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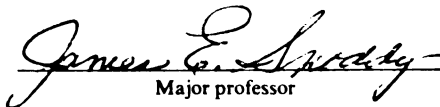
THE ROLE OF RECRUITMENT, TRAINING AND EARLY
FACULTY EXPERIENCES IN THE SOCIALIZATION OF
SECOND-CAREER COLLEGE FACULTY AT A COLLEGE
OF APPLIED ARTS AND TECHNOLOGY

presented by

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has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education


Major professor

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EXPERIENCES IN THE SOCIALIZATION OF
SECOND-CAREER COLLEGE FACULTY
AT A COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

By

William A. Magill

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ABSTRACT

THE ROLE OF RECRUITMENT, TRAINING AND EARLY FACULTY EXPERIENCES IN THE SOCIALIZATION OF SECOND-CAREER COLLEGE FACULTY AT A COLLEGE OF APPLIED ARTS AND TECHNOLOGY

By

William A. Magill

In this study, the case method was used to explore the factors that bring about the socialization of faculty at a College of Applied Arts and Technology (CAAT). Through qualitative methods, the study examined the impact of faculty recruitment and selection, formal faculty training and informal faculty experiences during entry and in the early years of their service.

The most influential attractors to newcomers into the CAAT studied was the perceived lifestyle of the professor, ease of entry into the profession and the vocational orientation of the CAAT. Recruitment of new professors appears to come predominantly by way of direct contact with vocational areas and selection criteria tend to focus on vocational expertise and reputation with little regard to teaching skills or the affective qualities of candidates.

Newcomers appear to have limited or no knowledge of the realities of the lifestyle of a professor before their entry into the college. The most commonly unanticipated realities were workload, the complexity of bureaucracy, the intricacy of teaching responsibilities, and inadequate support for teaching activities. Also unanticipated were the high degree of

collegiality, the diversity of faculty roles, and the college's culture of informality, freedom and flexibility.

Unlike most occupations, that of the CAAT professor does not usually have a well defined anticipatory stage of socialization. Rather, transformative experiences usually begin only upon entry into the college. Formal socialization agents proved to have variable degrees of success, generally having less impact than expected primarily because of the lack a sound theoretical framework. While the purpose of formal experiences is to attempt to socialize newcomers into the organization, new professors appear to offer resistance. Instead, they tend to maintain a strong identity with their academic departments and their previous careers. More important than the formal influences were the informal ones, especially the interaction with students and peers, although these appear to affect different aspects of the newcomers socialization. Informal influences appear to exert their influence more at the department level, preserving and reinforcing the vocation-centered identity.

The study concludes with eighteen recommendations that the author believes would help the CAAT studied to improve the career socialization of new professors.

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CHAPTER 1

INTRODUCTION

The Colleges of Applied Arts and Technology (CAATs) were established by an Act of the Legislature of the Province of Ontario in 1967. At their inception, the CAATs were designed to provide post-secondary education and training that was an alternative to the university experience. Although the focus of their curricula was to be on vocational education and training, they were to include a general education component that would make them comprehensive institutions similar to community colleges in the United States.

The need for a vocational focus set an expectation that faculty be drawn from the businesses and industries for which students were to be prepared. Except for general education faculty, prospective professors were required to have a minimum of two years of vocational experience as a condition of employment. Some held degrees at the baccalaureate level, while those teaching general education courses usually held degrees at either the baccalaureate or the master's level. Few of either group, however, had formal or informal preparation as educators. These "second-career teachers" had undergone preparation for entry into the trades and professions from which they came, and they had undergone further vocational development throughout their years of service. However, attracting candidates who were both vocational experts and experienced educators proved to be problematic.

Consequently, the CAAT system struggled with how to take practitioners who identified very strongly with their own vocational areas and to help them to make the shift in identity to adult educators.

Before this change in identity of second-career CAAT faculty can be understood, it is necessary to gain insight into the processes by which an individual "becomes" a CAAT professor by viewing the process as one of career socialization, or more appropriately, of career resocialization (Fuller and Bown 1977; Popkewitz 1979; Zeichner 1980; Giroux 1980). According to Lortie (1975, 56), where socialization is potent

the predisposition of newcomers becomes less important through time; the selves of participants tend to merge with the values and norms built into the occupation. The opposite holds true where socialization is weak; in that case, the attitudes, values and orientation people bring with them continue to influence the conduct of work.

Research into the career socialization of elementary and secondary school teachers and university professors is abundant; in the Colleges of Applied Arts and Technology, there has been a lack of research into the career socialization of faculty.

In this study, an attempt will be made to explore how the faculty at one CAAT perceive the agents that impacted upon their own career resocialization. The study will include three elements - the role played by recruitment and selection; the effects of the formal faculty preparation program and the effects of informal faculty experiences in the first three years after entry into the profession.

1.1. Problem statement

To enter an organization and to remain productive, contributing, fulfilled members, all employees undergo a process of career socialization, through which the institution's values and norms mold the individual and the individual molds the organization (Merton 1967; Presthus 1978; Tierney and Rhoads 1993). Throughout their careers, individuals learn and play roles and form occupational identities, beginning during their pre-service preparation and continuing until their retirement. Understanding the process of career socialization through research allows the organization to control and direct it in positive ways (Tierney and Rhoads 1993).

In the Colleges of Applied Arts and Technology, faculty are drawn from professions other than education and have undergone a process of career socialization through experiences in former settings. Although the CAATs offer new faculty formal inservice training programs, there appears to be great dissatisfaction with their effectiveness. Furthermore, as with all institutions, the CAATs undoubtedly exert informal influences on newcomers. To date, little is known about either the formal or the informal socialization agents that transform the identities of newcomers from those of a vocational specialist into those of a CAAT professor. Therefore, if CAATs are to control and direct faculty socialization, they must understand more fully the processes through which faculty socialization occurs. For example, they must gain insight about how recruitment practices, formal faculty development programs and early faculty experiences impact upon career socialization.

1.2. Purpose of the Study

The Colleges of Applied Arts and Technology are, in many respects, strikingly different from either the K-12 or university levels of education. Recruitment of faculty is based largely upon the newcomer's success in occupations other than education. It follows that the prospective faculty should have been successfully socialized into that occupation and would bring those attitudes and values to the CAAT where they would be imparted to its students. On entry into the CAAT system, they would need to adopt a new set of values consistent with the role of the CAAT professor. An interesting dichotomy emerges. It is not clear whether more recruits are torn away from the previous occupation into which they had been successfully socialized, or whether they are more often cases of role failure, in which poorly socialized individuals leave the occupation because of a poor fit between themselves and the organization they left. If the former is the case, over-identification with the vocation may make resocialization as a teacher difficult; if the latter, it is doubtful that such faculty would be as successful in serving the role of transmitters of the values of the vocation.

Unlike the K-12 and university levels of education, with few exceptions, there is no informal anticipatory stage to the socialization of CAAT faculty because most are not graduates of a CAAT program. Likewise, for most, a formal anticipatory stage does not exist. Because prospective CAAT faculty are usually well established in their careers and in their personal lives, most are unable to take leave from the work place to complete a formal teacher training program, even if one existed. The best alternative that the CAAT system can offer is a mandatory in-service training program consisting of a one-week orientation followed by weekly seminars over a period of one year. To date, there has been no research into the

socializing impact of these formal experiences.

CAAT faculty report to academic managers who are not faculty and are governed by boards whose members are not necessarily either CAAT faculty nor vocational experts. By their nature, unlike the universities, CAATs do not have highly developed disciplinary subcultures, with their own rich, complex bodies of knowledge. Except in the general education area, most academic departments consist of few faculty and curricula are vocation-specific, encouraging faculty to identify with and maintain strong ties to their respective vocations more than with faculty in other departments.

The purpose of this study is to explore formal and informal ways that faculty at one College of Applied Arts and Technology are presently resocialized from their vocations into the field of CAAT teaching. Because this study employs a qualitative approach, it is anticipated that rich, detailed information will emerge. It is also anticipated that the findings will result in an examination of current practices and will help to shape institutional policy about recruitment and faculty development. On a personal level, the experience may help informants to reflect upon their own development and create meaning about the value of their socialization experiences.

1.3. Research Questions

This study was organized around the following central research question: "How do second career CAAT faculty experience the early stages of their career socialization?" Out of this central question a number of research questions arose:

1. What motivates individuals to enter into a career in CAAT teaching? What do they believe and value about CAAT teaching that would motivate them to change careers?

2. In what ways, and to what extent, does the recruitment process communicate the institution's mission and values to faculty aspirants?
3. What qualities do recruiters look for in the selection of prospective new faculty?
4. In what ways do recruiters consider the resocialization of new faculty when making decisions about new hires?
5. In what ways does the formal faculty development program develop the skills, attitudes and values of new faculty?
6. In what ways does the faculty development program help new faculty to develop a sense of professional identity, to understand their roles and the norms of the institution?
7. What experiences during their first three years of CAAT teaching are most instrumental in helping new faculty to develop a sense of professional values and identity, to understand their roles and the norms of the institution?
8. During the first three years of service, what experiences help to develop the practices and attitudes of new faculty?

1.4. Significance of the Study

Educational institutions are social constructions which are constantly changing as a result of influences from within and from without. As with all social constructions, they possess cultures that influence the individuals within them and, in turn, are influenced by them. Policies and practices change to meet institutional needs; employee pools change through layoffs and retirements; and individuals change through their own professional growth and development. The introduction of new employees and the maintenance of established ones as productive group members depends upon the success of their socialization. (Merton 1967)

Referring to educational institutions, Boice (1992, 4) points out that "the early experiences in the classroom and in other academic affairs. . . predict more about faculty

career habits than any other formative period, including graduate school. Once under way, career paths may be hard to change." According to Merton (1967), during these early years, individuals are molded to the culture of an organization by a variety of formal and informal means as they move from being outsiders to being group members. In turn, suggest Tierney and Rhoads (1993), the inclusion of newcomers changes organizations. They caution that institutions need to consider more carefully how to socialize individuals into their culture. They warn that "when organizations do not make [their] culture explicit to new members they are assuming that they all interpret the institution's symbolic life in the same way." They propose a need, not to maintain unquestioned norms, but to consider what those norms are and how they might need to change with the inclusion of new group members. They assert, "Such a process means that all individuals [and organizations] are involved in ongoing socialization and learning." They point out that the challenge for an institution

is to be reflective about their organizational culture and how it goes about socializing its members. How do they learn? How does the culture exclude some individuals and reward others? What might improve? These questions fundamentally revolve around issues of socialization. For institutions in the 21st century the struggle is not merely to reflect on these questions but to develop culturally-specific strategies that enhance faculty socialization. . . (Tierney and Rhoads 1993, 17)

For Boice (1992, 4), "a good justification for collecting data about [socialization agents] is that doing so will provide the information base we need to make better informed decisions about designing them."

For the Colleges of Applied Arts and Technology, however, the journey toward understanding the process of faculty career socialization has barely begun. The significance of this study, therefore, is that it will help to fill the gap in our understanding of the processes

of recruitment and selection, faculty development and early experiences and their impact on the career socialization of CAAT faculty. In turn, this newly-gained understanding may benefit institutions by providing the means for a better faculty-institution fit through improved recruitment practices. It may benefit faculty by changing formal faculty development programs so that they focus on the socialization of new faculty, thereby facilitating the transformation of their identities to include that of CAAT teacher. It may increase the probability that new faculty will be more successfully integrated into the organization's culture and become functional, productive group members. It may help to avoid the cost-ineffectiveness of retraining faculty who are unproductive and unhappy or replacing those who leave. Lastly, it may increase the likelihood of faculty job satisfaction over the long term.

1.5. Definitions

A number of terms that have their origin in the field of sociology required some definition throughout the course of this research. Their meanings as they have been used in this study are given below:

Career socialization: The process of adopting the practices, norms, attitudes, values and behaviors in an organizational setting

College of Applied Arts and Technology: A post-secondary institution found in the province of Ontario, Canada. It offers one, two or three year programs that are designed to be an alternative to a university experience, with a focus on vocational education and training. It does not have a transfer function to a university.

Norms: Unwritten rules, shared beliefs of most members about what behavior is appropriate and attainable to be a member in good standing. In this study moral, technical and procedural norms will be considered. Moral norms include standards of right and wrong, good and bad. Technical norms include

standards of how to do a job, such as teaching. Procedural norms involve standards of performance according to a custom, such as the maintenance of student records.

Values: While norms are shared ideas of "correct" behavior in a group, values are more fundamental notions of ideal behavior, usually unattainable but to be striven for.

CHAPTER 2

SELECTED REVIEW OF THE LITERATURE

The following is a selected review of the available literature on the career socialization of K-12 teachers and university professors. It reports on the wisdom, practices and findings of the past forty years, drawing from the fields of sociology and education. The theoretical framework of this study is that, like all organizations, educational institutions are social constructions that are influenced by societal values and environmental contingencies. They possess their own culture, with rules and policies, values and rituals, heroes and villains - all of which give meaning to the employees as a part of the organization. Consequently, for individuals who move into educational institutions, to adapt to them and become functional members, they must undergo an ongoing process of socialization.

Out of this theoretical framework there has arisen a model which is useful for the purposes of this study. Although this model has been adopted from Corcoran and Clark (1984), it originated from the work of Robert K. Merton (1967) and was elaborated by John Van Maanen (1978). It was adapted to educational settings by Daniel Feldman (1976), Dan Lortie (1975), and finally by Corcoran and Clark (1984). Central to this model is the notion that the process of career socialization normally takes place in three stages: the anticipatory stage, the entry and induction stage and the role continuance stage. This model is presented as Figure 1 below.

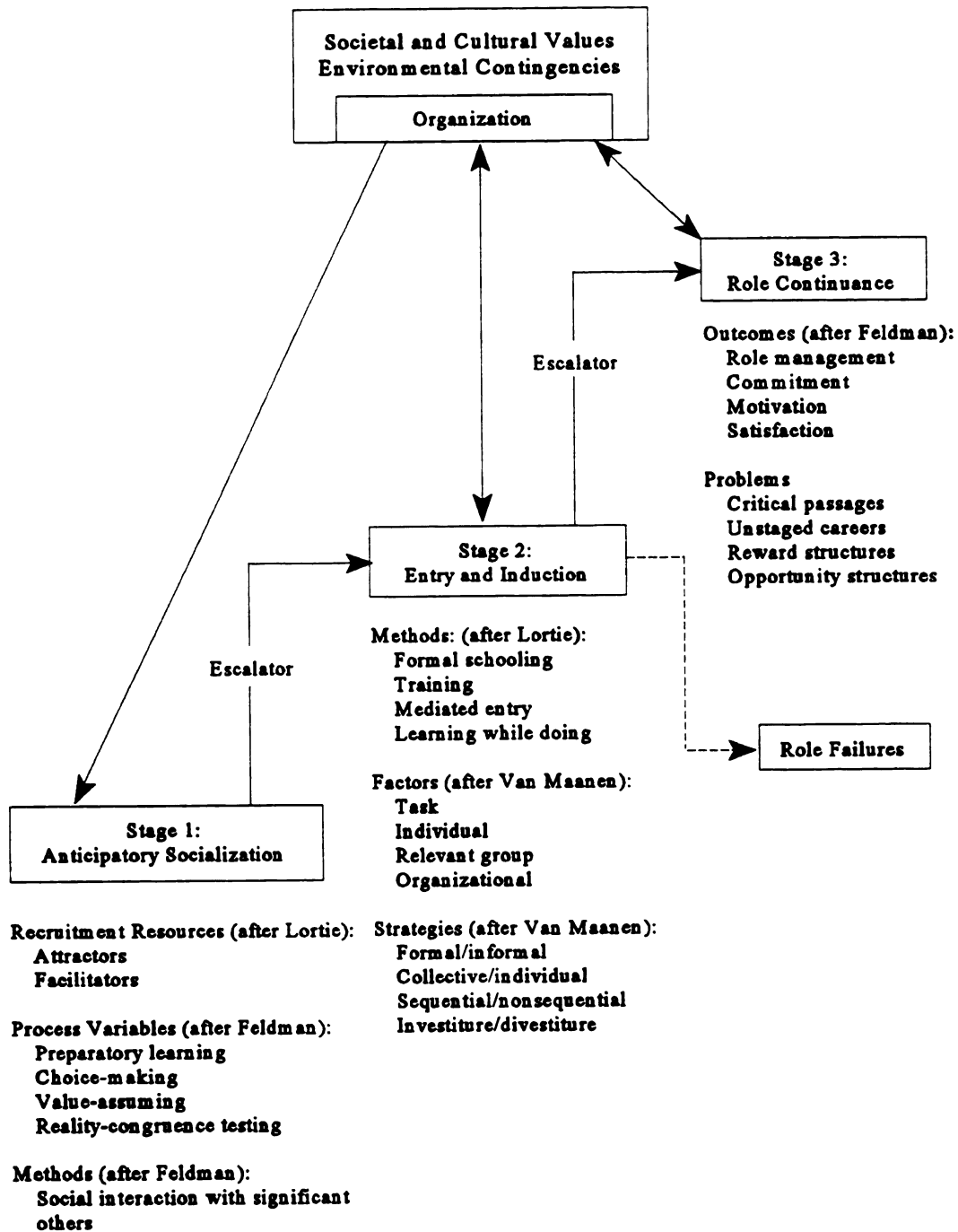


Figure 1. Model of Career Socialization

2.1. The Anticipatory Stage

The anticipatory stage, or preservice stage, includes the processes by which individuals, through social interaction, choose an occupation and are recruited into it by attractors and facilitators that encourage the entry of some, and discourage the entry of others. Gradually, newcomers begin to adopt the attitudes and values of the group to which they aspire. This stage serves two main functions: to aid the non-member's rise into the profession and to ease the adjustment of entry. Merton (1967), Lortie (1975), Wheeler (1966) and Feldman (1976) conceptualized the processes that occur during this stage as preparatory learning, choice making, value assuming and reality congruence testing.

2.2. Entry and Induction Stage

Individuals enter the second stage by a variety of means, including formal schooling, training, mediated entry and apprenticeship training. Once in the organization, a number of factors influence the individual's socialization into the organization's culture. Van Maanen (1976) categorized these factors as: task factors, individual factors, relevant group factors and organizational factors.

Task factors include work consisting of tasks that are at an appropriate level of difficulty; the amount of control that newcomers are able to exercise over their work; the degree of participation in decisions related to work; the degree to which role expectations are defined; and the degree to which individuals perceive the work to have meaning.

Individual factors are concerned with the personal characteristics of the newcomers. Individuals who are most likely to undergo successful career socialization are those who value membership in the new organization and who have an investment in it. Those who manifest

polar personality characteristics such as extreme anxiety or aggressiveness are more likely to leave the organization prematurely than those with more moderate characteristics. Attitudes that the individual holds about the legitimacy of the organization's attempt to influence behavior can also influence the socialization of individuals, with vast differences in perception bringing tensions that interfere with socialization.

Relevant group factors are based on the premise that virtually all organizations consist of smaller groups that constitute key sources of learning to newcomers. However, newcomers will not be taught the skills and secrets of their relevant work until they are accepted as trustworthy by their fellow workers. Once acceptance has been achieved, the group may cushion the newcomer's entry into the organization and may remain supportive, helping the individual to interpret roles and norms of the group and the organization. Van Maanen (1976) reported that within relevant groups there often exists a system of colleague consultation that generates stable social bonds.

The organizational factors include the remaining organizationally-determined structural properties that influence the process of career socialization. Because these factors are more varied and complex and more in keeping with the focus of this study than the other factors, I will concentrate more on them than the other three.

Although the list is not exhaustive, Van Maanen (1978) identified six major organizational strategies for the socialization of newcomers into an organization. First, some organizations have a formal setting in which socialization takes place; others have settings that are informal. In the former, the newcomer's role as "learner" is well defined; in the latter it is not. When formal strategies are used, the setting in which the socialization experiences

take place is segregated from the workplace. Informal strategies place newcomers in the workplace where they learn by trial-and-error. According to Van Maanen (1978, 22), formal processes prepare newcomers for a particular *status* in the organization; for instance, officer training programs in the military serve as a good example. Informal processes prepare workers for particular *roles*; apprenticeship training in the trades, for example. As Van Maanen observes "in general, the more the recruit is separated from the day-to-day reality of the organization, the less he or she will be able to carry over, and apply any abilities or skills learned in one socialization setting to the new position."

In the formal setting, socialization experiences are usually what Van Maanen refers to as the "first round" of socialization. The "second round" usually occurs informally, when newcomers are placed in the appropriate subgroup and must learn the actual practices of their department. For example, at police academies where socialization is formal, recruits are taught everything from basic law enforcement to interrogation to fingerprinting and forensic procedures. Once on the beat, rookie police officers realize that much of what was learned at the academy was irrelevant in the performance of their duties as a constable on traffic patrol. Van Maanen (1978, 23) explains that

whereas the first wave stresses general skills and attitudes, the second wave emphasizes specific actions, situational applications of the rules, and the idiosyncratic nuances necessary to perform the role in the work setting. However, when the gap between the two is large, disillusionment with the first round may cause the individual to disregard everything that he has learned in the formal round of socialization.

Informal socialization experiences carry with them their own set of anxieties. A newcomer who must negotiate his way around a less structured environment may have

difficulty in defining his organizational roles. Thus the influence of the department members on the newcomer is increased and there is no assurance that the group will direct the newcomer along the right direction. Van Maanen (1978, 24) claims that

left to his own devices, a recruit will select his own socialization agents. The success of the socialization process is then determined largely on the basis of whatever mutual regard is developed between the agent and the newcomer, the relevant knowledge possessed by an agent, and, of course, the agent's ability to transfer such knowledge.

For instance, there is the classic case of newcomers working on an assembly line who learn the quota-restricting tactics of co-workers, contrary to the wishes of management and in violation of the organization's goals. Contravention of this group norm inevitably places the diligent newcomer in a state of disfavor with peers.

