3	4	5		

- 2) **Teaching Methods:** please indicate your current levels of use/inclusion for each of the following methodologies. Indicate **CURRENT USE** in the left column from none (0) to extensive (3).

On the right, regardless of your current usage patterns, please rate your perceived **VALUE to student learning** of each methodology.

(0=none; 1=infrequent/slight; 2= supplemental/facilitative; 3=extensive)

FORM ON NEXT PAGE

On the right, regardless of your current usage patterns, please rate your perceived **VALUE to**

student learning of each methodology.

(0=none; 1=infrequent/slight; 2= supplemental/facilitative; 3=extensive)

<u>USE:</u> None (0) -> Extensive use (3)		<u>VALUE:</u> None (0) -> Extensive value (3)
0-1-2-3	Face to face instruction (Large class [30+] lecture format)	0-1-2-3
0-1-2-3	Face to face instruction (Small class [<30], tutorial/seminar format)	0-1-2-3
0-1-2-3	1:1 face to face tutorial/consultations	0-1-2-3
0-1-2-3	Online communication with students during after-class hours (Skype, MSN, Email, Twitter, FaceBook.)	0-1-2-3
0-1-2-3	In-class use of presentation software (PowerPoint)	0-1-2-3
0-1-2-3	Stand-alone electronic delivery of lecture (PowerPoint)	0-1-2-3
0-1-2-3	Online quizzes	0-1-2-3
0-1-2-3	Links to online resources (TED, RSAanimate, TVOntario, etc.)	0-1-2-3
0-1-2-3	Online Course Environment (Blackboard, Moodle, etc.) either as a supplement to F2F or as the means of course delivery.	0-1-2-3
0-1-2-3	Video demonstrations/tutorials (YouTube)	0-1-2-3
0-1-2-3	Audio or Video recording/casting of lectures, or class sessions	0-1-2-3
0-1-2-3	Online instruction of a distance learning course or courses	0-1-2-3
0-1-2-3	Course template or structure "established" or provided by previous instructor	0-1-2-3
0-1-2-3	Engagement with new course development	0-1-2-3
0-1-2-3	Engagement with making significant revisions to a course	0-1-2-3
0-1-2-3	Other: please specify _____	0-1-2-3