Second, whether newcomers are processed collectively or individually will influence their career socialization. Those processed collectively have been demonstrated to develop strong social supports, reducing strain and tension, thus easing the entry process. In addition, according to Van Maanen (1976, 89) "collective socialization settings which put people 'in the same boat' are effective mechanisms of encouraging the development of group solutions to the contextual problems of everyday life in the organization."

Third, sequential socialization strategies take the newcomer through a series of discrete and identifiable stages; for instance, the learner may be taken from classroom instruction to laboratory simulations to field practice, often with a progression from the simple to the complex. A more harmonious progression occurs if the agents at the various stages have aims that are common and when they know each other and understand their respective tasks. When they do not, conflict often arises between agents and between

newcomers and agents. Van Maanen (1978, 27) points out that this kind situation is very likely in an organization where a range of views "[comes from] the personnel department, the training division, and colleagues on the job all have a stake in the recruit's transition." Nonsequential socialization is accomplished in one transitional stage, without intermediary stages. For example, one may be abruptly promoted with no opportunity for preparatory training.

Fourth, fixed socialization strategies provide the newcomer with precise information about the time it will take to complete each step. As examples, a training program may be of specified duration; an employee knows exactly how long she will be on probation; or, students move through the school system at approximately the same pace. Under this strategy, where temporal reference points are fixed, newcomers are aware when they are making "normal" progress. This allows newcomers to observe passages through periods of transition and maintain relationships shaped during the socialization experiences.

Variable socialization strategies do not give newcomers a timetable for their transition. For example, apprenticeship programs often specify only a minimum number of years of training, leaving the time for completion open to the trainee. Van Maanen (1978, 29) argues that "variable processes often create anxiety and frustration for people who are unable to construct reasonably valid timetables and judge the appropriateness of their movement or lack of movement in an organization." Witness the middle manager who is overlooked for promotion so that he is "always a bridesmaid, never the bride." Variable strategies, according to Van Maanen (1978, 29), tend to "divide and drive apart people who might show loyalty and cohesion if the process were fixed."

Fifth, in the serial pattern of organizational socialization, newcomers have been preceded by peers who can instruct them about the experience. Otherwise the pattern is considered to be disjunctive. The serial strategies are the most effective in ensuring that the organization will remain relatively immutable over long periods of time. Van Maanen (1978, 32) contends that "Innovation is unlikely but a sense of history is maintained." Through his peers the newcomer gets a sense of the future, seeing in them an image of himself further along the path of socialization. The danger in the serial pattern is that it risks stagnation and contamination. For example, if the morale of the organization is low, or if predecessors had an unfulfilling experience, the newcomer may be contaminated by their bad attitudes.

Disjunctive strategies allow the newcomer to be inventive and original without the constraining influences of an old guard. For example, the newly promoted executive is not influenced by her predecessor who is no longer around. However, the disjunctive pattern also has its dangers. If the individual is left in a state of unawareness, either anxiety will complicate the socialization process or she may receive inappropriate guidance from others. Van Maanen (1978, 29) cautions that what actually appears as serial may be disjunctive.

Newcomers may be prepared inadequately for jobs in one department by agents from another . . . only later after the newcomers have access to others who have been through the same process, do they discover the worthlessness and banality of their training. Agent familiarity with the target position is a very crucial factor in the target strategy.

Occasionally a newcomer is exposed to "gapping" where the experience passed on to him - although well-intentioned - may be quite unrelated to his own circumstances.

Sixth, investiture strategies are those that are designed to confirm the incoming identity of a newcomer; divestiture strategies dismantle it. Investiture strategies identify and

corroborate the usefulness of the characteristics that the newcomer brings into the organization. The organization does not wish to change recruits but to take advantage of their qualities and capabilities. Entrance into the organization is made as smooth as possible.

As Van Maanen (1978, 34) notes,

There is almost an explicit "honeymoon" period. At times, even positions on the bottom rung of the organizational ladder are filled with a flurry of concern for employee desires. Orientation programs, career counseling, relocation assistance, even a visit to the president's office with the perfunctory handshake and good wishes, systematically suggest to newcomers that they are a valuable asset.

Divestiture strategies are designed to remove the characteristics from newcomers so that they may adopt the characteristics that the organization deems appropriate. They must discard the identity of the previous life and assume a new identity that conforms to the new life. Noteworthy among organizations with strong divestiture strategies are the priesthood, religious cults, athletic teams and the military. The process of divestiture is designed to create bonds between the individual and the new organization. Van Maanen (1978, 34) explains that organizations that employ divestiture strategies

require a person to travel a somewhat painful and lengthy road. The trip provides the newcomer with a set of colleagues who have been down the same path and symbolizes to others on the scene that the newcomer is committed fully to the organization. For those who complete the ordeal, the gap separating recruits from members narrows appreciably while the gap separating members from nonmembers grows.

When the process of career socialization is successful during the entry and induction stage, the individual may enter and stay within the organization with the potential to become a productive, contributing member. Role failures occur when the new employee discovers significant reality incongruence or when the early socialization processes fail to create a

metamorphosis in the new employee (Corcoran and Clark 1984).

Jarvis (1988) and Boice (1992) found that early career stages are formative and lasting. They stimulate motivation, develop commitment to work, and foster the adoption of occupationally relevant attitudes and behaviors that sustain productivity and continued achievement throughout the employee's career. Furthermore, they have been demonstrated to be better predictors of career behaviors than any other period of development, including graduate school (McKeachie 1987).

2.3. Role Continuance Stage

In the role continuance stage, employees assume the roles of the occupation, accept its norms, internalize its values and receive a certain degree of job satisfaction and motivation in return for job involvement and commitment. The role continuance stage will not be considered in this study because the multitude of factors that influence the socialization of faculty during this period of their careers makes the task beyond the scope of this study. However, it bears mentioning that socialization during this stage is profoundly influenced by the practitioners' commitment to their own professional development. Houle (1980) cites studies conducted as long ago as 1957, which demonstrated a lack of correlation between a student's rank in the preservice educational program, prestige of the school attended and quality of the internship experience to the adequacy of performance of practitioners over thirty years of age. What does appear to make a difference is the amount and quality of continuing education undertaken by practitioners. Houle emphasizes the importance of faculty in professional preparation programs introducing the idea of continuing education into the socialization process as well as into the curriculum. He argues that "the behavior and

viewpoint of a beginning professional are often based on the work habits and beliefs of one or more of the instructors in the professional school. If any person who serves as a role model is visibly and continuously engaged in learning, an example is set and may be followed" (Houle 1980, 87-8). Phipps (1977) goes one step further to point out that, among nursing students, their perception of the interest of the entire nursing school faculty in continuing education is more influential than their perception of the interest even of their most preferred instructor. Houle summarizes,

it is probable that one way in which a basic professional program might enhance later competence would be by ensuring the fact that, during years spent in the school's subculture, the student's personal commitment to lifelong learning is firmly established both by curricular changes and by efforts to alter the customs and behavior patterns of students (Houle 1980, 84).

Because of the significant impact that recruitment and anticipatory socialization have on the commitment to continuing education, and therefore to ongoing socialization in the role continuance stage, in this study I have elected to focus on them rather than the larger matter of influences in the inservice period.

2.4. Anticipatory Socialization of the K-12 Teacher

The purpose of this section is to report on the anticipatory socialization of the K-12 teacher, a process that is achieved by both informal and formal means. The informal stage begins when, as students, they become careful observers of teacher behavior, observing what teachers do, and gaining an understanding of what they value, how they think. According to Lortie's (1975) apprenticeship-of-observation model, prospective new teachers begin to learn the art and science of teaching by way of observation and experience throughout their earlier lives. Lortie points out that "teaching is unusual in that those who decide to enter it have had

the exceptional opportunity to observe members of the occupation at work; unlike most occupations today, the activities of teachers are not shielded from youngsters" (Lortie 1972, 65). Ryan (1986, 17) points out that the "the new teacher has logged somewhere between sixteen and eighteen thousand hours of classrooms before taking over a class." However, Bullough (1989, 144) cautions that new teachers are often "seduced into a false security by the familiarity of teaching, only later to discover that not all is as it seems."

There are many shortcomings to the apprenticeship-of-observation. For example, students have only a limited perspective on the roles of the teacher. They are not "privy to the teacher's private intentions and personal reflections on classroom events. Students rarely participate in selecting goals, making preparations or postmortem analysis [of classroom activities]. Thus they are not pressed to place the teacher's actions in a pedagogically-oriented framework" (Lortie 1975, 62). Student perceptions of teacher behavior, then, are based upon personal, student-oriented criteria. Lortie (1975) points out that students lack an empathic capacity for the problematics of teaching that underlie teacher performance and view teacher behavior in affective terms, through simplistic responses such as either liking or disliking teachers and teacher performance. What they learn about teaching, then, is intuitive and imitative rather than explicit and analytical. At best, the apprenticeship-of-observation is an unformulated and idiosyncratic experience (Lortie 1975).

Those who go on to pursue teaching careers are further socialized through their experience in a bachelor of education degree program - the formal anticipatory stage. The formal experiences of teacher preparation programs as well as the more informal ones that they received in schools during teaching practicums should contribute to shaping what Sigel

(1985) termed "core beliefs" - their knowledge of and perceptions of their discipline.

Britzman (1986, 443) maintains that

Prospective teachers. . . bring to teacher education more than their desire to teach. They bring their implicit institutional biographies - the cumulative experience of school lives - which, in turn, inform their knowledge of the student's world, of school structure and of curriculum. All of this contributes to well-worn and commonsensical images of the teacher's work and serves as the frame of reference for prospective teachers' self-images.

However, the prospective teacher's beliefs are narrow because they have seen teaching only from the vantage point of students, as a polished, efficient didactic process which they attempt to emulate (Britzman 1986; Merton 1967; Lortie 1975). This limited perspective leads student teachers to focus only on praxis, rather than on the theoretical underpinnings of teaching (O'Loughlin 1989).

Although student teachers rank practice teaching ahead of courses in education theory (Lortie 1975), it is faced with limitations of its own. Students are generally assigned to a limited number of veteran teachers and therefore get a limited view of teaching. Because of the narrow scope of their experiences

the usual teaching practice does not offset the unreflective nature of poor prior socialization; the student teacher is not forced to compare, analyze and select from diverse possibilities. . . there is little indication that it is a powerful force away from traditionalism and individualism. It may be earthy and realistic when compared to education courses; but it is also short and parochial (Lortie 1975, 71).

Bullough and Knowles (1990) suggest that second-career teachers may be even more disadvantaged by traditional teacher education programs than their younger counterparts; because of their distant perspectives on teachers, teacher's work and students, they enter schools as "strangers in a familiar land" (Ryan 1986, 17). Bullough and Knowles (1990)

contend that "for the second-career beginning teacher the place of prior career socialization and knowledge may exacerbate the difficulty of becoming a teacher and assuming a teacher role."

2.5. Anticipatory Socialization of the University Professor

At the university level, Tierney and Rhoads (1993) conceptualize faculty socialization as a two stage process: the anticipatory stage, which begins during the undergraduate experience and continues throughout the graduate experience; and the organizational stage, which occurs following induction into the profession, especially during the early years as a faculty member.

There is some evidence (Bess 1978) that anticipatory socialization is poorly developed during the undergraduate experience. The undergraduate's perception of faculty roles is limited and poorly reflective of the realities of the profession. What appears to be a constant variable in the aspirations of undergraduates to the professorate is their inability to see their professors in their roles as researchers, committee members, counselors, consultants, and collective bargainers (Bess 1978).

According to Bragg (1976), once in graduate school, faculty aspirants undergo career socialization in five stages: observation, the identification of role models; imitation, the "trying on" of the role model's behavior; feedback, the evaluation of the trying on; modification, the alteration and refinement of the behavior; and internalization, the incorporation of the role models' values and behavior patterns into the individual's self image. Whatever the means, the socialization of faculty aspirants takes place incrementally from apprentice to professional (Merton 1967). Simpson (1967) points out that the move is a

gradual one with the most significant changes taking place in the first one and one-half years of graduate school. Role enactment, the number of years spent in graduate school and autonomy in graduate school are all believed to be related to the acquisition of a professional self-concept (Pavalko and Holley 1974).

Merton and Lazarfield (1972) contend that those faculty aspirants who anticipate correctly the values, norms and behaviors they will encounter in the academic environment will be more successful in academe. Bess (1978) maintains that the experience in graduate school, at best, results in moderately well-prepared faculty members and that a process of resocialization in the early untenured years is necessary to correct some of the earlier deficiencies. Through task preference studies, he concluded that faculty aspirants are not significantly different from young faculty and that graduate school experiences do not seriously affect their socialization. He argues for more significant changes either prior to graduate studies or in the early faculty years, but more importantly, for reform of admissions policies into graduate programs and of recruitment practices.

2.6. Recruitment and Socialization of the K-12 Teacher

This section deals with the influence of recruitment on the socialization of new K-12 teachers. It must be pointed out, however, that there is often an unclear distinction between anticipatory socialization and recruitment, with both often occurring simultaneously. For example, promising new high school teachers may be courted during their practice teaching experience.

Over the past forty years, there has been much attention given to the motivators that attract new teachers to the field of K-12 education. Although in the 1950's and 60's the most

commonly cited reason for entering the field of education was "occupational drift," drifting into an occupation through the process of elimination, (Stecklein and Eckert 1958; Trow 1959; Medalia 1963) other more compelling motivators included social influences of the culture and of the family (Carper and Becker 1957), emerging self-concept due to college successes and failures (Wallace 1966) and availability of funding (Baird 1973).

Lortie (1975) cited five themes that attract newcomers to teaching. According to the interpersonal theme, the prospective teacher, who is usually young, is given the opportunity for protracted contact with young people. The service theme describes teaching as a valuable service of special moral worth. The continuation theme holds that teaching satisfies the need for continuation for those who became so attached to education that they are loathe to leave it, or for those who are unable to satisfy interests that might have been originally fostered and reinforced in school but which may have been blocked upon graduation. For example, the athlete who fails in his aspiration of a career in professional football may find some measure of satisfaction in coaching at the high school level. The material benefits theme views teaching as one of the more important routes from the blue-collar class into the middle class by providing a reasonable salary and job security. Lastly, the time compatibility theme recognizes the perception of a relatively short work day, numerous holidays and summer vacations.

Second-career teachers appear to have motivations that differ strikingly with those of their younger counterparts. Often they had invested themselves in alternative occupations and had found them unsatisfying. Some sought shelter from the "cut-throat" world of business while others sought a career with moral worth. The advantage that teaching gave to them

was the convertibility of education and the moral worth of teaching in a society that values it (Lortie 1975).

Although the motivators to enter teaching have been well researched, it is less clear how schools communicate these benefits and whether schools consider the socialization of its new members in its recruitment efforts. Schlechty (1990) points out that some professional groups, such as the legal or medical professions, are clear on the criteria for recruitment of new members, while in others, criteria scarcely exist. Teaching, he believes, falls somewhere between the two extremes. He asserts that

the specificity of the recruitment criteria and the distribution of knowledge about those criteria have important implications for the socialization process . . . First, recruitment criteria send clear messages regarding how present members of the occupation view themselves, what they hope, what they aspire to become. . . and what the occupational group assumes to be important characteristics to be manifested by mature group members. . . Second, clear criteria for recruitment can lead to a great deal of anticipatory socialization and negative self-screening (p. 7).

Schlechty (1990, 12) further contends that "the criteria for recruitment and the way that these criteria are applied in selection, communicate perhaps more clearly than any other single event (a) how members of the occupation view themselves, and (b) how well the occupation is doing in imposing its perception of what it is and what it is about in the environment of which it is a part."

2.7. Recruitment and Socialization of the University Professor

In any educational institution, recruitment involves a dual decision-making process with the faculty aspirant making the decision to enter academe at a particular institution and the recruiters selecting one candidate over others. In the past, university undergraduates who

chose to enter academe did so for a variety of reasons, some because of the influence of reference groups and professors who served as positive role models (Merton 1967). However, a much larger number did so for a variety of reasons unrelated to their perceptions of the professional roles of their professors. Like elementary and secondary school teachers, among their most powerful motivators seems to have been the process of "occupational drift" (Pavalko 1971).

In the literature, a limited view of recruitment of new faculty is described, with little of a systematic nature appearing to exist (Boice 1992). A preponderance of literature focuses on procedural matters; for example, much has been written about sources of recruitment, identifying candidate pools, the use of search committees or consultants, screening and interviewing techniques, salary issues, the use of part-time versus full-time faculty and confidentiality (Arvey and Campion 1982; Bouchard, Dean and Roots 1983; Felicetti 1984; Freeman 1985; Higgins and Hollander 1987; Kaplowitz 1986). Furthermore, much of the literature focuses on the recruitment of administrators and presidents more than on faculty. Rynes and Boudreau (1986) point out that recruiters seldom have training in recruitment and they rarely follow up their choices with assessments of the success of their recruitment efforts.

Tierney and Rhoads (1993) are among the few who emphasize the need to view faculty recruitment from a sociological perspective. They assert that successful socialization begins at recruitment when the organization communicates to the prospective employee information about itself, how it is structured, and clues to understanding its values and its culture. They issue a challenge for organizations to examine their own values and norms and to be prepared for a cultural change with the inclusion of new members. On the other hand,

Tsui (1984) observes that more often than not recruiting choices are made to *avoid* disturbing cultural norms than to enhance institutional productivity.

2.8. Entry and Induction of the K-12 Teacher

This section is concerned with the entry and induction phase of socialization, when new teachers leave their student status behind and move onward into the world of education.

O'Loughlin (1989, 12) reports,

most teachers discard most of the theoretical knowledge that they learn in teacher education programs almost immediately after they begin teaching and depend for their professional success on the advice of more experienced colleagues. . . while the sole effect of teacher education programs appears to be to confirm student teachers' initial unexamined beliefs about teaching.

This stand is supported by Britzman (1986), Feinberg (1885), Giroux (1984), Goodlad (1983), Kliebard (1975) and Zeichner (1983). During this stage, the socialization may be more affirming if the individual brings attitudes, beliefs and norms that are congruent with those prevailing in the organization or it may be more transformative if they are inconsistent.

The difficulties experienced by new teachers upon entry into the workplace are well known. Unlike the classical apprenticeship experience where newcomers are led through a series of tasks of ascending levels of difficulty, gradually assuming increasing levels of responsibility, for neophyte teachers change is abrupt. From the first day, the new teacher is fully responsible for students without the benefit of gradual, ordered, sequential growth. This "baptism by fire" is complicated by limited support from colleagues during the early months as beginning teachers spend most of their time physically apart from colleagues, suffering through a private ordeal (Bullough 1989).

For the new teacher, discipline and classroom management tend to be their principle

concerns (Veenman 1984), whereas pedagogical matters learned in teacher preparation programs, such as curriculum planning, are seen to be of secondary importance. Bullough (1989) identified that new teachers discovered that few of the practices learned in the preservice program were being modeled by their experienced colleagues and that insights into teaching effectiveness surfaced only after their first stormy months of teaching. The problem of transition is further compounded by weaknesses in the subculture of the school, manifested by an absence of a common technical vocabulary, limiting a beginning teacher's ability to tap into a preexisting body of practical knowledge (Lortie 1975).

As Bullough (1989, 142) points out, what is clear to new teachers is that "student teaching and the first year of teaching are remarkably different experiences." Although teacher education is not unimportant to the new teacher's development, it certainly does not appear to have the power that teacher educators would hope in facilitating entry into the world of teaching. As Lortie (1975, 81) put it, "teachers do not, apparently, acquire new standards to correct and reverse earlier impressions, ideas and orientations. Nor does later work experience supplement low impact training with a general conception of teaching as a shared intellectual process." Perhaps, its main value is that it serves as a good foundation for continuing professional education (Bullough 1989; Houle 1989).

2.9. Entry And Induction of the University Professor

In the university setting, many new faculty report that they feel like victims of social Darwinism, with little or no support from colleagues. They are left alone to face a number of challenges through which they muddle, largely by trial and error (Bullough & Knowles 1990; Fink 1984; Menges & Mathis 1988; Van Maanen & Schein 1979). Their first two years

are characterized by loneliness and intellectual isolation; by heavy work loads and time constraints and by ambiguity of the informal aspects of the organizational culture (Boice 1992). Mager and Myers (1982, 105) add that the "rich stimulation of graduate study days is exchanged sometimes for intellectual barrenness when the graduate student moves from a collection of desks in a shared room to a private office as an assistant professor. The peer group is gone and new collegiality may be slow to form." Boice (1991a) asserts that problems commonly experienced by new faculty can be linked to the socialization strategies proposed by Van Maanen (1978). Likewise, Tierney and Rhoads (1992) suggest that the "individual vs. collective dimension" of socialization may be at the root of faculty loneliness and intellectual isolation.

The isolation and obstacles to establishing collegiality are particularly difficult for returning new faculty, those who have returned to academe after many years of absence. In research done by Boice (1992) some returning faculty propose an intriguing reason for the difficulty that they experienced. They suggested that there must be a critical period for effective socialization to campuses and that those critical periods, when adjustments would have been made most easily, had already been spent in other settings, in other work cultures.

2.10. Career Socialization of CAAT Faculty

Although the literature is replete with research into the career socialization of elementary and secondary school teachers and university professors, I found nothing that had been published on the socialization of faculty at the Colleges of Applied Arts and Technology. The issues raised in the literature point to a need for research in order to gain an understanding of the motivators that attract new faculty into the world of CAAT teaching;

to assess the ways and means that CAAT recruiters communicate to prospective faculty the institution's values and norms; to investigate the degree to which the formal inservice training program makes an impact upon the socialization of new faculty; and to explore the formal and informal agents that impact upon faculty career socialization in the early years of service. This study is designed to partially fill that gap.

CHAPTER 3

DESIGN AND METHODOLOGY

A key consideration in the selection of the design for this study centered on the need to select one that best fits the exploratory nature of the research questions. Consequently, the principles and practices of naturalistic research as proposed by Lincoln and Guba (1990) were selected. This study consists of a case study that focuses on three areas: faculty recruitment and selection; formal experiences on entry into the CAAT; and informal experiences during the first three years of service.

In the analysis of recruitment and selection, I conducted an examination of the CAAT's recruitment practices beginning with an inspection of the college's mission statement, followed by a qualitative analysis of recruitment information published by the Human Resources Department. In addition, I interviewed the Director of Human Resources and eight academic managers who have hired new faculty within the past ten years to discover whether, and in what ways, the information provided to prospective faculty communicates the institution's mission.

My analysis of the formal experiences included an examination of the New Faculty Development program curriculum for two reasons: to determine its components; and to investigate whether the program goals include the development of skills, attitudes and values

and an understanding of the roles and norms of CAAT professors. I also interviewed two Professional Development Consultants who are responsible for delivering the program, ten faculty who have most recently completed it and ten faculty who completed the program within the past ten years. My intention was to discover the extent to which they believe the program contributed to their career socialization.

I examined the informal experiences during the first three years of service through interviews with ten faculty who have at least five continuous years of full-time teaching and who have been recognized by their peers and students as exemplifying excellence in performance by being awarded the Distinguished Faculty Award at the college under study. The intent was to discover the informal means whereby these "distinguished" faculty believe that their experiences in the first three years of their careers contributed to their socialization as new faculty.

3.1. Selection of Participants

The employee population of the CAAT studied consisted of a total of 1,186 staff, including twelve academic managers and 571 faculty who teach in twelve discrete academic units. The participants in this study consisted of the Director of Human Resources, two Professional Development Consultants, eight academic managers who are responsible for the hiring of new faculty, ten faculty in the entry stage who have recently completed the New Faculty Development Program and ten distinguished faculty.

The eight academic managers were selected from among those who have hired new faculty within the past ten years, with preference given to those who have done so most recently. The participants for both the new and the distinguished faculty samples were

selected such that no member had experience as a teacher in another level of education in order to preclude the influence of socialization agents outside of the CAAT system. I selected the ten new faculty who have most recently completed the new faculty training program from a list supplied by the Professional Development Department. The ten distinguished faculty were selected at random from among the Distinguished Faculty Award recipients, who had been recognized by their peers as having a history of exemplary teaching practices and as having supported the mission of their academic unit and the college through excellence in teaching, community service and institutional involvement. In selecting the sample, I attempted to ensure that there was a balanced representation of race, gender, age and area of expertise.

3.2. Access to the Participants

Prior to beginning the collection of data, I met with the vice-president at the college to be studied and requested permission to conduct the study, to gain access to the recruitment information held by the Human Resources Department and to use its employees as participants. I guaranteed that the identity of the institution would not be disclosed and that strict confidentiality would be maintained. I also pledged to destroy all data at the conclusion of the study. A formal letter was sent reiterating the details of the meeting and asking for permission in writing.

Once permission was granted, I met with the Director of Human Resources to explain the study, to request permission to gain access to the recruitment information and to conduct a personal interview with the Director after the documents had been analyzed.

I then met with a representative of the Professional Development Department to

explain the study, to request a list of faculty who have most recently completed the New Faculty Development Program and a list of the recipients of the Distinguished Faculty Award. All candidates for the interviews were contacted by telephone, or in person, to explain the background, the purposes and the methodology of the study. I then met each candidate for a lengthy discussion of my research and invited each to participate in the study. Those that agreed were given the research questions and were asked to spend some time thinking about the questions in anticipation of the interview, which we scheduled at the conclusion of the meeting. Included in the meeting was a discussion of the meaning of certain concepts, to ensure that we had a similar understanding of the terms contained within the research questions. Some examples of terms that we discussed are "qualities," "attitudes," "values," "roles," "professional identity," and "norms."

A letter of introduction was sent to each prospective participant, reiterating the details of the project. In the letter, participants were assured that all responses would be treated with the utmost confidentiality. They were also assured that they were free to withdraw from the study at any time or for any reason without penalty and, should they choose to do so, any data that they had contributed would be relinquished to them. Included was a letter of consent, requesting their signature and asking that it be returned to me prior to the conduct of the interviews.

3.3. Data Collection

I selected the interview as the primary means of collecting data for analysis of the entry and induction stage, believing that it is a potentially rich way to allow participants to explore their experiences, to "tell their stories" and to describe the contexts of their

experiences. Moreover, it allows them to explore and to report on the *meaning* that they attach to their experiences (Bogdan and Bicklen 1982).

Each interview took place in a setting where privacy was assured. At the conclusion of each interview, I again reassured the participants of the safeguards to their privacy. Interviews were guided by a number of open-ended, broadly stated questions that arise out of the key research questions, to allow for freely-flowing responses in which the participants explored their own perceptions of their experiences.

Once the interviews were audiotaped and transcribed, the transcripts were given to the respective participants after which a second meeting was scheduled. At the follow-up meeting, the data units that emerge from the coding were discussed with the participants for verification and elaboration - an opportunity to "negotiate meanings and interpretations" (Lincoln and Guba 1985).

To guide the participants, the following questions were used to help keep them focused on the research problem while permitting some latitude for responses:

RECRUITMENT AND SELECTION

To faculty:

What motivated you to change careers from your previous occupation to that of a CAAT professor? What opinions did you hold about CAAT teaching before you made the change? How congruent has reality been with those opinions?

To academic managers and the Director of Human Resources:

As one who is responsible for hiring new faculty, what qualities do you look for in hiring a new employee? Are there qualities that are common to all applicants irrespective of vocational peculiarities? If so, what are they? What is the single most important quality that you look for when hiring a faculty member?

What information do you communicate to applicants?

ENTRY AND INDUCTION STAGE

To faculty:

How well did the New Faculty Development program provide you with the knowledge and skills necessary for teaching? What aspects of the program were particularly effective? What were ineffective? Aside from your experiences in the New Faculty Development Program, what aspects of your first three years of college teaching provided you with the knowledge and skills necessary for teaching?

What aspect(s) of the New Faculty Development program helped you to develop an understanding of the roles that CAAT faculty are expected to perform inside and outside of the classroom? Within the community? In the teaching profession? Aside from the New Faculty Development program what has helped you to develop an understanding of the roles of a CAAT professor?

What aspect(s) of the New Faculty Development program helped you develop an identity as a CAAT professor, to develop attitudes toward teaching and learning, and to understand the norms about how CAAT faculty behave, how they think and what they value? Does any one aspect stand out? What? Why? Aside from the New Faculty Development program, what has helped you to develop these attitudes and values? What aspects of your experience contributed most to your growth in these areas?

To the Professional Development Consultants:

How well does the New Faculty Development program provide new hires with the knowledge and skills necessary for teaching? What aspects are particularly effective? Are there any that you would consider to be ineffective?

Does the New Faculty Development program help new hires develop an understanding of the roles that CAAT faculty are expected to perform inside and outside of the classroom? Within the community? In the teaching profession? How?

Does the New Faculty Development program help new hires develop an identity as a CAAT professor, to develop attitudes toward teaching and learning, and to understand the norms about how college faculty behave, how they think and what they value? How?

What is lacking in the New Faculty Development program?

To academic managers

What do new professors communicate to you about their entry and induction into the college? What helped them? What hindered them?



3.4. Data Coding and Analysis

The mission statement, recruitment documents and the audiotaped interviews were transcribed and the transcriptions coded using the Ethnograph version 4.0. The transcripts were coded line-by-line until data units emerge, a process by which the raw data are reduced to concepts. Data were analyzed inductively to develop relationships between the concepts. In the process of analysis, I followed the principles of grounded theory, (Glaser and Strauss 1967; Lincoln and Guba 1985) in which each interview was coded and analyzed before the next interview, because the outcomes of analysis may serve to direct the interviews that follow. Analysis of the data from each interview began with decisions about which categories were significant to this study, into which category data units most logically fell, how categories should be altered, merged, refined or deleted. Once rules for inclusion of data units were determined each of the data units was assigned to the most reasonable category and data were compared repeatedly until themes emerge. The themes were compared across interviews, consistent with the constant comparative method, where the collection and processing of data occur simultaneously (Grove 1988; Lincoln and Guba 1985).

3.5. Validity and Reliability

In qualitative research, the concepts of validity and reliability hold different meanings from those in quantitative research. The interview technique of data collection had the advantage of allowing me to repeatedly check with participants to validate their perceptions and my understanding of their perceptions. Review of the interview transcripts allowed the participants to consider and reconsider their words carefully, to clarify them and to elaborate upon them after further reflection. As Lincoln and Guba (1985) explain, in naturalistic

research the inquirer

prefers to negotiate meaning and interpretations with the human sources from which the data have chiefly been drawn because it is their construction of reality; because inquiry outcomes depend upon the nature of the interaction between the knower and the known, epitomized in negotiations about the meaning of data; because the specific working hypotheses that might apply in a given context are best verified and confirmed by the people who inhabit the context... (p. 41)

Because this study consists of a case study of a single CAAT, no claim is made to the generalizability of findings.

3.6. Limitations of the Study

There are a number of potential limitations to this study. First, the number of subjects studied appears to be small. However, according to the principles of the naturalistic paradigm, the intent is to dig deeply, to uncover rich information about the phenomenon under study, not to study large numbers of subjects for the purpose of broad generalization of findings because realities are multiple and different (Lincoln and Guba 1985). While the methodology loses in generalizability, it gains in depth.

Second, the collection of data relied upon the participants' abilities to recall the reality of their experiences accurately, sometimes years after they occurred. This shortcoming was likely to be more problematic with the distinguished faculty group more than any other.

Third, in the study I examined the experiences of those new faculty who were successfully socialized into the system and ignored those whose socialization may have been unsuccessful and who became role failures along the way.

Fourth, it was not known to what degree faculty in the CAATs are influenced by

the many subcultures that are discussed by Tierney and Rhoads (1993). It was not clear whether CAATs, like universities, possess strong disciplinary subcultures. With the exception of general education components, most programs do not consist of discrete disciplines, but are an amalgam of many disciplines. In the CAATs, it is likely that the disciplinary subcultures seen in elementary and secondary schools and the universities are replaced by vocational subcultures. What can be said with certainty is that CAATs vary vastly in terms of the population that they serve, their size, their leadership and their mission; however, there had been no prior research into how these differences translate into changes in their culture or in the ways that they socialize their faculty. Therefore, it is possible that the findings of this case study, may not apply to other Colleges of Applied Arts and Technology.

Fifth, while organizational culture shapes the employees through the socialization process, organizational culture is, in turn, shaped *by* them. As Tierney and Rhoads (1993) put it, career socialization is a "bidirectional process" that occurs through implicit and explicit actions, resulting in a mutually adaptive process between the individual and the organization. I acknowledge that this study was conducted in an organization which may have undergone changes in its culture throughout the past two decades, so that while faculty have been changed by the culture, the organization itself has been changed by the faculty. This begs the question of whether the socialization agents that impacted upon the distinguished faculty during *their* entry and induction period were still active at the time of this study or whether a different set of agents were acting upon new faculty.

CHAPTER 4

FINDINGS

The findings are organized around the first two stages of the Corcoran and Clark model; namely, the anticipatory stage and the entry and induction stage. In the anticipatory stage, the findings focus on four themes: the attractors and facilitators that influenced the individual's entry into the CAAT; the faculty aspirant's understanding of the CAAT; reality congruence testing by the new professor upon entry; and the practices of recruiting and selecting new professors. The second stage of Corcoran and Clark's model consists of the entry and induction stage. In this study I considered both the formal and informal influences that impact upon the career socialization of new CAAT professors during this stage.

4.1. Attractors and Facilitators to Entry into a CAAT

The most commonly cited attractors to teach in a CAAT were: the perceived lifestyle of the CAAT professor; positive feedback and intrinsic rewards obtained from previous teaching experiences; a view that teaching was an occupation of moral worth; ease of entry into the profession; financial insecurity in the previous occupation; fulfilling a lifelong love of learning; rejuvenation in the previous profession; and the practical nature of the CAATs.

One of the most commonly cited aspects of the perceived lifestyle of a CAAT

professor was the release from job stress and insecurity experienced in the previous occupation. This attractor was cited least frequently academic managers and established faculty and most by the new faculty. This may be because they were closer to the work place and had been affected more recently by an insecure work environment than had affected the other groups. Like many attractors, the job stress issue appears to be more cogent in some vocations than in others. One health sciences professor was "tired of the politics of the hospital and of nursing." Those from the creative and performing arts "got tired of the freelance grind." One technology professor, an engineer, became weary of "working from consultant to consultant . . . in a high stress situation." Another claimed that he was working 50 hours a week in his previous job. This attractor was cited most commonly by the business faculty. One established professor stated: "I didn't find the atmosphere of the hot sell was particularly suited to my personality . . . it was the hours . . . it was a sweat shop kind of job."

The most poignant statements came from the new faculty who explained that they had come from occupations where they worked unusual hours, 20-hour days and holidays. Others claim that they had gotten weary of being at the beck-and-call of their clients, which interfered with their family lives. Still others became tired of working with peers who were negative, burnt out and disillusioned. They added that they looked forward to working with people who are new, unjaded and excited and that they wanted share that excitement. Others expressed relief at being free of "Bay Street" (the Canadian equivalent of Wall Street) with the requisite business suits, the "crazy commuting where so much time is wasted" and the "cutthroat competition."

Related to the relief from job stress was the prospect of freedom and flexibility that a career as a CAAT teacher appears to offer. This benefit was of particular importance to most new female faculty who sought regular working hours, more time with their families and extended summer vacations with their children. An important benefit for many was the ability to control their own work schedule as they had never been able to do in their previous occupation. In addition, one individual pointed out that the differences in teaching schedules among her peers, along with the freedom to come and go, resulted in variety in peer association, which she believes enriches the work environment.

A second attractor was the previous teaching experiences that brought rewards to new faculty, although these experiences were diverse in nature. Many had experiences that were formal, such as serving as staff development officers in a previous profession. Those that did not consider their previous roles to have had strong formal teaching responsibilities still maintained that their careers had always involved some form of teaching: musicians taught privately; nurses taught students who were placed on their wards for clinical practice; businessmen were educating clients about their products and services; foremen trained new employees. Many experiences were as informal as serving as a tutor in high school, as an athletic coach, as a camp counselor, as a mentor to a younger sibling or as a volunteer with a literacy council.

The satisfying influence of prior teaching experiences in attracting faculty to the CAATs was even stronger when that teaching had been on a part time basis at a CAAT. One professor stated that, "Only when I started to teach a bit at night, did I realize that I had the ability to teach." Another stated that, "This part time teaching gave me a thirst

and an interest to go farther." It is interesting that, although previous teaching experience was the attractor most commonly cited by faculty, being equally identified by new and established faculty, it was identified by only one academic manager.

A third attractor cited was the belief that teaching was a profession of moral worth. Interestingly, the academic managers were almost unanimous in this view, whereas few of either new or established faculty believed that the feeling of moral worth was a strong attractor into teaching. The academic managers often mentioned their belief that, after receiving so much from their own profession, faculty had a need to "give something back," to "make a contribution" to their former profession and to their community, and to help those who aspired to enter their profession to achieve their goals.

I asked all participants whether the needs that attracted them to teaching could be satisfied in the K-12 or university levels of education rather than the CAAT system and, if so, why had they chosen the latter over the others. The discussion that ensued led to a fourth attractor: the ease of entry that was not available at the other levels. This was offered as an attractor by a most established faculty, by fewer new faculty and not at all by academic managers. Faculty opinions about the issue of ease of entry appear to be influenced by vocational background, however. Those in the business, technology and health areas explained that, although they had had a university preparation, they were never strong academics and therefore teaching at a university was "a star too far." In addition, most had been well established and successful in their previous careers and had achieved a comfortable standard of living that they were unwilling to relinquish to return to university to acquire a teaching certificate to teach in the K-12 setting. Most also

expressed a reluctance to attend a teacher training program that would immerse them into a population of predominantly young adults with less maturity than they and who had limited life experiences.

The issue of ease of entry was even more important to those who came from a creative or performing arts backgrounds. Many explained that, although they had gained success in their professions, their career paths had not followed formal lines but had advanced by way of personalized understudy with acclaimed performers. As such, their lack of academic credentials limited their options to the CAAT system. Other faculty had a history of both formal and informal education. One such individual explained:

A part of me likes the idea of the school of the world which is where I felt I had come from, kind of bouncing out of various jobs, as a waiter, librarian . . . and I feel that that has been as much a part of my education as the formal part that was at university. So I didn't really feel that I wanted to go back into this scene where you are going to be molded into some kind of 'teacher'. My senses kind of cloyed at that.

For a significant number of faculty, teaching in a CAAT also provided a measure of financial security that could not be found in their previous occupations: construction and related industries are seasonal with downturns in the late fall through to the early winter; the freelance market of the performing and creative arts typically has its peaks and valleys; engineering usually involves working from contract-to-contract with periods of uncertainty in between; downsizing in business has thrown thousands out of work and left those that remain in an insecure position. Also, in the wake of downsizing in business, many middle-aged executives have become early retirees with financial security due to generous compensation packages. With at least ten more productive years ahead of them,

they are searching for a way to making use of their talents and experience. They see teaching in a CAAT as a viable way for them to maintain their productivity.

A small number of established faculty claimed that their love of learning and the opportunity to be immersed in a learning environment was a powerful factor in their decision to enter the CAAT system. Some established faculty saw being in the college environment as an opportunity to cultivate a lifelong love of learning: "To stay in an environment that I enjoyed - a learning environment - and being in a CAAT would encourage me to cultivate that love of learning"; "I still enjoy the whole atmosphere of a learning environment, of being in an educational institution." While established faculty strongly supported the influence of this attractor, it was mentioned seldom by new faculty and not at all by academic managers.

Although a love of learning was not mentioned by new faculty, they more than any other group viewed teaching – although not necessarily college teaching – as a lifelong ambition, almost a calling. They stated:

I always wanted to teach but like everyone else in a recession, found that there were no teaching jobs so I was swayed from going to teacher's college. But I didn't give up the dream. . .

I came from a teaching family so that was always revolving around in the back of my mind. . .

Even when I was in high school, I saw college and university life and it always looked appealing to me . . . I saw these neat people who seem to have this nice job, dealing with students and dealt with, to me, very interesting topics. . .

Although most new faculty felt a long-standing affinity with teaching, they revealed that they had felt an uneasiness with the prospect of teaching at the K-12 level and that they preferred teaching adult learners. This preference was based on their reluctance to deal

with the immaturity and under-motivation of young learners and the necessity of having to manage discipline problems that are perceived to be plaguing the K-12 system.

In contrast to the new faculty, who claim that teaching was a vocation, many established faculty believed that teaching was never a career goal. Teaching, they claim, was like an afterthought, after many years of devoting themselves to their first careers. One individual claimed that there were two things she never wanted to become: "a nurse and a teacher." Another related that he "fell into teaching strictly by a fluke." Still another "stumbled into the position . . . It definitely wasn't a lifelong ambition." The only established faculty member to cite CAAT teaching as a calling stated passionately: "It is almost like it was something I was chosen to do . . . Starting from a very young age, my parents didn't want me to be a teacher – they wanted me to do something that makes more money. But at the same time, it kept drawing me back."

Some faculty saw CAAT teaching as an opportunity to rejuvenate their understanding of their own profession: "It was exciting, a way of staying fresh"; "There was some stagnation in my day-to-day work and I thought that teaching would be a good way of learning and getting rejuvenated." One individual believed that, unlike other areas of education, the college would provide her with the opportunity to keep current with what was happening in the community through supervision of students in a field practicum.

An important peculiarity of the CAATs is the tendency of its faculty to remain in their previous careers while assuming a teaching career. Unlike the first-and second-career teachers described in the literature on secondary school teacher development, it

appears that most CAAT professors are generally *dual-career* teachers. Those from the creative and performing arts generally don't intend to leave their professional area when they assume a position as a CAAT teacher. They have served as photographers, journalists and musicians, and after having worked on a free lance basis for a number of years, they choose to "let some of that go and make a career move into education." For the musicians, the novelty of the seven nights a week lifestyle on tour wears thin, and they seek a "steady gig" with a regular income. As one musician put it, he is afforded the luxury of "picking and choosing, being able to do those things that speak to me and rejecting those that do not." Assuming a second career provides the security "so that I can turn down other stuff in my professional life that I didn't like doing . . . entering the college has given me a stimulating new career and at the same time has enriched my old career." As one individual put it: "it isn't like abandoning the music industry and selling shoes. It allows you to do some other things and still remain in your craft, with your art." Similarly, in the technology programs faculty are customarily engaged in consulting in the field of engineering while involved in college teaching. Likewise, in human services programs faculty maintain that they "liked the idea that I wasn't giving up my previous profession because [in my teaching position] I was still going to be linked with the community . . . out in the field working with agencies . . . for me the duality of my roles was the justification for my giving up part of my previous career."

Most members of all three participant groups agreed that the practical nature of the CAATs was an influential attractor. Although new and established faculty did not view their own academic achievements to have been outstanding, they did feel that they

had accumulated a wealth of practical experience that could be imparted to college-level students. There was a good fit between what they had to offer and what college students sought – practical vocational skills that were relevant to the job market.

4.2. Understanding of CAAT Teaching and the CAAT System

All participants were asked how much they understood about the college system and college teaching before being hired, or in the case of academic managers, they were asked how much *they believe* new faculty understood. Despite all the perceived attractors that brought faculty to the college, two-thirds of the participants responded that new and/or prospective faculty have no knowledge. Most of the remainder responded that they had little knowledge. The former response was made by new faculty and established faculty. One professor who had followed an informal career path stated: "I just felt that being a teacher . . . you know the famous line: Those who can, do. Those who cannot, teach. And I thought that teaching would be some sort of failure on my part." Others stated succinctly, "None," or "I had absolutely no idea what I was getting into . . . I was thrown into the deep water" One admitted that he equated the CAATs to other educational systems he had experienced: "I thought they would be very, very similar," and admitted that they turned out to be "much, much different from what I was anticipating." Another explained, "I think I may have had a vague gut feeling of what I thought it was going to be like based on my experiences at university, but CAATs and universities are not the same . . . But I don't think I knew what college teachers were all about." Still another revealed: "I walked into this place with little or no idea of what my role should be, how to act or what to do. . ."

When asked the same question, academic managers responded that faculty "have a limited understanding . . . I would say that 80% of the people who land in our college system as a new career have very limited understanding of what it is." Still one other academic manager reinforced this opinion: "I don't believe that they come in with their eyes fully open. I think there are surprises, more or less for different people, but I don't think any of them – any of us – came in knowing what it is about."

Many faculty agree that it is common to enter the CAAT system with little understanding: "I had an idea. I had an inkling," "I was pretty much in the dark about the system, the type of students, the roles I would play." Another reported, "I really didn't know anything other than the fact that my husband was a CAAT teacher, and I thought I had an understanding of what he did. He got up. He went to work. I did a lot of his routine marking, but I didn't know a lot about it other than that." Still another said, "I can't really say that I had a definite picture in my mind of what a college teacher was."

Most faculty attributed their lack of understanding to their inexperience with the system. One explained: "I had very little experience with the CAAT. I can't think of a single person who was a CAAT teacher." Another stated: "Very little. Very little about the CAAT system because I had never come through the system. I didn't even know where the college was when I applied."

Few participants stated that they had some understanding of the CAAT system, and those who did had gained some exposure as CAAT students: "I learned about teaching by observing the professors who taught me . . . I persevered through some terrible, terrible classes . . . and I have a pretty good idea of what I like and what I don't";

"I have a vision of what I think a professor should be . . . " "In a sense I knew what I was getting into but I didn't know the extent to which it would be a real challenge . . . I guess I was kind of naive . . . I knew that the CAATs were more practical than the university . . . more applied." "I had a friend who went to teach in the CAAT system . . . and her roles were a lot different from what my university professors were doing."

Only academic managers reported that they believe the new faculty have an understanding of teaching methodologies: "I think there is a sense . . . of what teaching is all about"; "They do have some ideas. People have taught or done training in many different settings so you bring that with you, as part of the baggage in some cases, and in other cases as part of the positive experiences of teaching." Most faculty, on the other hand, believe that their understanding of methodologies was limited: "I didn't know much about teaching. My perception of the CAAT was that it was more practical, less theoretical," "I knew there would be more hands-on experience because of the equipment that was used in the industry." One person revealed:

I was aware that I would be asked to work with smaller groups and give some hands-on experience. But I really anticipated it being very similar to the university experience where I would have very little contact with the students, perhaps not even get to know their names and I would deliver my sermons and give out tests that I would mark.

One established professor stated that "if there was a blind spot, it was to the motivation and preparation level of the students." Upon entry into college teaching, faculty tend to think that the students would be more highly motivated and better prepared for post-secondary learning than they proved to be. This opinion was based on the limited perceptions of faculty who had taught night classes to adult learners and who believed that

the younger learners enrolled in full time programs would be comparable in motivation and preparation.

The majority of new faculty appear to have a poor understanding of the workload. They assume that they will work much less than the 40-50 hours per week that they experience. One person believed that he would "distribute tests. . . and I even recall thinking that I may even have people who would mark them for me. Of course, it was a shock when I found out how much more was involved than standing in front of a class" As one academic manager explained it: "Part way through the first year, they look pretty haggard, and there is often a sense that they did not know all that was involved."

4.3. Reality Congruence Testing

Once faculty have entered the college they undergo a process of induction that takes a variable amount of time depending upon the congruence between the individual's perceptions of the college and the reality that is experienced. Participants cited a number of realities that they believe were incongruent with their expectations. Recurrent themes included faculty workload; organizational characteristics; collegiality; curricular issues; the nature of the CAAT student; the unionized environment of the college; and job security.

4.3.1. Faculty workload

The most often cited incongruence relates to the workload. Faculty workload is based on 18 hours of contact with students per week and many faculty fail to see the many other duties associated with or peripheral to classroom instruction. Consequently, they perceive the workload to be much lighter than it proves to be as the 18 hours often extrapolate to considerably more. Most academic managers reported that faculty are often

surprised at how time-consuming those other duties are. One academic manager explained that "there is a phenomenal surprise around workload. And again that is one of the real misunderstandings about teachers, and educators on the whole, that they have a very light workload." According to another academic manager, "for most faculty, the eighteen hours per week extended to forty-four or sixty-six." Still another academic manager attempts to educate prospective faculty, during the interview by informing them: ". . . you are going to be doing about a job and a half. Are you prepared to commit to that?" He admits that ". . . they don't hear that, don't understand that . . . we all hear what we want to hear . . . "

Most new faculty agree with the academic managers that workload is grossly underestimated. One said: "I thought I would work less than 40-50 hours a week. How naive can one be? . . . I think it's really been a kick in the pants for me. I have had to devote a huge portion of my time to getting courses developed and it's affected my personal life. And that's nasty." Another new professor described the workload as "not light and I found it was stressful, a real struggle. A real struggle! I burned the candle at both ends many a night. I found all of a sudden, being hired full time, being thrown into my courses, just . . . too much." A third agreed: "it was heavy, considering I got hardly any direction. And when I look back on it a lot of the suffering was really unnecessary . . . we all go overboard at first and then you pull back."

Most faculty did not anticipate the variety of roles associated with college teaching. They found themselves involved in student counseling, sitting on committees, designing curriculum, developing instructional materials, consulting with the community,

marketing the college and its programs in the community, to name a few. Many were overburdened by the "balancing act" that a variety of roles imposed upon them. Others explained that they had been hired into a program coordinator position without the benefit of teaching experience. They believed that they were obligated to assume the coordinating role by default - the role had been rejected by everyone else in their department. Thus, they were struggling with how to become an effective teacher and with how to provide departmental leadership in an environment that was all but alien to them. Still others complained of a lack of communication and support from colleagues.

When they enter the college, the perception of new faculty is limited to what is visible on their teaching schedule. For a few, of greater concern than workload, was how they would fill their free time. One new professor who had been hired two weeks before the interview revealed: "My sense of it is that I will not be working as hard here as I was in my previous job, with the time pressure and the number of hours and so I'll either have time to take on more, doing special projects or in helping others in some way."

Most established faculty hired ten years before held a similar opinion when they were hired:

I don't think I realized how hard a job it was . . . and when I was given my first timetable, I remember wondering what I was going to do in my spare time? I thought I would have so much spare time. But that was short-lived because I soon realized how hard it was to do an effective job as a full time professor. It takes a LOT of energy, a lot of preparation, a lot of planning . . . I realized that the job involved MUCH more than I had thought.

Another professor with ten years of service expressed a similar view: ". . . my perception of workload was totally different from what I experienced. I saw the 15 hours in the

classroom and thought, 'Great. What do I do with the rest of my time? This is great, really exciting. I have lots of opportunity to talk to other people. . .' I didn't realize how much preparation it took to get ready for those classes."

For most new professors, the heavy workload associated with preparation efforts is often complicated by the absence of existing instructional materials, or by their removal from the college by the professor's predecessor. One new professor explained that, when he assumed his role, "there was nothing in writing and developed for my course. There were a couple of people who had been doing that job on a part time basis and when they left, they took all of their materials with them. So, it has been a ton of work." Established faculty offered: "What overwhelmed me was . . . the amount of work to create lesson plans, to put all this theory into a format that could be conveyed to others. I think the amount of work in preparing for classes made me appreciate, very much, what teachers did. . ." Another responded in agreement: "I didn't realize how much work it took to get ready for those 15 hours in the classroom. And I was given only one preparation that was repeated three times throughout the week. I knew of other people who were teaching three different courses and I think they were really overworked. The workload issue is really underestimated by new people coming into the college."

Although the variety of roles associated with college teaching arguably adds a dimension of richness to the CAAT professor's life, for some, it requires a "balancing act" that overburdens those who are unprepared for it. An established professor reported: "I think that what did overwhelm me at times was the balancing act . . . involved in being in the community and being with students. I was traveling [from one end of the city to the

other] so I was traveling a lot and trying to be in the classroom. . ."

The few who were hired into a coordinating role communicate that their workload was an even greater burden. One new professor explained: "I didn't expect to be doing any of this stuff before I was hired. My workload was definitely heavier than I expected. I felt overwhelmed . . . I wasn't getting support for all the things I had to do. Things were just thrown in my lap . . . dumped on me. The first year was very, very tough." Another agreed: "Shortly after I was hired, I started coordinating the program . . . and I would move into my parents place [closer to the college] for 2 weeks a month for January, February and March so that I could be available to do all the timetabling . . . so I realized that timetabling was a major chore."

Despite the general agreement on the issue of workload, there does appear to be evidence of variation along department lines. For example, faculty and administration in the business programs do not view workload as being heavy compared to the workload experienced in the business world from which they came. One academic manager claimed that "workload is never an issue. They find the workload not as demanding as expected. They find they don't have to spend 20 hours a day and the traveling that they had to do in the business world. . ." A new professor agreed: "in the industry from which I came you could work all night. There was no nine-to-five. You just worked. You had to meet deadlines and you just did it. So I don't find teaching that heavy a load. It's lighter than my former job."

4.3.2. Organizational characteristics

The theme of incongruence between faculty expectations and the realities of

organizational characteristics arose many times. Faculty and academic managers often described the CAAT as a professional bureaucracy, a highly structured, political environment with internal and external forces constantly influencing the organizational dynamics. One would expect that faculty who originated from other public sector organizations would be better adapted to the politics and bureaucracy of the CAAT. One new professor commented that "coming from government, I certainly knew there would be [politics and bureaucracy] at higher levels. But I felt that when you got into the day-to-day stuff that things would be [less political] and I soon found out. . . that things were not that way at all."

Those who come from the world of private sector business, which has its own fair share of politics, find the transition into the CAAT as difficult as those who had originated in public sector institutions. One academic manager claimed that he

tells all new faculty that they have to be patient . . . that things don't happen that fast; that they must be patient because the bureaucracy moves at a certain pace and that you can't always do things the way you want to . . . And that can REALLY frustrate you . . . because in the business world, if you want to get money it can be done very quickly – you write up your plan and within maybe a week you get maybe a million dollars. Well, you can't do that here. It's very hard to get anything here . . . the college's culture is VERY political, you've got to understand that and you've got to understand the players.

A new professor corroborated this view, stating that she found that there were a "lot of politics as is typical of any large organization in the public sector." She elaborated that the political pressures are often outside the control of the individual, leaving one with a feeling of helplessness. She contrasted this situation with her experience in the private sector, "where the individual pushes forward and is in control."

The transition was even more difficult for private sector workers who came from small businesses. One individual explained:

I came from a company that had 300 employees but it was spread over six or seven offices so that the biggest office was 60-70 people. You could figure out very, very quickly where your supports are, who you must consult to get things done. Coming into this organization was overwhelming and I still don't know how to get some things accomplished. I figured it out for the important things that I need on a day-to-day basis. But all the different channels and people – the complexity is quite overwhelming.

The realization that the CAAT was political was particularly stark to faculty with a creative and performing arts background. One academic manager asserted that, "Many of the faculty that I have worked with have not come from organizations. The whole idea that there's departmental or institutional politics is quite amazing to them and they don't know what to do with that - and I would defy anybody to identify any department that doesn't have any politics."

Some new faculty shared this opinion because their own learning had not taken place in a formal, bureaucratic environment. One performing arts professor agreed that he had lived on the fringe of society: "Society puts us there because we work when society is not working, so I have gone through my whole life accepting that I am a fringe person. So coming into an institution was interesting for me because I had decided years ago that I was almost anti-institution." Because of the lifelong feelings of marginality, this individual, who entered the CAAT after 27 years of living a lifestyle that was on the fringes of society, was suddenly thrust into a large, complex organization. He confided that he had fears and insecurities that he may not be able to fit in.

Other factors that may hinder integration of new faculty into the college are its physical size and complexity and the perceived inadequacy of its facilities. One established professor maintained that "it wasn't too long before I formed an opinion that the actual infrastructure of [the college] was, as far as I was concerned, just too big, a massive unit that wasn't well laid out. I had a real problem with that. I couldn't understand how one could build a structure that was so user unfriendly." More commonly cited as detractors were the facilities and services that the college provides. The office environment for teachers is, in the words of one academic manager,

VERY different from what they expected. Often because they come from pretty good office situations and it never occurred to them that it would be less than that. You're dealing with upper level executives who had been treated very well in their organizations and they come here and there are four of them to a booth, which is very open.

A new professor supported this opinion: "Coming from business, you are used to having a phone and a personal computer on your desk. Now you are sharing an extension and sharing a computer."

On the other hand, a few faculty considered open office space as a learning environment for new teachers, providing "opportunities to just listen, to see how peers deal with students . . . [regardless of the program one was in] you could observe what was going on. I watched how my peers prepared material . . . Just listening to their conversations with students and seeing how they dealt with issues was interesting."

One of the often-cited characteristics of the college's culture is its informal nature, and the freedom and flexibility that it affords faculty. One academic manager identified the "independence, the latitude . . . moving away from more autocratic expectations to

much more open, flexible stuff" as a surprise to many new faculty. One new professor described how she thrived in this environment of freedom: "I like the flexibility of teaching, being able to manage my own time outside of my teaching schedule. That makes it particularly good for people like me. Coming in at a certain age, maybe you need that easing of the schedule and [the freedom] particularly suits me." Another attested: "The freedom of what I was allowed to do and how I was allowed to deliver my courses is wonderful." Still another claimed emphatically:

I like the flexibility and the freedom. I like the fact that my boss knows that I am going to get the job done. You don't have someone standing over your shoulder telling you what to do, and you do it. I was always an independent worker and I need independence. I wouldn't want to go back to my profession and if I ever did, it would be as a sideline only.

Another agreed: "I'm not a procedure kind of guy. If you gave me a policy and procedure . . . that's why I left the bank. That's all the bank was . . . policies and procedures; whereas here, I am able to flourish in an environment where I have freedom and flexibility."

While the majority of new faculty found the freedom and flexibility of the college to be energizing, others struggled with it. The few who had not worked in an environment that fostered independence found the informality and freedom of the CAAT to be very frustrating, describing it as lacking in structure, direction and support. One academic manager revealed the other face of the freedom issue: "We lost a full time faculty member after only one year. . . she had a lot of trouble adjusting and her major problem was the unstructured approach of a professor's life here. Your academic manager doesn't manage your time. She needed a lot of direction." A new professor expressed a similar difficulty

in adapting to the informality and freedom: "I did expect more [structure] but I didn't know whether I was expecting too much or whether it was just me. . ." This individual cited an additional example of a new colleague who also experienced a negative incident attributable to what she perceived to be the poorly structured environment of the CAAT. The new colleague had been given a list of fifteen students to supervise in a field practicum, expecting that her duty was to be limited to their supervision. She was horrified when told she was expected to "FIND placements in agencies first, place the students in the agencies and then the visitations begin." The task itself distressed her less than the fact that she had not been informed about the extent of her duties. Another new professor perceived the casual nature of the organization as signifying a tendency to "sweep things under the rug . . . Nobody wants to deal with anything . . . that blew me out of the water . . . Nobody wants to take responsibility."

A majority of both the new faculty and academic managers commented negatively on the unionized environment of the CAAT as a detractor to the quality of college life and to job security of newcomers. Academic managers lamented the rigidity that the Standard Workload Formula (SWF) imposed on faculty utilization. A condition of the collective agreement, the SWF is viewed by many as the only instance of unyielding rigidity in an environment that is otherwise favored with flexibility and freedom. Managers decry their inability to retain part time faculty for longer than three consecutive semesters without hiring them as full time employees. Consequently, they must release many part time faculty with whom they are pleased and begin the recruitment process anew. This practice assures a steady influx of inexperienced, poorly socialized neophytes. Furthermore,

academic managers perceive the unionized environment of the college to be at the root of the prevailing "we-versus-they" attitude that they believe fosters an adversarial relationship between themselves and faculty. Not a single established professor referred to their relationship with academic managers in this light.

Every new professor interviewed expressed deep concern about the prospect of an impending strike. Also, at least half expressed disappointment, even bitterness, at the protection that the union affords established faculty on the basis of seniority, not merit. They described many veteran faculty as unproductive, out-dated and resistant to change and they blamed the union for maintaining what many described as "dead wood."

4.3.3. Collegiality

A third area of incongruence deals with the collegiality experienced by new faculty. Most new hires are surprised that the veteran faculty "accept them as part of the team." One new professor characterized her most pleasant surprise was "being made part of the group and encouraged by my peers - it was the collegiality." Another gave an explanation for the collegiality that she experienced: "Coworkers are very easy to get along with . . . I found in the professional world, it was a dog-eat-dog existence. In the college people were helpful, co-operative and pleasant to work with because there was no need to be competitive." When another new professor was asked if he felt accepted by his peers he responded: "Very strongly. Very strongly. A 10 on a scale of 1 to 10. I feel very accepted. Everyone's dropped by, has concerns [for my welfare], shares information whether I ask or not, really interested. . ." Established faculty agree that their early experiences were "much more collegial than I had expected."

While most academic managers claimed that new faculty seem to be surprised at the degree of collegiality that developed between themselves and established faculty, one was more skeptical about the universality of that collegiality: "I bet by-and-large - and this probably changes from department to department - they feel pretty much alone." This assessment was shared by another academic manager who offers a pragmatic reason: "I don't really hear any comments about it but my observation is that there tends to be less collegiality [than expected]. The major reason is the scheduling . . . in a sixteen or eighteen contact hour week, faculty are in attendance an average of three hours a day. With six-hour days, they could be at the college only three days a week. You are not required to be here a lot of the time. So very often you're passing colleagues coming in and going out." An additional reason lies with the state of changing technologies. The use of computers is more isolating. As more and more faculty spend time at home on personal computers, less time is available for them to build collegiality.

Another academic manager offers a different interpretation: "[Collegiality] varies, even within my own school. It tends to be program-specific. In certain professions, professionals are trained to work alone and so when a new professor enters into [a program that prepares individuals to work in these occupations], he will probably see a lot of [faculty] working alone. However, in engineering, people tend to work in teams, so in programs that prepare individuals to work in [technology occupations], he will see faculty in these programs working together more. It's the nature of their field." Many new professors support this contention. Those in the creative and performing arts programs were content to be left in isolation, without collegial interaction and support. Their

relative isolation, they explain, "is part of our nature as [artists] we isolate ourselves to a certain extent . . . we've always felt on the fringe of society and it's sort of a self-fulfilling prophecy. We don't expect to develop close collegial relationships and our peers understand that and leave us in our isolation." It would appear that the prior career socialization influences how individuals expect to work within the college setting. When they assume a position as a new professor, architects or artists may not expect a great deal of collegiality, whereas health workers or engineers may expect a great deal. The preference by faculty for collegiality over isolation is an important part of the modeling that faculty must allow their students to see as a part of their own preparation for the workplace.

4.3.4. Curricular issues

A fourth area of incongruence relates to curriculum. I have adopted the broad definition of curriculum that is used by Robertson, et al. (1985): "The total set of stimuli deliberately brought to bear during a designated time period, with the intention of nurturing or producing student learning." I include the prescribed curriculum document (the content), classroom instruction, and evaluation of student learning.

Most new faculty are surprised at the systematic structure of curricula. As one academic manager put it: "The fact that we spell it out and that we now work with learning outcomes as opposed to . . . 15 - 20 years ago [when we had] 2 or 3 goals and that was it. Now all of a sudden we are into these detailed learning outcomes and competency-based [curricula] and that comes as a surprise." An established professor admits:

I was very naive, I guess, when I first came here. [I thought] you just tell people what you know and somehow learning happens all by itself. The more I became involved the more I realized that there was somebody behind those [curriculum documents] that were so well laid out."

On the other hand, one new professor was disappointed at what she perceived to be an inadequacy of curriculum development: "I thought it was going to be more structured. Having grown up in a family of teachers where you hear curriculum spoken every other word, I thought there would be more structure in terms of delivery, tests, content."

Besides the organization of the content, many faculty were surprised at the breadth and complexity of content. One academic manager explains, "I think they're surprised at the complex level of theory to which we aspire." A professor agreed: ". . . the level of understanding that [was expected of] students, and recognizing that there was a hierarchy of content complexity were real surprises." An academic manager reported that faculty are also surprised by the practice of generic skills being incorporated into the curriculum document. A new professor expressed surprise at the freedom that faculty had in the development of curricula. She said, "I didn't really appreciate that there was a lot of individual input. There was certainly a rein on basic format and basic requirements but there was a lot of freedom for individual difference when delivering a course. So that was the biggest [surprise.]"

Most faculty appear to struggle with the pacing of the delivery of instruction. One new professor admitted "I had absolutely no idea what constituted a three hour class." Another agreed "I had to think seriously about how much time goes into a class; how it

long it takes to prepare for two hours of presentation. That was a big shock."

One academic manager expressed grave concerns about this matter. He explained, "... the big thing that I say to teachers all the time is that the important thing for students is closure. Don't give the students the impression in weeks 12 through 15 that you're covering 90% of the material. It must be paced. . ." He went on to explain that many faculty are caught by a compression at the same time as their students. The consequence, he claims,

is that there develops this double peak of the student already procrastinating like mad and guess what? They've left everything to the last minute. And then the teacher's putting the last 40% of the course content on the backs of the students. That's just dysfunctional. And I get the students coming [to my office] in droves.

Most new business faculty contend that, as senior level corporate executives, they have been teaching most of their professional lives through the delivery of presentations to clients, at department meetings, to boards of directors or at shareholders' meetings. One academic manager alleges that they do not to appreciate the differences between public speaking and teaching. He explained, "It seems to me that, throughout their experience in business, everything is very 'short term' . . . but a presentation of one hour is not the same as a course of 16 weeks." He believes that these individuals fail to recognize the difficulties associated with the long term development of a theme; with the need to develop student competency; with the need to use and to measure learning outcomes; with the need to achieve affective development - to begin the process of socialization of students into the occupation. He believes that these differences are "the hardest things for them to get used to. . ."

Most academic managers noted a challenge that they believe to be the biggest surprise to new faculty. One explained: "If I could pick one single thing that has been my experience with every new person, regardless of whether he comes from the first- or the second-career group, it is evaluation techniques - effective evaluation techniques!"

Another academic manager agreed: ". . .I'm pretty sure that they don't know how to evaluate. That's one of the things that I feel very confident about." A third reinforces the others: ". . .evaluation is the thing I think all new teachers need. The classroom management stuff falls out of it."

One of the difficulties for new faculty, even for those with many years of presentation experience, is that they tend to place an inordinate amount of their efforts on instruction; little on evaluation. An academic manager makes the point about the executive-turned-faculty: "Maybe they've done training and maybe they've done lecturing, maybe they've stood up in front of a cast of a thousand shareholders, but they don't know how to evaluate and they don't know how to link [evaluation] to learning outcomes. . .". He claims that he feels strongly about the importance of Bloom's taxonomy in evaluation. "I bet you I could pull out 80% of the test and I bet you they are knowledge and comprehension and a little bit of analysis but virtually NO synthesis or evaluation. Virtually none, even at the sixth semester level." Passionate about the issue, he asserts: "Learning about outcomes, especially affective ones, and evaluation was a whole new way of thinking for me."

While most academic managers referred to the challenges of student evaluation, few identified a lack of understanding of the theory and practices of test validity and test

analysis as problematic for new faculty. In addition, one academic manager reported that new faculty often experience difficulty with the events that follow student evaluation, explaining:

I think many of them are surprised at how difficult evaluation is and I don't think it's the "How do you design an assignment or a test" but the "How you mark it? How you break it down? How do you deal with students who end up in your office in tears because they failed?" And "Do I hang tough? Do I not hang tough?" They don't expect to have to deal with this.

Most new faculty agree with the academic managers on the difficulty posed by student evaluation: "I had no idea what went into evaluating students. I had no understanding that it would be so difficult. I didn't expect to question myself about the correctness of answers; whether I should grant partial marks for answers. I had this black-and-white idea of evaluation." Nowhere was the ambiguity more evident than in the creative arts programs. Faculty questioned how one evaluates something that is creative and so subjective as music. "What is an A? What is a B?" one professor pondered. A colleague reinforced concerns about this dilemma: "I didn't realize that I would get into so many debates with myself."

Another nuance of the evaluation problem was associated with ambiguous or changing evaluation criteria: "The low point of my first year experience was the realization that the standards are so negotiable. I think that sometimes we are too easygoing on certain issues. Sometimes I think perhaps we should tighten things up a little and at others I think maybe not." Another lamented the ambiguity of the policy of granting supplemental examinations:

I had gone through so many years of university and had never asked for a re-write, knew that I wasn't going to be given one and that I had just better make it to my exams. So I had not set any policies in class and our outlines are all "at the teacher's discretion," so now here I was stuck for a whole semester with the most lame excuses for make-up tests and I had no right to say no. I soon tightened that up the next semester. That was frustrating.

The unanticipated difficulties with curriculum issues are varied, to be sure. However, all participant groups appeared to be less concerned about overcoming these difficulties than they were with other issues over which they had less control. They explained that they recognized the solutions to curricular problems to be found in training programs and experience.

4.3.5 Nature of the CAAT student

All academic managers reported that new faculty are surprised about the range of ages, sociocultural backgrounds and academic abilities among their students. They were also unprepared for the ethnic diversity of students, but more importantly, for their difficulties in communicating, their deficiencies in motivation and their inability to work independently. One academic manager reported that "Every new faculty member. . . is absolutely amazed that students in their classrooms are graduates of high schools."

One professor expressed that she had been surprised over the ethnic diversity of college students, explaining that she had grown up in a "waspish area." When she entered the CAAT, her first classes had noticeable ethnic diversity. She revealed that the ethnic students' regard for time was alien to her. Evidently she was confused when they often did not show up for classes at the same time that she did. She revealed that, although she had participated in culture sensitivity sessions, she really didn't understand the differences until

she experienced them. This individual explained that along with the cultural diversity came a need for her to be more tolerant of the differences she experienced and for an exploration of different approaches to relationship-building.

Most new faculty agreed with the assessment of the academic managers that freshman students are generally under-prepared for college: "I came into the college expecting that the students would be of a fairly high caliber and I find that's not the case." Another stated with disappointment: "I wondered what had happened to our school system. And being a parent of young children, I was very concerned. I was concerned that, if I don't catch these people who are so under-prepared, when they leave [this college] with a diploma, they are not going to be proud, nor am I."

They also expressed surprise at the communication skills of freshmen. One contended: "The writing was unbelievable. It was like I was reading Grade 2 work, the way the sentences were structured." On the other hand, one established professor recalled that, because of her own anxieties about teaching, she did not see the student under-preparedness reported by others. She explained:

In the first year I did not really feel the strain of their academic under-preparedness. I wasn't even aware of it. I was more concerned about my perceived inability to teach them. That's why they weren't doing well. It didn't register with me that they were under-prepared. I was focusing too much on my own inadequacies. I didn't even realize it until the second year that maybe these kids were not ready to learn. I took more responsibility for their failures than I should have.

For many faculty the issue of student under-motivation is as prominent as the illiteracy problem. According to one academic manager, for new faculty, student under-motivation is a surprise because "on thinking back to when they were a student, they think

things haven't changed, [and they fail to realize that] not everybody is here to learn. They are still making decisions in their lives. So college is a fun time in their lives. Particularly the first year. There isn't that focus [that faculty expect.]" Another academic manager agreed:

new faculty often don't expect that all students don't approach school with this attitude that, "It's going to be a great experience and I'm open to learning." I think that really throws many of them to have students that are more or less under-motivated and more or less disinterested in what they are teaching. That is difficult for new teachers because I don't think they expected that.

A third academic manager agreed that, "Most of the faculty find that difficult . . . walking in front of a class and finding out that they are not all paying attention and taking notes."

If this problem is pervasive for faculty teaching the vocational courses, it is more difficult for those teaching general education courses. An academic manager in the general studies area explained:

I like to think that community college presents perhaps the most unique challenges that a teacher can face, more than the secondary school, more than the university because it is a unique challenge of being able to deliver your content to an audience whose focus doesn't allow them to see the need for a liberal arts education, how its going to help students to move down their career path.

All established faculty agreed with this viewpoint. One reported: "Motivation and maturity is less than I expected so you treat them differently . . . More attempts to explain the relevance of what they are learning, where it will take them." Another believed that he was prepared for the under-motivated student, he reported that, "I felt that the students would be under-motivated, having two kids of my own." For him the reality was striking: "Once I got here, even though I expected it, the reality was quite different once I

experienced it. You really had to try to find out why they were like this. . ." A

Professional Development consultant made the same observation about the realities reported by new faculty:

They assumed - and this is part of the blind spot - they assumed they would be dealing with adults with motivation, positive attitude, and a desire to be here. And they find that there is a good portion of people who are here for heaven knows what reason, not because they wish to be here. And I think that is discouraging to them.

One innovative professor, "started to realize that delivery was going to have to be something on the order of an MTV show to get their attention for longer than 20 seconds at a time. You know, it was going to have to be little bites and you have to be dancing around, which is what I've had ended up doing in various ways and with various degrees of success."

One of the realities affecting the motivation of students in the CAAT is that some learners are sent by their employers or by Canada Employment Centers to qualify for social assistance. One established professor explained that his first experience with the realities of teaching taught him that all students

were not there with the same objective in mind; that is, for me to teach well and for them to learn. Some of them were told to be there. They didn't necessarily want to be there. They were sent. I came in thinking . . . I'm here to teach and, of course, they are here to learn. They want to learn. I was wrong.

On his first day of teaching, he encountered a group of students most of whom "didn't have grade 8 education, and most were unionized." They refused to budge from the cafeteria, defending their actions and rejecting his entreaties to enter the classroom. The "largest, meanest of the group" served as the spokesman declaring, "No we are not going

to." After he inquired into the source of their dissatisfaction, they proclaimed, "Because it's garbage. We don't need to know this." This professor found this and similar challenges taxed his energies and compelled him to draw upon his inner resources to ensure that a bad situation did not worsen.

Lastly, most faculty found that large numbers of freshmen were unable to work well independently. One explained: ". . . as a university student, it was up to me to learn and if I couldn't learn it was up to me to go and get help on my own. Nobody was going to catch me. The expectation here is that the teacher will stay with me and catch me. More hand-holding."

Despite the many surprises that new professors experience about the nature of the CAAT students, there is universal agreement about the strength of the relationships that develop between faculty and their students. Most explained that they themselves had come through a university experience that was isolating, impersonal and socially unsatisfying. On assuming a teaching position in the CAAT, they expected that they would have to endure a similar relationship with their own students. One new professor contended that "It was different being in a program where everybody knew everyone by name. At university, as a student, I had felt very isolated and disenfranchised. When I came into the college I was shocked – pleasantly – at the relationships between students and faculty. . . As a college student, you feel much more a part of a community."

Another new professor concurred:

I really didn't anticipate the amount of nurturing that went on as a part of the job. I quite often explain the job as being about 20% teaching and the rest of my time is spent as either a policeman or psychologist or a friend. . .

Certainly getting involved in all aspects of the students' affairs to . . . somehow trying to draw them out and trying to find out what makes them tick and what lights a fire under them and why they are struggling in one area and not struggling in another area. Again it's a heck of a lot more that I expected based on of the perceptions that I had formed as a result of my experience at university.

4.3.6. Diversity of faculty roles

Most of the roles of a CAAT professor are not well anticipated even though the recruitment documents appear to do a reasonably good job of communicating this information to prospective new faculty. Most academic managers claim that new faculty have little difficulty with the role of the new professor as a classroom lecturer. One academic manager explained: "I think they have a clear sense of what's involved in the classroom teaching and have probably given some thought to that because of their own experiences [as students] and because that's the more obvious part [of the role of a teacher]. An established professor agreed:

I think that being in the role of a student for so many years I felt that was one strong advantage I had as a teacher. Having experienced a lot as a student, I could relate to my students' academic abilities very well. If something didn't work in a lesson, I could perceive that try something different, something new, an alternative method of getting the content across, so that, I didn't face any unusual surprises.

But not all academic managers agree on the merits of the student experience in developing teaching skills. One pointed out that "sometimes people look at teachers and say, 'It's easy to do. Off the top of their heads.' But it isn't until they get into it that they realize that what we are expecting is a lot different from the way they were taught."

Complicating the life of a new professor is the need to adopt the role of information technology specialist. One academic manager points out, "The new anxiety,

which I believe will continue and may get worse, is the commitment to being more high tech and more glossy with the use of technologies like the Power Point projection system . . . it raises the anxiety particularly for the new teachers who suddenly realize that instructional technologies involve more than an overhead projector and handouts."

Many academic managers and faculty explained that newcomers express surprise at the roles that student discipline problems impose on new faculty. An academic manager pointed out that "the [students] of today are more aggressive than we are used to, and discipline and respect is sometimes not there. That seems to be a big surprise." An established professor admitted that she had difficulty with "how to manage a class - that was the concern for me - paying attention [to student behavior] and keeping people on track. . . the balance between making sure that my presentations are informative and interesting and keeping students involved. . . and feeling comfortable to play the authoritarian role when necessary." A Professional Development Consultant explained "the role of the policeman is a good term. They really feel that they need to crack the whip more often than they should. . ."

Another unexpected role of new faculty is that of counselor. One academic manager expressed that, next to discipline problems, new faculty consult with him more often about counseling problems than for any other reason. He believes that "so few teachers feel comfortable or confident [in their abilities to counsel students]. One new professor admitted

I didn't have any idea how much time was spent with the students because I didn't spend a lot of time with the faculty when I was a student in university. You would never see a student with a prof, unless there was a

big problem and then you could only see him from 2-4 on the second Tuesday of the month. . . So I didn't have a really good sense of how much time would be spent in a counseling role.

An established professor agreed that the unexpected problems that occur with the students - and many are personal issues - present a challenge to new faculty. He admitted that he was unprepared for the counseling role, lacking in skills to deal with issues brought forward by students: "I didn't feel well prepared for [it]. I learned those [skills] as a new teacher. I do not think you naturally have competencies going into a new teaching role; you can't possibly have anticipated all the problems, the concerns, issues outside of the classroom."

It would appear that although recruitment documentation spells out the variety of roles fulfilled by CAAT faculty, either the applicants fail to see the information or most do not understand what they see, because there appear to be many surprises around faculty roles.

4.3.7. Job insecurity

Lastly, new faculty reported feeling insecure about the future of their jobs. In addition to the perceived union influences, these feelings of insecurity may be a consequence of the times. The interviews were conducted at a time when the provincial government adopted a policy of slashing funding to the public sector to reduce the budgetary deficit. Although neither academic managers nor established faculty commented on the issue of job security, almost all new faculty expressed concerns. One new professor recently arrived from the private sector lamented:

This present government's policies of slashing and burning has caused consternation in the college - morale of teachers, staff and students has been badly affected. There seems to be - and I wasn't aware of it until I got into the system - a perception that college teachers are undervalued, and yet when I'm here I see nothing but good things. I am concerned about job security and its making people grab at whatever they can and it's making people a bit paranoid and careful about what they say and how they behave. That was also a surprise to me.

Another new professor reflected this fear of being the victim of budgetary cutbacks:

I am very, very worried as are many new faculty about what's going to happen with the budget cuts, because I can't see myself doing anything else [but teaching]. If I were let go I would seriously consider going to teacher's college and finding myself in a high school. That would be my second choice but I'm not going to give up on teaching. I would go to a private college. This is definitely a good fit for me.

In summary, in the first year of the new professors' career, they spend a variable period of time testing the congruence of their preconceived understandings against the realities that they experience. Participants usually identify a number of important incongruencies: the workload of full time professors is heavier than expected; the organization is larger, more complex, more bureaucratic, but more informal; there is a variable degree of collegiality as determined by the department and the professions from which their peers came; curriculum interpretation and evaluation of students prove to be more difficult than expected; CAAT students are more diverse culturally, but less motivated, less prepared academically, less disciplined and less independent than expected; the roles of full time professors are more varied than expected; and, there is less job security than expected.

4.4. Recruitment

Recruitment begins with the hiring manager identifying the need for staff. The

manager then submits a request for staff the Vice President (Academic) who must be convinced of the need for a full time employee and that the budget can support long-term employment. The Vice-President then forwards it to the President for his signature, who forwards it to the Financial Services department to validate the budgeting. The request is then directed to the Human Resources Department where an analysis is done to ensure that the attributes being sought by the selection committee are congruent with those required by the vacancy. The position is posted internally for seven days, unless a previously laid-off, qualified individual is available on recall. If there are no internal candidates, the posting is sent to other CAATs and is advertised in trade journals and newspapers. Meanwhile telephone solicitations are done with business and industry and the word is sent out that a position is vacant. In all, the process could take many months. There is a variety of means for recruiting new professors, some involving active searches, others employing a more passive approach.

In some program areas, a passive approach to the recruitment of new faculty is sufficient to yield results. The most common means of recruiting in this manner are by way of advertisements in newspapers, professional journals and postings on employment bulletin boards. In other program areas, active recruitment processes are required, including consultations with employers, telephone solicitation and personal referrals.

In the past, advertisements have been placed in newspapers of all sizes, from local ones to those with provincial or national distributions. Although this medium has been successful in recruiting new faculty into some academic programs, the cost is usually prohibitive, and for most programs, it has not been successful in locating suitable recruits.

Although newspaper ads have been more successful in recruiting faculty to broad disciplines, such as marketing or law, they have been disappointing in most vocational areas with a more narrow focus.

A better alternative to the newspaper is the medium of the trade journal. For substantially less cost, advertisements reach audiences often numbering in the tens of thousands, with the added advantage that the audience is more finely targeted. However, there are two disadvantages to trade journals: not all occupations publish them; and they are often released on a quarterly basis, making advertising untimely.

A third means of passive recruitment is by way of postings on employment bulletin boards in the college doing the recruiting or in other CAATs. The most limited means of passive recruitment, the success of this method often depends upon chance encounters by job-seekers. More often, individuals employed at the college read a job posting and refer friends or acquaintances working in the industry. The major detractor to all forms of passive recruitment is that the faculty aspirant is usually unknown to those doing the hiring. What is more important, invariably the recruiting college and its students, curricula and culture are unknown to the job seeker.

A review of recruitment documentation reveals that recruiters place a heavy emphasis on vocational expertise, years of experience and reputation in the vocational field. Other qualities of candidates do not appear to be sought, instead there is a focus on "qualifications" that tend to be rather ambiguous and difficult to measure, such as "commitment to professional training," "excellent human relations skills," and "organizational skills." When reference is made to matters of teaching and learning, it is

usually expressed as an afterthought: "teaching experience is an asset." Recruitment documentation appears to do a much better job of informing prospective candidates about the roles of the CAAT professor, although this varies widely by department. One posting described the duties as merely, "teaching and performing related duties." Another described the roles as "designing, revising and updating course material to support the program as well as teaching in the program." Most were very specific and thorough in their communication of roles. Some roles mentioned include: designing/revising course curricula; creating an effective learning environment; teaching in the subject area; evaluating student progress; field work evaluation; consulting with colleagues, advisory committees and employers; student advisement; student recruitment; and program marketing.

There appears to be much more success with active forms of recruitment. Because the college has close ties with the industries it serves, recruiters prefer to target those organizations through individuals such as plant managers for technology positions, or office administrators in doctor's offices for medical secretarial positions, or business managers for business positions. Recruiters may choose to contact these persons directly by telephone or to conduct a search through the program's advisory committee. The latter strategy has advantages because the members of the advisory committee understand both the academic program and the industry and are therefore able to make sound recommendations of prospective new faculty.

Another means of active recruitment is to consult employers who provide field practice for students or who have hired graduates from the program seeking new faculty.

Many such employers are invited or requested to teach on a part-time basis in the vocational program. After gaining experience in teaching and becoming familiar with the programs curriculum, they may ask to be kept informed if a full-time position becomes available.

An important recruitment strategy that is unique to the college studied is the offering of a Human Resources program that prepares individuals to work in Human Resources offices throughout the province. The connection of these graduates to the college has proven to be of benefit both when placing graduates as well as when recruiting new faculty.

One academic manager related an interesting symbiotic connection that has recruitment potential. He meets often with his colleagues, heads of departments at other CAATs across the province, and discusses sessional faculty who worked out well but who, under the terms of the colleges' collective agreement, could not be retained more than three semesters. There is a sharing of such faculty allowing them to "ride the circuit," to remain in the system, until a full-time position becomes available.

There are many variations on strategies for active recruitment all of which draw their strength from the power of vocational contacts and of "ear-to-the-ground" recruiting. Many new faculty maintain that, if it were not for active recruitment, they would never have considered teaching as a second career. They claim that they were swayed by the overtures from contact persons at the college or peers in the industry who themselves were involved with the college. One new professor spoke for many of his peers when he explained: "It's not the way I was heading, consciously, but things get around through the

grape vine. People that I knew were teaching here so they helped to get me in the door through word-of-mouth recruitment."

During the late 1980's and 90's a very large candidate pool became available to some academic areas as a result of the downsizing of small companies and large corporations alike. This is particularly true in the business programs where an enormous number of unsolicited resumes were received from individuals with 15 to 20 years of experience in the private sector. Many were executives who had been granted generous compensation packages, and who still had many productive years before they were ready to retire fully. Others came from laid-off employees who saw college teaching as an opportunity to stay peripherally within their field and at the same time avoid wholesale retraining. Other more fortunate individuals who maintained their employment sought part-time teaching opportunities as a hedge against the unemployment that they saw surfacing around them. All of these individuals created a substantial pool of sessional, partial load and part-time faculty – non-full-time faculty (NFT) – from which full-time professors were hired. In fact, most academic managers suggest that this experience serves as an "apprenticeship" for those who submit unsolicited resumes for full time employment. They explain that both parties have an opportunity to examine each other before a long term commitment is made. While an abundance of NFT faculty existed in the business programs, in many other areas there was a shortage of suitable people because the cost of living in a large metropolitan area made relocation prohibitive.

The experience obtained during sessional, partial load and part time teaching begs the question of whether the socialization of these individuals really begins with their full-

time employment or whether it begins earlier. One could argue that the skills and knowledge of college teaching and the socialization of faculty into the college's culture should occur from the point of first hiring; that is, as a non-full-time (NFT) employee. There is great skepticism around whether these pre-hiring experiences are effectively socializing. For instance, NFT faculty are rarely evaluated to determine the effectiveness of their teaching skills so it is impossible to tell whether they develop effective skills and knowledge associated with college professors. Second, they receive no formal orientation or training, with the exception of those in the General Education area, where sessional faculty are assigned to a mentor. Third, they are seldom screened to determine their motivations to teach, their interests, their commitment to teaching and to students, their understanding of the college level student or the goals of the curriculum. Most, in fact, have as much difficulty in interpreting the curriculum as their students. Lastly, because most NFT faculty are paid on an hourly basis, they are rarely available outside of regularly scheduled classroom contact times. Thus, they seldom participate in departmental meetings, are generally oblivious to college affairs, and are all but immune from the politics that influence full-time faculty.

4.5. Selection

Selection of new faculty is generally made by a committee consisting of the academic manager doing the hiring, a representative from the Human Resources department and faculty. The process begins when the search committee meets to formulate the interview questions based on the selection criteria. Decisions are based upon information obtained by methods commonly used by selection committees: resumes,

reference checks and personal interviews. Interviews continue until a suitable candidate is found.

When I asked academic managers about the traits they look for in new faculty, most cited attributes of a very highly abstract nature that focused on operational matters. For example, most cited such things as confidence, organization, reliability, adaptability, flexibility, the ability to communicate, have vision about the direction of the vocation, broadness of focus, possess critical thinking skills, provide leadership, problem solve, be a self-starter and be a team player.

Having enumerated a list of desirable attributes, most managers were quick to add that they did not know how most of these were defined or how they could be measured. Although one claimed that he "likes to ask some rather probing questions to get their personality and their make-up," he could not explain how he accomplished that. Another admitted that measurement is somewhat intuitive and usually accomplished by candidates' responses to questions in the interview, but that reliability "is not 100%."

One academic manager revealed that he used a "behavior-anchored approach" to interviewing. He offered as an example the case where a committee looking for a skill such as "persuasiveness" would ask a candidate to give an example from *her own experience* where she had to persuade someone else of a particularly difficult idea. The committee would observe whether the candidate could "scan their data base quickly." This academic manager explained that past behavior has been demonstrated to be a reliable predictor of future behavior, even in a different work environment. The difficulty, he admitted, is that, although the approach is valuable, not all academic managers use it

and generally few are well trained as interviewers; most learn the selection process through practical experience.

Only one academic manager, but most faculty, included soft skills such as the ability to relate to others, interpersonal skills, empathy, understanding of others and their needs, self-awareness, even personality. There was common agreement among these individuals that most of these attributes were probably not developed by training programs but were brought to the college after being developed through life experiences.

The single most important selection criterion, according to the majority of academic managers, is the prospective faculty member's vocational expertise. Many programs place a high value on a history of "working in the field," "getting the hands dirty," "paying one's dues." Determination of vocational expertise and field experience, then, is viewed by academic managers as the sine qua non of selection. One academic manager pointed out that job postings from the college may identify experience in teaching as an asset but admitted that, "We're really looking for the vocational skills." Another asserted that the reason for the success of the college system is that faculty possess vocational experience, and explained that, "I think we need to have that more than we need to have the formal training of teachers." Still another appeared to be more inclusive in his views, claiming that, at one time emphasis was placed on the vocational skills and very little on the soft skills, but that the present practice is to, "Screen for the vocational skills and we interview for the rest." While no academic manager rejected soft skills as being important, all placed vocational expertise well ahead of them.

Most faculty held a different view of the importance of vocational expertise versus

soft skills. One new professor admitted being surprised when he was offered the position: "when the manager who hired me said we want you for your technical expertise, I was really quite surprised, because I thought that the soft skills and teaching expertise would have been more important." An established professor responded with conviction:

New faculty must have a good base of values. I know of teachers that have poor attitudes toward students, that mistreat students; you try to change them by educating them about their behavior, but they don't change. So, I think it is important, if possible, to make sure that the selection of new professors is based in part on their attitude about serving others; that they have the right interpersonal skills to deal with students and to deal with people, and are people-oriented. It is not good enough just to say that they are an expert in their content.

While all participant groups agreed that vocational expertise was important, with the exception of those in the general education programs, none felt that advanced academic credentials were significant. In fact, most academic managers revealed that advanced academic credentials were a disadvantage if they were achieved at the expense of vocational experience. In addition, there was a general feeling that faculty with credentials at the doctoral level sought employment at the college as a poor alternative to a university position and that they easily became disaffected at the absence of opportunities for research. What is more important, they were considered to be less likely to relate to the college-level student and to empathize with students who struggle, who need remediation or who fail.

When established faculty were asked where they had acquired the attributes that made them effective professors, many said, "I think I brought them with me," "I've had them from childhood" or "they are culturally determined." But they often concluded, that

if there is any single attribute that underlies their development it is the ability to be reflective about their practice: "I dissected every class for what went right and what went wrong. I observed my colleagues interacting with their students. I reflected on that. I learned from that."

When asked if selection committees make the effort to identify candidates who are reflective of their own practices, most academic managers stated that they did not, remarking that it is an interesting idea but that they had never thought about it. The response of one academic manager is representative of most:

I would simply say that I would like to think that we select for [reflective practice] but I don't think that there is any overt testing for that or even inquiry for that . . . We intuitively assume that we have to train for those things . . .

One could argue that candidates who are reflective should fare better in behavior-anchored interviews than those who are not because they should be more skilled at drawing examples of sought-after behaviors from their own past experiences. One academic manager claims to go one step farther by asking candidates to explain their teaching philosophy, a question that might be appropriate to those who have had many years of prior teaching experience, but is likely to distress those who have not. He admits that most candidates have not given much thought to why they want to teach and that they are usually stumped by the question. One could therefore question how the approach could be productively discriminating of good candidates from poor ones.

All academic managers maintained that vocational expertise is paramount in their selection of new faculty. Further, Cyril Houle (1989) demonstrated that professional

competence is related to one's commitment to continuing education. Yet only one academic manager identified a record of continuing education as an important selection criterion. He explained that a record of learning and growing is a fundamental part of the profile of a good candidate for a faculty position. He looks for somebody who has consistently, over the years, made some effort to attain further education. Sometimes that growth can occur from skill development in the workplace but, for the most part, he looks for some evidence of specific educational goals that have been consistently sought after and achieved. He interprets this to mean "that this individual is willing to grow and adapt. And that's the best thing that you can hope for. That people have at least been open and willing to learn."

4.6. Formal and Informal Socialization Agents

The most significant formal influences come from the New Faculty Development program, the components of which are listed below:

First Year

1. Orientation Week
Three days of residential experience; two days on-campus experience
2. Adult Education Component
 - Fall Semester
 - Issues Sessions - One hour per week
 - Presentations - Two hours per week on instructional skills
 - Winter Semester
 - Issues Sessions - One hour per week
 - Presentations - Two hours per week on the CAAT system
3. [Formal] Mentoring program
Both semesters, one hour per week

Second Year

4. Major Educational Project
Variable period of time depending on the project, but officially 30 hours.
-

During the interviews, participants identified the following informal influences: academic managers, department meetings, informal mentors, institutional rituals and symbols, peers, role models, and students.

At the conclusion of each interview, after much discussion of the issues that arose during the first three years of the new professor's career, each participant was asked to rank the formal and informal socializing experiences from those that had the most impact to those that had the least. Participants ranked formal influences and informal influences differently according to whether they influenced classroom instructional skills or affective development. The formal influences on classroom instruction, ranked from those that had the greatest impact to those that had the least, were: the Adult Education Component presentations (fall semester only), Orientation, a formal mentor, the Adult Education Component (winter semester only) and the Major Educational Project. The formal influences on the affective development of new professors included the Adult Education Component (fall semester only) followed by Orientation.

When asked to rank the informal influences on classroom instruction, participants ranked the students as having the greatest impact, followed by peers, an informal mentor, role models and academic managers. Informal influences on the affective development of new professors included peers, followed by an informal mentor, department meetings, role models and academic managers. In addition, a number of rather interesting, often subtle, institution-wide rituals and symbols were identified as having an influence on the socialization of new faculty by communicating what faculty interpreted to be messages about the college's culture. The rank ordering of these socialization influences is given

below:

Formal Influences

Classroom Instruction

1. Adult Education Component
(fall semester presentations)
2. Orientation
3. Formal mentors
4. Adult Education Component
(winter semester presentations)
5. Major Educational Project

Affective Development

1. Adult Education Component
(Issues sessions)
2. Orientation
3. Major Educational Project

Informal Influences

Classroom Instruction

1. Students
2. Peers
3. Formal mentors
4. Role models
5. Department meetings
6. Academic managers

Affective Development

1. Peers
 2. Formal mentors
 3. Role models
 4. Department meetings
 5. College rituals and symbols
 6. Academic managers
-

4.7. Formal Influences on Career Socialization

4.7.1. Adult Education Component

The description of the New Faculty Development (NFD) program characterizes the Adult Education component as a "72 hour course devoted to instructional skills and adult learning in the community college." New professors meet for evening sessions, commonly referred to as the "seminars," in each of their first two semesters following their hiring. Each session is divided into two parts: a one-hour "Issues Session" in which faculty "discuss problems and successes in the classroom"; and a two-hour session

devoted to "teaching/learning skills in the fall semester and understanding the community college in the winter semester." The new professors are expected to "keep journals to consolidate their learning and regularly contribute material for group discussion from their own firsthand experiences." An additional hour per week "can be scheduled at the participants' discretion. They can visit a colleague's class, have someone visit their class, or make arrangements to talk to their mentor."

Despite the description's claim that the fall component is devoted to "teaching and learning skills," according to a Professional Development consultant, they are designed to merely "orient people to a whole new profession, looking at the issues that arise in preparing, delivering instruction and evaluating learning." This individual described it as being "too brief to get into any depth . . . Its just involves talking about best practices. . . It's designed to raise their awareness of vocabulary, of educational issues, of practices. But it's not really designed to get new professors doing it."

The winter semester seminars are designed to "introduce the new faculty to the people, the key players in the various services, the VP's . . . at the end, we hope we have introduced them to all the key people that they may be interacting with. If they know the faces and they know the doors are open, that's all that I really hope they get out of some of those sessions."

No established faculty commented on the Issues Sessions, which were an innovation introduced many years after they had completed the New Faculty Development (NFD) program. Likewise, academic managers did not comment. However, a Professional Development consultant remarked that, to the new professor, "the Issues

Sessions are the most important part of the whole New Faculty Development Program. That's in all the feedback that I get . . . I'm sure they would love to have issues for all three hours of the night, but at the beginning they don't [appreciate them]." One new professor revealed, "At first I thought, 'I don't want to do this. This is really hokey. I won't know what to bring forward and I would make issues up.'" By the end of the two semesters, she contended, "I could hardly wait for my turn to present. . . We all wanted to bring our issues forward."

New professors were unanimous in their praise of the Issues Sessions. One asserted

Oh . . . they were incredible! People brought problems forward and you realized you weren't alone. It's easier to solve problems that are shared by the group than it is for individuals to wrestle with them in isolation. There was a level of excitement as the semester wore onward, as people brought more and more problems forward. Most people will tell you that that was the best part of the NFD program.

Another claimed: "They were great and I actually wish that there had been time to have a little rap session every week - just a general unstructured kind of thing." Another agreed:

I found the Issues Sessions to be helpful. There was some comfort in raising an issue that was a concern to all the other group members. That was reaffirming. The sessions were very practical, useful and comforting. I could relate to some, not to others. We brought the issues in and they got discussed although I can quite safely say nothing got resolved; we didn't go away with any answers. And usually there were no easy answers to the issues raised. But it was nice to know that others were facing the same frustrations. That's reassuring.

Another supported the opinions of the rest. "They were very helpful. It was great to air things out. I think we all got a lot of good input from the facilitator and the others. I could have used that every week or every other week on things that were just small

niggling little points. Still another stated: "meeting with the other faculty and discussing classroom issues was of more value than anything else." The one individual who was the most disappointed, almost indignant about the whole faculty development experience conceded: " . . . I enjoyed meeting the teachers in other disciplines and hearing about their teaching experiences and what they do and asking questions . . . "

The structured presentations delivered in the fall semester dealt with instructional skills. The majority of academic managers believed most new faculty regarded these sessions to be important: " . . . there are things on how to design test items and the value of a lecture and how to employ questioning techniques . . . I think all those things are critical." One revealed that, of the reports that he hears from new faculty, "Most are positive. The curriculum, course outlines, lesson plans. The practical stuff, that's what's important." Through these sessions, one new professor learned to appreciate that "we all had the same difficulties . . . with issues like evaluation, administering an exam, handling those who come in late, with those who challenge me. The day-to-day nuts and bolts of how to run a class."

Several new professors maintained that, as important as the presentation skills, was the development of awareness. For one new professor it was the awareness of the language of education: "I think that [the seminars] really helped me with the **language** of teaching. . . That helps me to interact better with other educational professionals." Another believed that the learning "sensitized you to things that you may not have thought about or otherwise done. I walked into a program that had already been developed but the sessions made me think about the work that had gone into development of the

curriculum. . ." Another praised the seminars for helping her to develop a better understanding of her students:

There were some formal theory things that were talked about that. . . really helped me to understand that all the learners in my class were not like me. I just assumed that as long I remained systematic they would all learn the same way that I learned. Well, I soon found out that that wasn't true. And for the first time I was able to explain why.

The structured presentations delivered in the winter semester were received with considerably less enthusiasm than those in the fall. The most commonly stated characterizations of these sessions were "overkill," "overplayed" and "a hoop that they had to go through." On the basis of feedback from new faculty, academic managers assessed these sessions: ". . . some of them were good, the majority of them were not." Another agreed that, "the majority of the sessions they didn't find that useful."

A Professional Development consultant agreed that new faculty recognize that the fall sessions are important to their development as teachers but, she stated, "I think that they don't particularly like the winter sessions that are designed to introduce them to the people that have a role to play in the college." New faculty were unanimous in this viewpoint. One stated,

I didn't find that to be a good way to spend our time. The fall semester sessions that dealt with the basic elements of teaching and delivery techniques could have been expanded. I would have preferred to have seen more of that. I could have seen two terms spent on that kind of stuff and less on the presentations in the second semester. Out of the 9 presentations in the second term maybe 3 or 4 of them were worthwhile.

On the other hand, one new professor defended the winter semester sessions, saying:

Orientation to the different facilities and supports around the college was helpful. Quite honestly, if Professional Development had not done that, to this day, I would not know half of the things available to us here. As much as everybody groaned at 6:00 o'clock on Tuesday night and didn't want to go to the sessions, I found it useful. . .

Other new professors were more resentful of the *time* devoted to the winter semester: "the amount of time I put into it, I resent. I think that most of the time was a waste, for me . . . My experience with the formal New Faculty Development experience was a disappointment." ". . . I could be putting my time to better use than this . . . I'm not as critical of the content as the time dedicated to it." A new professor saw merit in the principles behind the program, but believed that it did not deliver as expected: "in theory it sounds great but it didn't come off like that and I don't know what other people have told you - if they have been truthful with you - but most people were just there because they had to be there. And I'm just trying to think if there is another way around it because the ideas are good." Another agreed that her time would have been better spent if she had

spent more time on some of the technical things related to teaching. Things that I don't have because I didn't go to teacher's college. More role playing, more micro-teaching. I would have loved to have done more practice teaching in the winter semester. I would have loved for someone in Professional Development to come to my classes and watch me teach and give me pointers.

A curious discrepancy in opinion arose between academic managers and faculty regarding the content of the winter semester sessions. Most academic managers believed that faculty need and value issues related to the history of the college system, its operations and governance; faculty unanimously disagreed. One academic manager claimed "they like things like where the college is going, how the college system operates,

ACAATO, Council of Regents, the Ministry of Education, history of the college, Academic Council. A few things like that they found interesting. When they had the President in to talk about vision, they found that interesting." One academic manager who stood out as being the most skeptical about the value of this content to faculty questioned whether the winter semester sessions should be delivered at all:

I would like to think that . . . the administration, financial services or the Board members truly know what they are doing. They are quite competent and that's why they have been hired or appointed so let them get on with the job and [faculty] will learn about them as time goes along. But, at this point in time, they have been hired to teach, that's what they should be concentrating on. . .

A Professional Development Consultant expressed doubt about their value: "I think most [new professors] couldn't care less. It's an overview. Each week they have a different speaker . . . they like the material on the history of the Community College. They like the session on the diversity of students. They like it but they don't see its relevance at the time. All new professors disagree with the perceptions of most academic managers:

[The winter sessions] are untimely when you have other nuts-and-bolts concerns related to the classroom issues. Once you've gotten a grip on the major concerns . . . these things may become important . . . or they may not. I think you may need to have some teaching experience under your belt before you can even start thinking about that kind of thing.

Despite the poor reception by new faculty to the winter semester seminars, one Professional Development Consultant pointed out one group of new faculty who are most likely to benefit from this material: "We've had quite a few program coordinators who are hired right into their positions from outside the college, so for them, to get to know these people opens the doors for them in the future. And they seem to have more need to meet

these key players than the faculty who are just coming into teaching positions."

With two exceptions, established faculty were vague about their recollections of any of the seminars, possibly because of the long time interval between their participation and the interviews. Those who responded favorably were terse in their responses: "I found that going to the seminars was very helpful," or "...they were actually very useful, for the most part." Another stated, "I cannot even remember what they were about now. And normally, if something was helpful to me I think I would remember." Still another agreed:

I can't remember the content . . . And I don't know whether the content was not relevant at that time or because of my mind-set. I just wasn't into learning how to [teach], and I seemed to be doing OK thanks very much, so I just went along to the sessions and checked them off. So I don't think those sessions made a great impact on my development.

According to some academic managers and new faculty the major benefit to the seminars is that they provide a safe environment for new professors to explore issues and seek answers to questions and concerns. One academic manager pointed out that, "Many don't want to reveal their shortcomings to their academic managers, after all we are the ones who hired them for their abilities." A new professor supported this viewpoint, explaining:

. . . I have some questions about college norms that I don't want to ask within my own department. Such as, if rules are made to be broken, how far can I go in breaking them; for example, in a marking scheme that is supposed to be inflexible, can I give extra marks for something at my discretion? Do I have the right to do so, or must I seek permission?

Another explained the importance of the seminars in validating her understanding of norms. She claimed that it was "nice to talk to people who were NOT in my department.

Not that I needed to verify anything that my department said, but that I heard it from a second source." She concluded that, although she expected that college-wide norms would exist, often they did not.

A second benefit to the seminars was their value as a means of interacting with other new faculty from different backgrounds and in doing so, discovering their commonalities. One academic manager mentioned "that the value is in the opportunity to be part of the group where all are new teachers. . ." New faculty expanded on that opinion to suggest that their value went beyond the similarities in their standing as new faculty; it had more to do with their differences, with "meeting the teachers in other disciplines, and hearing about their teaching experiences and how they deal with issues. . ." Another, explaining that the value was in both their similarities and their differences, revealed: "the thing that really stuck out in my mind was the fact that, here is all of the new staff, and we all came from very different disciplines - artists, business people and technologists - and yet we all had the same difficulties [as teachers]."

The most commonly cited weakness of the Adult Education component is that its generic nature weakens its relevance in the eyes of many new faculty. One academic manager pointed out that there are stark differences between subjects like music, drafting, landscaping and accounting, admitting "I don't know how you'd design the New Faculty Development program [so that it is more relevant] with so many different programs in the college. . ." The problem appears to be that the New Faculty Development Program seems to prepare faculty to teach in traditional subjects, focusing on instructional methodologies used in the classroom, such as the lecture method, and common evaluation

methods such as written examinations. Neglected are subjects where supervised practice – sometimes in clinical settings or sometimes out-of-doors – is the preferred methodology or evaluation methods that are, by their nature, practical and subjective. One new professor explained that, "There were many, many instances when the techniques introduced to us would just not work in the courses in my area." Likewise, a nursing professor claimed "clinical teaching in nursing is so different from anything else that none of this stuff really applied to me. I didn't teach in the classroom. . ."

Thus, many participants from all groups claim that, while the New Faculty Development Program may train college professors in a general way, it does little to prepare them to teach in their own subject area. For example, a music teacher suggested, while it may prepare a music teacher to teach, it does not prepare him to teach music. As a result, observed an academic manager, "faculty don't see how this applies to their own discipline. They have to go away and learn to shape it and make it work." This academic manager reported

I'll ask faculty, "Did you cover this?" "Well, they talked about it, but . . . it's different if you're an English teacher I guess." And then I struggle to try to make it relevant by pointing out that the principles could still apply but . . . they don't have time for that when they are trying to survive day-by-day in the classroom. The PD program should not be placing an added burden upon them to make sense out of it; it should be helping them to deal with the burden already placed upon them by the rigors of a new career."

A new professor agreed: "I had to massage those [principles] to make them apply to the courses I was teaching." Another academic manager suggested that Professional Development consultants should "investigate the group to make sure that what they are [delivering] is appropriate, because that is critical in a teaching-learning environment."

Another suggested that the problem goes beyond merely gaining knowledge of the differences in the composition of the new faculty group; Professional Development consultants generally do not have the experience in teaching non-traditional subjects themselves. One new professor refuted the argument put forward in defense of a generic New Faculty Development program, that "A good teacher can teach any subject." He explained: "I couldn't teach anything but my subject because the success of my teaching comes from my passion for the subject. There are strategies that work in some disciplines and not others – discipline-specific teaching tools."

Another factor complicating the perceived relevance of the seminars is the timing of the attendance of new faculty. Because of the timing of their hiring, some new faculty attend the seminars immediately; others may not attend for some time after hiring. One Professional Development consultant admitted that, "For people who have been here for a year, many of those weekly sessions are irrelevant . . . For people who are new to the system, they're quite relevant." Another agreed: "My sense is that, if they have not been in the system, they appreciate those weekly sessions. If they have been in the system for a year, some sessions are not relevant."

An established professor supported this contention: "The timing of some of the content needs to be re-considered. When people first arrive they are more into the mechanics of how they are going to get through, week-by-week, and they should not be overburdened with extraneous stuff that doesn't yet mean anything to them. It's only after they make a few mistakes that discussions of what happens in the classroom become meaningful. The kick of teaching can only come after you have tried it and trying it should

come at the department level rather than at the college level."

Many members of all participant groups were critical of the methodologies employed in delivering the seminars. They reported that they were often told *how* to perform tasks related to teaching, but seldom given the opportunity to develop skills. One new professor related that "when sessions were delivered, rather than us seeing it being done there should have been an opportunity to practice, resulting in competencies being developed. We were shown examples of what the outcomes should look like but we should have DONE some of those things." Another professor similarly complained "I developed a lot of *awareness*, but I don't know if I mastered skills . . . I would have found it useful to have someone sit down with me . . . and help me to develop a topic in my course and help me to organize it for presentation, making the overheads, setting up slides for a slide show, develop a multi-media presentation. We talked about all that stuff but we never did it."

Most academic managers and new faculty expressed disappointment at the poor role modeling that often occurred in the seminars, in particular during the winter semester sessions dealing with "understanding the community college." These sessions are seldom delivered by Professional Development Consultants, but more often by guest speakers drawn from various parts of the college to speak on the contributions of their department to the college's operation. Some are academic managers; some are ex-faculty, some have never taught professionally.

One academic manager agreed that many of the guest speakers had poorly developed presentation skills. He laid the blame on the Professional Development

department: "They assume that because presenters are experts in their field they are also good teachers. New faculty expect that they should be good teachers too. And they are often not."

Besides those who lack basic instructional skills, there are others who possess the skills but fail to model their use. One academic manager related that one new professor complained that he "absolutely hated these sessions, he loathed them more than anybody I have ever talked to. He said he went home every night and was furious about them. I have never had anybody react that strongly." As they discussed his feelings he disclosed that he had not come through a traditional learning environment and "doesn't learn that way." The academic manager continued, "And it hit me like a ton of bricks that we talk about different learning styles and prior learning assessment and all those other things but we still ask people to come at five o'clock on Tuesday night to sit and listen to a lecture about alternative learning styles."

A number of new and established professors related similar experiences, but one made the point most effectively:

I attended one [session] on "Using Media in the Classroom," and the guest speaker used chalk and the chalk board, and said "This is what you can use as different media: overheads, you can use filmstrips, then you can show a video." And throughout the presentation he did nothing but write on the chalk board. We were sitting there asking "Why is this person talking about using media in the classroom and not using any of them in teaching us?"

4.7.2. Orientation Week

Orientation Week is a mandatory, one week experience in which all full-time professors are expected to participate. According to its curriculum document, the

experience is divided into a three-day residential workshop held at a resort located some distance from the college and a two-day session held on campus. During the residential component, facilitators conduct sessions on lesson planning, climate setting and problem solving. Participants, it is maintained, "hone their presentation skills by presenting mini-lessons to their peers." During the on-campus session, they are given guided tours of the campus and are introduced to key players from the college's administration.

According to a Professional Development consultant, the goals of the faculty Orientation are to "stir people up, to get them thinking about what they don't know. We're trying to jump-start people, to familiarize them with vocabulary, familiarize them with many concepts of teaching and learning." In contrast to the claims that it will "hone" presentation skills, the Professional Development Consultants claimed that it is not designed to develop competency, it is intended to be an "introduction to teaching . . . a quick stroke of the brush, an attempt to get people up and running, to get them operational." The program description alleges that, "Over the next two years [faculty will] get into more depth." It appears that there is either ambiguity in the goals of the experience as articulated in the curriculum document, or a misunderstanding of those goals, or possibly both.

Despite the lack of clarity about its goals, Orientation Week appears to have many benefits. It was judged by all participant groups to be an important vehicle for promoting bonding between the newcomer and the college. A few faculty claimed that it contributed to the development of their presentation skills and to their understanding of the college's operation. Many others claimed that it created a healthy cognitive dissonance about

teaching. Still others reported that it enhanced their understanding of the college's diversity.

A majority of academic managers supported the residential component of the Orientation experience as a means of team building and bonding of the individual with others. One attributed its effectiveness to its residential nature, where individuals "are removed [from their familiar surroundings] and immersed [in the experience] and there is no question that when you are together in the evening . . . that is different from getting in the car and driving home . . ." He elaborated that, "It is the intensity and the duration over three days . . . You can build teams pretty quickly." Another academic manager concurred that "You can bond right away with all the new hires and they are people that you can later call up and say, 'Are you running into this? Is this abnormal?' I think its useful if its done at the right time [namely, at the beginning of their service.]" A third academic manager asserted that

The benefits that they gleaned from the association with their peers are tremendous - the opportunity to teach, to see other people teach, to have personal interviews with people at various levels of the college's management. It has been phenomenal, and the teaching elements that they have an opportunity to go through also are also valuable.

Most new faculty agreed with these viewpoints. Explained one, "I have heard that it was not so much what we learned but that we made some friends and we were feeling comfortable with a group and began to bond with the others who were in the same position as ourselves, and who were nervous. . ." Another supported the residential experience: "Just the fact that we were out of town for a couple of days was good because its a huge big transition you're making coming into something like this, so its good to go

away from your life as you've known it. . . it was a good indoctrination." He elaborated that, "It definitely fostered collegiality. . . with other people who were also beginning professors and who were in [academic] programs different from my own." Another shared a slightly different perspective on the experience: "It was OK . . . The larger programs had a larger representation so they tended to stick together and the people from the smaller programs were alone. The bonding, or lack of it, as the case may be, has continued in that manner."

An established professor concurred with the new faculty: "there were a number of us who were going into the classroom for the first time. So [Orientation provided] that support because we were all together with our anxieties. So that kind of support and friendship from the people involved was very helpful." Another supported its value in fostering the realization that "there are others who are in the same boat, who they can call on for help, who will not feed back information to academic managers. It is a bonding, building a network of people whom they will recognize. . . with whom they will have coffee. It's collegiality."

A Professional Development Consultant maintained that Orientation is a "significant time for new professors to make a connection with the Professional Development department. . . It's an opportunity for establishing relationships between the two. From that point onward I hope that a comfort level will exist that will allow the new faculty to seek help when they need it." Although the New Faculty Development program description purports that "the benefits of this intensive week affect people's relationships throughout their career," established faculty refute the claim that long term bonding

results. In fact, most reported that their relationship with the Professional Development Department and the members of their cohort ended abruptly at the conclusion of their two year probationary period.

Orientation Week also appears to benefit some faculty in the development of presentation skills. A new professor regarded the experience as "Useful. Because the micro-teaching sessions forced me to structure a presentation. . ." Another thought that

a really great seminar on Learning Styles really helped us to see the different kinds of learners. I think for me that was one of the most important things. I thought everyone learns as I do. And I think that's a common [misunderstanding.] It really helped me be a lot more patient or a lot more open to student difficulties. They just approach things in a different way and my job is to discern that way. That was invaluable.

On the other hand, another new professor claimed, "I didn't really experience that much new in terms of skills. I knew how to do presentations, planning lessons. . ." One established professor reported:

I would say that the basic support that I had as a new teacher really came from the Orientation experience, where we were introduced to preparing lesson plans, evaluations, assessment and all that. So I found that was really helpful because before I even got to that classroom full of students, I had been in a setting where people could learn together. . ."

Another revealed that he "regarded Orientation as a real learning experience in more ways than one." He demonstrated a remarkable recall of individual sessions that had impacted upon him ten years earlier.

A Professional Development Consultant explained that the intent of the two days on campus is to foster an understanding of the operation of the college. This individual claims that it "introduces [faculty] to the key people, the services and the physical

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locations of interest." One academic manager observed, ". . .[participants derive] a tremendous benefit from . . . a broader look at the college, governance, channels and so on. . ." Another agreed that faculty "have that opportunity to meet the key people and understand their roles. Another claimed that "I think that it gives them a general overview of the college but it doesn't go very far or get into the bureaucracy. They are not at all familiar with the different departments, who does what, although that does get mentioned."

Orientation Week appears to develop in new professors an awareness of their limitations as new faculty. It would appear that many new faculty operate at a level of unconscious incompetence, being unskilled and incapable in their craft, but being unaware of their inabilities. An established professor suggested that the Orientation experience created a healthy dissonance:

Even though I didn't really like it at the time - I didn't think it was necessary - the Orientation experience was my first introduction to the fact that I didn't know much about anything related to teaching. You started to talk at Orientation and you began to realize that there was a whole other world around teaching. So even in their casual conversations they talked about things like learning styles...

She elaborated "Your securities and insecurities went up and down like a seesaw throughout that whole week." She described how she had felt confident one minute and then sank into a state of uncertainty the next as she realized how little she understood. Another revealed that the Orientation had come two years after she had been hired. She explained:

At that time, I thought I knew it all. . . I remember being quite blasé, thinking, "Oh well, these are all new people and I have been teaching for

two years." So, in terms of making a transition to a college teacher, I thought I already was one. I thought that I could talk a lot about what I did and what worked for me in the classroom at that time and it was only very much later that I realized how much more there was to teaching.

A Professional Development Consultant explained that Orientation is "... a significant contributor to insecurities, or at least it gets people to challenge their existing false securities about their understanding of teaching and learning. So although it may appear that you knock down, you are left with a powerful potential to re-build."

Apart from the dissonance around teaching, others reported varying degrees of disharmony around the lifestyle change itself. A recently hired professor who had not begun his teaching duties when the interview took place recounted his experience most poignantly. He reported that Orientation had raised some issues that he had not anticipated, principally personal issues. He was asked "Have you thought about how [your career change] is going to impact on your family?" He revealed that he went home that night and conferred with his family and discovered that there was indeed some confusion in the minds of his children about his new identity. Moreover, Orientation made him think carefully about some things that he had not expected to be of concern, "issues like there may be a period of grieving for my old job, and the people I might miss. What if this job doesn't work out? Am I going to fit back into my previous job or have I given up a career for which I had spent fifteen years preparing?"

Orientation Week is described as fostering an awareness of the college's diversity. It appears to represent the first time that new faculty are exposed to the comprehensive nature of the CAAT. An academic manager pointed out that when "... working with

people in other disciplines, in totally unrelated areas, [they] become aware that the college . . . is such a complex place. The impact of diversity is particularly important in those areas of the college that **service** vocational programs. An academic manager explained:

. . . they are essentially hired into a discipline [cluster] . . . They're management teachers, marketing teachers, accounting teachers, economics teachers and they're teaching with their group of economists servicing these [vocational] programs. They may teach in a vocational program, but you ask them what they are and they say, "I'm an economics teacher." So I think that they do need to have a bonding in a multi-disciplinary way. Orientation helps them to see the diversity

A new professor agreed: "we're from such radically different walks of life and suddenly you're in a room with a couple of accountants, a couple of musicians, somebody from funeral services, somebody from hotel [management]. . . They are people that you might not meet in your everyday life but the thing we all have in common is that we are all teaching. . ." He admitted, "I had never thought of the scope of what goes on here . . . And, I think its essential that you have some sense of the bigger picture when you're at an institution like this.

The most commonly cited weakness of Orientation Week was the untimeliness of the experience for many new faculty. It is a bi-polar problem: for some faculty the experience is thought to be premature and, therefore, less meaningful; for others, it is ex post facto. Of the former problem, one Professional Development consultant commented, "Some people maintain that what they learned came too soon to be significant to them. They weren't ready to hear it." One new professor concurred: "Like so much of the NFD program . . . I didn't even know what questions to ask - I was so uninformed that I didn't know what was important. I didn't even know how uninformed I was."

But, it would appear that the incidence of prematurity is rare compared to that of faculty who attend after serving a number of years as sessional appointments. In fact, over the past decade the practice of hiring only those who have had sessional teaching experience seems to have become the norm, and has become entrenched in the college's hiring policy. A Professional Development Consultant admitted that, "The value . . . for someone who has been here for a year or two is questionable." An academic manager agreed: ". . . after they have spent a year or more, they no longer NEED to go to Orientation."

Most established faculty testified to the frequency of this problem. One stated, "Orientation Week came a year later for me. I was hired in October so I missed it. So my first three or four months were a case of winging it . . . It would have made more sense to do first things first . . . it was all out of order." Another revealed that "Orientation came two years after I had started teaching. And at that time, I thought I knew it all. Only much later did I realize I didn't . . . I don't remember very much that went on [at Orientation.]" One established professor commented that after being hired late and missing the team building benefits of Orientation "There was already a cohesion between the members of the group. The initial experience of going there was like I had to be dragged there wondering why I needed to go, thinking it was foolish and that I knew what I was doing." Another disclosed:

I reversed the order by going to some of those weekly seminars in the year that I was sessional, before the Orientation. So I got it backwards. I remember where they were held, but I can't remember the content. But I do remember saying to myself, 'Oh, Well. I've been doing this. I know how to do it.' And I don't know whether the content was not relevant at

that time or because of my mind-set."

A Professional Development Consultant explained the barrier to integration posed by late hirings:

Those last minute hires who don't get the opportunity to prepare themselves for the transition, to let go of other things because they are still dealing with the other issues in the life they have left behind or their families, don't get the full benefit out of Orientation. You have to be there mentally and many of the late hires are not. They may still get something out of it but it loses its impact. They tend to assume the role of passive participants, observing how well prepared and seemingly competent the rest appear.

This individual elaborated that those who are hired in a more timely fashion "have time to wind down their affairs in their previous job and take a vacation before they immerse themselves in Orientation [to a new career and a whole new lifestyle]."

However, the Professional Development Consultant claimed,

I don't think that has happened in a long, long time. Most of these people are not even told [about their commitments] when they are hired until they receive a letter from Professional Development welcoming them on staff and telling them to attend Orientation.

Further complicating matters, the absence of staff in the Professional Development office during the summer months places the responsibility of informing new faculty about Orientation in the hands of the academic managers. It is alleged that the expectations are often not clearly articulated to newcomers before they attend Orientation, "other than the fact that they have to prepare mini-lessons and that they have to spend three days away from their families. And they can't understand why." A Professional Development Consultant explained that, "Those people [who are hired late] are really disadvantaged because they don't have an opportunity to build the bond with the group, they lose the

opportunity to meet and establish relationships with a breadth of people from a variety of areas and sit down and talk about the things that threaten them or don't threaten them."

The reasons for untimely hiring include delays in being granted budget or program approval, rationalization of staffing needs, unanticipated faculty terminations and the reluctance to hire a full time faculty member when an ongoing commitment could not be guaranteed. But the most commonly offered reason appears to be bureaucratic inefficiency. Explained one academic manager

... unfortunately, you have to sit on every office that the hiring document goes through and keep it moving, or else you'll look around 3 months later and discover that your advertisement didn't even get to the newspapers. So our mechanism doesn't allow you to complete your little piece of paper and have it just go, and then surface again at the right time. It almost needs to be walked through and that always [angers] me when I have to do it.

It is debatable whether the fault lies more with the hiring process for not ensuring that new faculty are recruited, selected and inducted into the college in a timely fashion, or with the New Faculty Development Program for remaining inflexible and unable to accommodate the bureaucratic shortcomings that are acknowledged to exist.

4.7.3. Formal mentors

Mentors appear to be of two types: the formal mentors who are assigned to the new faculty by their academic managers as part of the New Faculty Development Program and informal mentors who establish relationships that often have serendipitous beginnings. The influence of formal mentors will be considered here; that of informal mentors will be dealt with under "Informal Influences," to follow.

The description of the New Faculty Development Program refers to the formal

mentors as playing a role during Class Preparation Week, which falls between Orientation Week and the first week of classes. It alleges that Class Preparation Week assists new faculty to

prepare materials for the new semester, with the assistance of an additional resource - an experienced faculty mentor. All newly hired instructors choose or are assigned mentors to help them find their way around the college and to provide advice and moral support.

A Professional Development Consultant and the academic managers, appear to have a different understanding of the role of formal mentors from that expressed above.

According to them, mentors are expected to maintain a supportive relationship for **at least** one semester, serving as sounding boards, advisers, counselors, guides and coaches.

Academic managers are asked to identify experienced faculty to serve as mentors, although in some departments volunteers are sought. To compensate mentors for their efforts, when establishing faculty workload, academic managers are expected to allow mentors one hour per week to fulfill their mentoring duties.

Professional Development Consultants regard the mentoring program as one aspect of the New Faculty Development Program that has been the most successful for some new faculty but the least successful for others. They expressed feelings of frustration over the academic managers' apparent lack of understanding of the potential benefits of the mentoring program and their perceived lack of cooperation in finding mentors. When failure occurs, it is usually at the earliest stage; that is, failure to identify a mentor. Some academic managers have simply not responded to the request from the Professional Development department. One admitted having "put aside the paper work"

and forgotten to assign a mentor until the issue was raised in the interview, eight months after the request had been received from the Professional Development office. This individual observed, however, that despite the oversight, the new faculty had developed their own informal mentoring relationships, satisfying their own needs for a mentor. Another academic manager observed that the formal mentoring program is seen as "another gauntlet, another hurdle." Still other academic managers responded that, in their view, the new professor didn't need a mentor, although they had not consulted the new professors to ascertain their needs.

Most new faculty report that, for them, the formal mentoring program did not get off the ground. When one new professor was asked if he attended the classes of his formal mentor or had his own class visited, he responded that those activities were required by the New Faculty Development program but he was "just too busy," and then he confided that he had never been assigned a mentor. Another claimed, "Supposedly, there should have been a formalized mentoring program but. . . unfortunately, in our department, that was not set up." Another stated, "I found it very hard to find someone who was willing to act as a mentor." Another reported that although she was assigned a mentor, her needs were really met by the members of her department.

Even when a successful match is made between new faculty and mentors, another glaring weakness exists. According to a Professional Development Consultant, there is no training program for the mentors so that they often do not understand their role or the expectations others have of them and unless they had a good mentoring relationship themselves, it is unlikely that they would be able to identify with the mentor's role.

There is some disagreement about whether it is better if the formal mentor is chosen from within or from outside the new professor's department. One academic manager claimed that, while the New Faculty Development Program developed both teaching skills and an understanding of the college in a general way, the mentoring relationship is vital in fostering faculty development at the **department** level: in clarifying the level of learning objectives; in understanding department policies and practices; in understanding the players within the department; and in understanding the relationship that the department may have with other units, especially if it is a service department. He asserted that if he were compelled to eliminate all but one element of faculty development, that is the one he would keep. And yet, a Professional Development Consultant argued that establishing a mentoring relationship with an **external** mentor helps to ease some of the insecurities that new faculty would otherwise feel about exposing their weaknesses to their peers or their academic managers.

Despite the obvious shortcomings of formally established mentoring relationships, one academic manager believed that assignment of a formal mentor has value where the establishment of an informal mentoring relationship does not naturally happen, adding that "Most people find a [mentor] but there might be some who don't."

The formal mentoring relationship tends to deal with relatively superficial, logistical matters related to teaching. Examples are issues around teaching methodologies; access to services; and how to complete paper work to get things done. A number of new faculty and academic managers reported that the formal mentor is often not available when questions arise and, besides, the answers to logistical questions are often no farther away

than the program secretary. One academic manager explained that secretaries have heard the same questions asked "a thousand times" and they feel comfortable in offering advice. In fact, they often advise new faculty because of the mutual comfort that exists between them and because secretaries know the programs, the college and the full time faculty.

4.7.4. Major Educational Project

The New Faculty Development Program description depicts the project as "chosen by the new teacher as a practical application of some aspect of the teaching/learning process to an educational issue of interest to the teacher and of value to the division or school." Despite its stated intentions, there appear to be many weaknesses with the major project.

A Professional Development Consultant asserted that those faculty who take the major educational project seriously learn a great deal about curriculum design, production of educational resources, the roles of others throughout the institution or other aspects of college life. This individual explained that it is an effort to get people to become professionals in education by "getting them to be inquisitive." The major project is supposed to be a means of fostering the recognition that learning is an ongoing process and to help the new professor to "develop a mind-set about constantly being inquisitive." That explanation was followed by a rather meek addendum:

I have many doubts around that one myself . . . I don't know where it came from or how it came into being. I didn't want to do it as a new professor. I didn't see any need for it. I didn't see it as impacting on my becoming a successful teacher.

When asked for an explanation of the goals of the project, another Professional

Development Consultant responded flippantly, "Are there any goals? I don't think there is a clear understanding of what it is," followed by the conjectured response:

My understanding . . . and it's probably way off . . . But I understand that it is an attempt for the new teacher to reflect on his/her needs, strengths or even philosophy about what it is to be in the classroom, in delivering education or being with students, helping them learn and it would be just a crystallization, if you will, of what they are about in the classroom.

All three participant groups express views that are largely uncomplimentary of the major project. The most commonly held belief about the project is that it suffers from an ambiguity of purpose. One academic manager referred to it as "overkill, more of a threat than a building tool." Another viewed it as "part of the gauntlet that faculty have to run." Still another commented that it is not valued, characterizing it as "a crock," but admitting that this viewpoint would never be communicated to faculty. This individual revealed "I cannot think of a single faculty member that got something brand new out of it. . ."

Another academic manager disclosed that, when he was a new professor, the Professional Development Consultant with whom he was associated was a "process person," who was more interested in whether the project was going to be submitted on time, "not whether it was pushing my mind or developing my skills." Another admitted that he felt as though his project was done for the sake of the exercise and that he did not find it useful.

Faculty are just as uncomplimentary. At least half of those interviewed described it as a "make work project," admitting that they did not understand its purpose, and resented the time and energy that it took away from other more meaningful developmental activities. One asserted that she "just wanted to learn how to survive, not waste my time on something that was just going to be thrown into a drawer. There's no point to it."

Besides the ambiguity of its purpose the major project is viewed as a burden. One academic manager reported that it has been described by new faculty as this "cloud that sits there, looming over my head, and I've got to get it out of the way." Another believed that "most faculty think it's a "make work" exercise and that is too bad." Still another stated

There are always complaints about the project. They think it's a make-work project. Something that they have to . . . In the first couple of years, when every course you teach is new, putting this on top of everything else has got to seem like a burden. I don't know what its purpose is.

Faculty were unanimous in their support of these opinions. One described it as taking on the image of "an albatross around their necks." Another claimed that new faculty are so busy struggling with the demands of learning to teach that they are inclined to view with great disdain any other task, especially one that lacks meaning. One new professor confessed that she had not yet completed the project although she has been advised that her probationary period had ended and officially she had completed the New Faculty Development Program. She explained that her workload prevented her from completing the project. "It would have been impossible," she claimed, "I think it was just a make work project anyway. There would be no loss if it were eliminated." Another revealed that she would have done it, but in the first two years of her service she was coordinating her program and was "just overloaded with administration."

When asked what impact the major project had on her development, an established professor commented that he would place, "no importance on that at all," claiming that it was, "merely something that had to be done. It wasn't important." Another explained that

new faculty "are just trying to survive. People look at it as something that just has to be done to play the game - a burden really." Still another described it as "just another assignment. It was a pain in the butt and I didn't see any reason to do it. . ." Another agreed "it does become a formality more than a necessity," warning that, "because of the tremendous workload, something has to give – either the classroom or the assignment has to give." Another claimed that "It was like pulling teeth. It was not at all helpful as a learning experience. It seemed like I was just writing another paper and I was so busy trying to do other more important things. It seemed like an exercise in futility on top of all the other work."

Although both faculty groups were unanimous in their negative opinions about the major project, a few academic managers claimed that the project could be beneficial if its focus is well directed by the manager. However, one manager cautioned

I am not sure that it is . . . if there is a major problem with it, it is in [the academic manager's] ability to negotiate or to understand it and how we can use it to the benefit of the school. And if we can do that well and have the buy-in from the faculty, they would benefit from the exercise. But it's not easy to do.

Many academic managers take a hands-off attitude, agreeing to rubber-stamp anything that their faculty produce. A Professional Development Consultant pointed out that many new faculty do not complete the major educational project because their academic manager doesn't support the concept or does not see its need. Another Professional Development Consultant claims that

Faculty are expected to work on a project that is mutually identified by the new teacher and the academic manager or the academic manager dictates the project and the new professor agrees with it. And so managers say that

it is beneficial for the department. And for faculty, well . . . that's a more debatable thing.

An established professor concurred with this opinion that his project was useful to the department but "Its value had nothing to do with my professional development or my learning." What became clear during the interviews was that faculty could see no redeeming features of the major project as an instrument of their development as teachers. While most academic managers questioned its value, the few who believed it had some merit seemed to focus more on the interests of the department than on the development of new faculty.

Besides its image as an onerous, make work project that fails to contribute to faculty development, the major project appears to suffer from other weaknesses. Many established faculty view it as an exercise in redundancy. Several who had submitted projects admitted candidly that they produced the project for another purpose, such as requirement of a course in a master's degree program, although not always in the field of education. One revealed that she was

enrolled in an MBA at about the same time that my formal, full time requirements came due so I submitted one of the assignments that I had done for my MBA and it wasn't related to education - it was related only VERY peripherally to the area in which I was teaching. Now, it was a good paper. It was one that I had to do for the university where I studied but it was not beneficial in impacting on my development as a teacher - not at all.

Others reported that they probably would have done the project for other reasons anyway and the Professional Development requirement made their involvement in the project premature and anxiety-provoking.

Some faculty reported that the major project is premature, that often new teachers don't know what questions to ask, let alone provide answers or conduct research. They report that they would have been in a better position after a number of years of service when their teaching obligations were more fully developed and under control.

There appears to be an enigmatic and ironic element to the major project. Some new faculty have teaching experience, and are not consumed by concerns about how to survive in the classroom. These individuals, through their past experience, should best be able to produce a worthwhile, insightful project, and yet for them the requirement is often waived. Those without teaching experience - the majority of new CAAT professors - understand little of the CAAT system and do not care to know about events outside their own classrooms. The day-by-day struggle to stay alive in the classroom is enough of a challenge. For them, the major project becomes a punitive requirement and an abiding obsession.

Another enigma associated with the project relates to one of its purported advantages. One Professional Development Consultant claims that the project serves to maintain the new professor's connection with Professional Development in the second year. And yet faculty reported the opposite. The majority hold the opinion that, although the Professional Development department professes to exist to help faculty to develop as teachers, the project has a tendency to drive new faculty away from its doors. One new professor explained, "I don't want to be seen near there because my project is so far overdue that I'll go anywhere for help rather than going to the Professional Development department." It would appear the project is undermining Professional Development's

mandate to help new faculty to develop.

One additional weakness created by the major educational project has to do with trust. In any learning environment, there must exist a high degree of trust between the learner and the provider of the learning experience. New faculty are hired with the understanding that a two year probationary period exists, and in that period certain Professional Development requirements must be met before the new professor is converted from probationary to permanent status. In reality, there appears to be no relationship between the two. One academic manager confided that a probationary professor asked, "What happens if I don't get [the project] done, does that mean I don't come off probation?" In the interview the academic manager recalled "I can't remember what I said but he had to be a fool not to see that I couldn't really answer the question. The answer is that it means nothing. But I'm not about to say that." A Professional Development Consultant admitted that

There are so MANY people who don't have it done, that it doesn't matter. There is really no formal sanction for those who don't do it. It has never prevented anyone from completing their probationary period. Although new faculty think that this is a condition of their probationary period, the Human Resources office converts people to permanent employees at the end of their two years without even consulting the Professional Development office to see who has completed and who has not. Some people learn that it doesn't matter what Professional Development wants, if they don't want to complete it, they don't have to.

When new faculty discover the realities of the requirement and weigh it against the burden and anxiety that it created during their most vulnerable, formative years, there results an unhealthy degree of skepticism, feelings of betrayal and anger that are directed toward Professional Development. Some reported that these feelings may linger for many

years, often for the remainder of the professor's career. When veteran faculty are asked to recall their most vivid recollections of Professional Development, without exception, it is the major educational project that they recall, and the recollections are not fond ones.

4.8. Informal Influences on Career Socialization

Among the informal influences on the new professor's career socialization, the following were cited most frequently: the students; the new professor's peers; informal mentors; role models; department meetings; college rituals and symbols; and academic managers.

4.8.1. Students

All three participant groups agreed that students are the most powerful informal influence on new faculty development. Their influence is described as being "invaluable," "a powerful force," "the most crucial," "an enormous impact" and "my most valuable source of information about myself." One established professor expressed that "Our students are teaching us to be better teachers, to be more nurturing. They are demanding it from us." Still another claimed that her students profoundly influence her, often without her being aware of their impact.

Students appear to influence new faculty development in four main ways. First, they evaluate professors, usually through written questionnaires. Second, they challenge professors either overtly through academic challenges in the classroom or through more subtle means. Their classroom conduct, such as attendance patterns, attentiveness or participation, may cause faculty to reflect on the observed behavior. Often, new faculty appear to have little insight into the causes of the classroom behavior, attributing negative

behaviors to high level abstractions such as a "lack of commitment" or "lack of maturity" in students. Many faculty consider student classroom behavior to be an important developmental opportunity for the new professor to develop skills of observation and reflection. Third, but rarely, the student meets face-to-face with a professor and openly discusses perceived problems and the two work out solutions. Fourth, new faculty respond to the intrinsic rewards or sanctions elicited by their classroom performance.

The most common way that students alert professors of their developmental needs is through written, confidential evaluations, usually by way of the Student Feedback Questionnaire. These are distributed every semester, by all faculty, in all courses. Faculty report that the information provided can be either reaffirming or sobering. They are described as being helpful as benchmarks of effective teacher performance that are often useful to new faculty. One professor stated that he believed that students are the ones who are in the best position to tell him what he should change. He revealed that he tailored his teaching based more on student feedback than on any other source of information about his performance. Another reported that, through the Student Feedback Questionnaire, his students reinforced his effective teaching practices. Clearly most student feedback appears to relate to the more obvious issues of classroom instructional matters, such as the quality of media; verbal communication skills; command of one's subject matter; approachability; and classroom preparation. It would appear that, while the formal evaluations may help to improve a new professors' teaching skills, they rarely influence their affective development or their understanding of the norms and values of college teaching.

Many faculty and academic managers report that, besides influencing teaching skills, students have an enormous impact on the ability of faculty to develop skills of reflective practice. Many faculty reported that their teaching began to improve when they began to let go of their obsession with their content and began to focus more attention on the process that went on in the classroom. One established professor explained that after he began to experience success and to feel comfortable teaching, less energy went toward delivering knowledge and toward other things such as interacting with students and developing a sensitivity to the students' behavior. He believed that in the early stages of his development he spent all of his energy as a "technician in the classroom," trying to master the techniques of delivery at the expense of being tuned into the process in the classroom, observing the students and their response to the learning. He likened the classroom "survival skill" to the base of Maslow's hierarchy, and each step in the hierarchy being mediated through observation and reflection. Other faculty agreed that their success as classroom instructors dawned when they began to observe their students' reaction to their presentations. They dissected each class, performing a post-mortem to discover what went well and what did not.

One academic manager suggested that reflective practice comes when faculty become sufficiently comfortable to leave the lecture behind and encourage students to assume an active role, to become involved in the learning process, to interact with the professor. For example, it is common for mature, adult students to challenge the professor on the value and utility of what is being taught. In doing so, they cause new professors to reflect very carefully about what they teach and about the value and currency

of the curriculum. Moreover, many faculty reported that these interactions with their students impact strongly on their own development, not only as educators but also as practitioners of their craft. One academic manager agreed that faculty become better practitioners by teaching because student questions cause them to reflect deeply on things that they have been doing intuitively, often for many years.

Many new faculty revealed that, before entering the college, they believed that "learning is learning; anybody can do it." They reported that their students have taught them about the complex nature of learning, the differences in learning styles among students and the relationship of student preparedness and motivation to learning. One new professor, whose only prior post-secondary educational experience had been as a student at a university, stated that she learned, after much observation and reflection, the differences in attitude, motivation and preparedness between the university students with whom she studied and the CAAT student. She explained that no amount of forewarning could have prepared her for the challenges of her first year; she had to experience the students.

An established professor who teaches general education contended that he has met with strong intellectual resistance from his students who had come to the college for the vocational training, not for "this other stuff." He claimed to have spent his energy over the past ten years "trying to adjust my style to penetrate their resistance." He observed that his students' attention was somewhat limited, and when assigning reading material, he had taken for granted that they would be as enthusiastic and thirsty for learning as he. He discovered that they had difficulty with the cursive - reading from one line to the next,

remembering what went before, constructing mental images. After a number of years of observation and reflection, he concluded that their learning is not based on the word as much as it had been for people of preceding generations. He soon realized that his students come from a different learning experience, from a "sound bite or video bite, environment - it's quick, and it's nothing continuous." He maintained that he has had to learn to be a little more periodic with his presentations assuming the order of an MTV show. No teacher training program, he claimed, could have prepared him for the lessons that his students have taught him about learning.

The most uncommon manner in which students promote faculty development is when they identify a problem and meet directly with the professor to discuss possible solutions. There were cases cited where mature learners, feeling dissatisfied with the learning experience, met with a professor and discussed the situation. Following their discussion, the professor accepted the student's opinions and worked diligently to develop a better learning experience. Another professor recalled a student who commended her for using questioning techniques in the classroom and commented that another professor did it "really well." The professor was left with the feeling that there was a cryptic message in the comment. Another related that when she feels that a class has gone badly she reflects on the experience, often concluding that it is the content that she dislikes. She asks the students, "What can what I do to make this area of content more fun, more palatable?" Inevitably, she claimed, they will come up with a solution.

Lastly, most members of all participant groups, but especially faculty, reported that the intrinsic rewards that students give to new professors can be immense. One new

professor explained that the satisfaction that she gets out of "seeing the lights turn on" is exhilarating, making all of her efforts worthwhile. She went on to declare that her students motivate her to want to become an even better teacher, to explore the mysteries and complexities of this profession in even greater depth. Another claimed that he was excited. "I'm walking on air. After my first class I thought this was unbelievable." One established professor explained that he is energized by students, that they have a tremendous impact on the way he feels and the way he delivers each lecture. He made the poignant statement that they have "a tremendous impact on my life in one semester and have had an indelible impact on my life over the ten years I have been here." Another claimed: "Students keep me alive. They force me just to stay alive in the classroom. They force me to review what I'm doing all the time."

On the surface, it appears that students are indeed a powerful force in faculty development. Faculty cultivate teaching skills in response to formal evaluations, and through the behavior of students inside and outside the classroom. But it appears that students have little direct effect on the professor's understanding of roles or the norms and values of college teaching. However, it appears that students may exert an indirect influence on faculty by promoting their skills of observation and reflective practice. In fact, one professor proposed that reflective practice may be a generic skill of good teacher development. Many faculty and academic managers implied that they are important vehicles through which new faculty may clarify their values around teaching and understand the values of others.

4.8.2 Peers

When discussing the development of new faculty, one academic manager interjected as a clarification: "... I hesitate to call it an apprenticeship. . ." However, a professor confirmed that he felt as though he were "apprenticing again under the old masters who had been here 20 or 25 years . . . you learn that this is an apprenticeship." Regardless of the terminology used, faculty and academic managers alike agree that, while students have the greatest impact on new professor's development as classroom instructors, peers are their most influential source of learning about the college's culture. Among the important influences of peers are: helping new faculty to establish relationships; imparting knowledge and skills about teaching; communicating to newcomers the roles that new professors fulfil; developing in new faculty attitudes toward teaching and learning; and clarifying college and department norms and values.

The earliest experiences of the new professor begin with the establishment of new relationships, part of Feldman's (1976) "accommodation" stage. According to most academic managers, when discussing their entry into the college, new faculty describe program coordinators and veteran faculty as "receptive," "warm," "keeping in touch," "working hard to make me feel at home," "helpful." Many new faculty commented that their peers encourage their involvement through attendance at department meetings or participation in projects. If a new professor were experiencing difficulties with a student, seasoned faculty often validated the experience and supported the new teacher. A few faculty implied that peers were their sole means of support and commented that they never thought to take concerns elsewhere. When recalling how her peers welcomed newcomers

into the department, one established professor recalled that the "influence of my peers was significant!" Besides the establishment of new relationships, many new professors claimed that they learn new tasks and receive informal evaluation of their progress, understand roles and clarify institutional norms and values.

Many faculty reported that answers to many troubling questions about the tasks involved in classroom management or operational issues were obtained by open consultation with peers. New faculty generally claim to have relatively little difficulty with mastering the skills of instruction and are complimentary of the New Faculty Development Program for its role in the development of generic teaching skills: lesson planning, climate setting and instructional methodologies. One new professor asserted his disagreement with the claim of his academic managers that, "A good teacher can teach anything." This may be true where instruction tends to be traditional, in a classroom employing the lecture method. But many college programs are taught in non-traditional settings – out-of-doors, in hospitals, or on golf courses. Likewise, the methods of instruction are non-traditional, involving one-on-one tutorials, such as teaching a music student how to play chords. It is particularly in these cases that new faculty maintain that the most powerful learning about the knowledge and practice of teaching comes from the peers in their own department, many of whom teach the same subject as they. Most reported that even more important to them than how to teach, was how to teach *their subject* and only their peers had had such experience. Many addressed how best to teach their subject by consulting their peers to seek clarification on curriculum and evaluation and by auditing classes to witness the experienced professor's skills at classroom management, especially the maintenance of

discipline.

Some new faculty praised their peers for their willingness to share their curriculum materials with newcomers. However, one individual observed that the collegiality that she experienced was a departmental peculiarity rather than a college norm. She explained that through conversations with members of her cohort she inferred that they were merely given teaching materials and informed that they were on their own, sink or swim.

Those who experienced strong peer support, often consulted experienced professors for advice in such matters as the pacing of lessons and the allocation of time to various topics. They claimed that they were looking for answers that Professional Development could not provide. One established professor was laudatory of the willingness of academic managers and Professional Development Consultants to visit her classes when she was a new professor. She lamented that, because they had never taught her content, those who visited her classes, assessed how she was delivering; but no-one was able to examine how she was delivering *her* content. She explained, "that's what I was struggling with most. That's what I was looking for most. I didn't care so much about the process. I really wanted to know if I was hitting the right level." The most valuable experience, she contends, was when a peer paid a visit to assess her delivery of a specific area of content. Evidently, he complimented her on her performance and then gave her some ideas about how he taught the same content using models and analogies. She reported,

It made so much more sense and I tried it the next time and it was so much more logical and pragmatic. I started to look differently at the level of content that I had in my head versus what the students needed to know.

Besides struggling to understand the level at which content should be delivered, most new faculty also struggle with the other side of the equation - the motivational and academic level of the students. Although they are forewarned of these potential problems in the New Faculty Development Program, only when they experience the underachieving students do new faculty begin to appreciate the challenges that they pose. Faculty reported that peers are important in reassuring them that a certain degree of student failure is inevitable and in cautioning new faculty about personalizing student failings. Thus, peers serve as an important support system, as sounding boards that offer guidance and reassurance when things seem to be going badly.

Most faculty claimed that evaluation of students is one of their greatest challenges and a constant topic of conversation when they get together with their peers, either formally or informally. For many faculty, evaluation is, by the nature of the content they teach, a very subjective matter. Because so much of the content of CAAT courses is practical in nature, these faculty struggle with how to fairly and effectively evaluate performance, such as playing a musical instrument. They contrasted the challenges of this form of evaluation with those in courses where students are evaluated by more objective means, perhaps through written examinations. They claimed that only faculty who teach music are capable of providing guidance on how to evaluate musical practice. Other faculty, facing issues of academic dishonesty, found their peers to be the best source of guidance about how best to handle the situation.

One new professor reported having many conversations with his peers about student discipline, giving him insight into how far he was permitted to go and how far his

responsibilities extended. He admitted that new faculty invariably end up doing things their own way, but the opinions and support were helpful. In the New Faculty Development Program, he had been forewarned that all teachers face the raucous class that refuses to be attentive. Many new faculty reported that they had thought that discipline problems were left behind as students graduated from high school. They explained that, in their first semester of teaching, they came to realize that the two month period between graduation from high school and attendance at college is accompanied by little moral growth. Most faculty arrived at some means or other to exert some measure of control without impairing the classroom dynamics and interfering with learning. Peers did not provide a solution to their problems, only examples of how they themselves might have handled a similar situation. Important to new faculty was the affirmation that no teacher is immune from such challenges.

Also important to the development of the new professor as classroom teachers is the evaluation of their own performance. This is achieved in a number of ways: formally by end-of-semester Student Feedback Questionnaires, by classroom visits made by their academic manager, or informally by means of student and peer feedback. Most faculty claimed to value peer feedback the most, believing that

When peers say I have heard from the students that they really enjoy your class, or they really think you are doing a good job, that kind of positive feedback really helps because . . . you don't always hear it from the students. They don't always tell you, but when you hear it from another faculty member who hears things from the students, that's really helpful.

The most common vehicle for learning about their roles as professors appears to be by informal means, often by listening to and observing experienced faculty at work or

at leisure. Often they see their peers in various roles inside and outside the classroom - as friends, nurturers, disciplinarians, guides, coaches and counselors. Many new faculty also claimed that they even learn their roles by observing faculty from departments outside their own, observing how they interact with students in the hallways or their mingling with colleagues or representatives from industry in the dining room. Some faculty believe that informal peer observation is strengthened as a learning experience because the observations are a constant presence at the college and therefore the learning is consistently reinforcement. This is in contrast to the more short-term learning that may result from attendance at a formal session, like a course, a workshop or a conference where student-related issues are discussed and make a short term impact but are soon forgotten. Thus, while direct consultation with peers seems to be the most common way for new faculty to learn about the craft of teaching, the continuous listening, observation and analysis of colleagues' behavior are the most powerful vehicles for learning about roles of the college professor and about the college's norms and values.

Learning about the college's norms and values is most often achieved by informal means, by listening to and observing experienced faculty. Although peers are the most influential on the new professor, the experienced faculty are seldom consciously aware of their role as socialization agent. A number of academic managers observed that faculty do not set out consciously to teach their new peers about the norms and values of the college, but may do so informally in office conversations, at department meetings, over coffee, in hallway chats or over lunch. By listening to conversations or observing behaviors, new faculty learn lessons inadvertently, sometimes reading between the lines.

Like their peers, many of the new faculty interviewed were uncertain, or at least were ambiguous about the source of their learning about college norms and values. One suggested that she "just picked up [her] understanding of norms and policies along the way." Another claimed that it came, "Out of the woodwork. It's just there . . . You get information through osmosis . . . In an informal way, you get a sense of the place." But a constant variable cited by all participants is the informal influence of peers. One academic manager expressed a belief that peers are "a very powerful influence and I would bet that they would be THE most powerful influence."

One such norm is the freedom to come and go afforded by the college environment as demonstrated by the example of peers. New faculty see their peers arriving at the college, teaching their classes and leaving for other commitments, some of them personal. Because of the rigid attendance requirements of previous occupations, many new faculty reported feeling uncertain about the acceptability of this practice and even expressed that they felt guilty when they first attempted to emulate their peers. They soon realized that nobody adheres to a rigorous schedule – that is a college norm.

Although discussion often centered on college norms, most participants implied that at in this institution norms are more peculiar to departments than to the college at large. One established professor explained that she learned the norms of her department, but when she spoke to other new professors there emerged significant departmental differences. For example, in her department there existed an open-door policy where students often dropped in and walked freely through the entire office searching for a professor. But in other departments students faced locked doors and receptionists with

whom they had to negotiate an appointment.

One new professor remarked that her induction into the college was easy because everyone in her department came from the same field and "everyone is on the same page of the program." Another new professor, who was a musician, claimed that he had been acquainted with every music professor at the college prior to his hiring "because it's a community - every musician knows everybody. I know every musician in the music department at the local university . . . we have so much in common . . . because we are on the fringe, we all tend to stick together. It's an interesting culture." Both implied that their background was a cohesive force creating a program affinity, that binds individuals more strongly to their respective programs than to the college at large. They implied that it is possible that the program affiliation results from prior socialization. That is, common vocational interests, experiences and personal contacts are the things that CAAT teachers have in common with each other. In other levels of education, the experience in the field of education serves as a source of bonding. K-12 teachers share an experience at teacher's college; university professors share a graduate school experience such as the writing of a thesis.

4.8.3 Informal mentors

There is some debate about whether it is better to assign mentors or whether relationships should be allowed to form by chance. One academic manager revealed that the best mentoring relationships are among those who come together "by serendipity," when the new professor discovers someone with whom the chemistry is right. Neither bothers to sign a contract and there are no formal obligations to each other. They do it for

the intrinsic satisfaction.

One new professor related that when he disclosed to a personal friend that he had embarked on a career change as a college professor, she revealed that she knew a professor who already taught at the college. She advised him to look up her friend.

When the new professor entered the college on his first day, he asked the first person he met for directions and discovered this stranger to be the friend of his friend. The new professor reported: "From that moment on we have shared a mentoring relationship."

Another reported that she and her mentor taught a similar course load and shared similar content interests: "It was just a natural thing. And I don't know if he was ever named formally as a mentor but he certainly was one."

A new professor revealed another, most unlikely source of mentoring - her spouse, who was in the CAAT system but at another college. She often conferred with him after work about issues that had arisen throughout her day and she returned to professional development sessions conveying her spouse's opinion or question. Although most new faculty do not have a mentor at home who works at a CAAT, many have spouses who are in other professional environments, in elementary schools or high schools and they compare their respective institutions.

The roles played by informal mentors in the CAAT appear to be very different from those played by formal mentors. While the formal mentoring process appears to deal with operational issues, informal ones appear to deal with what one new professor described as the "more profound issues - the new professor's self-concept, moral and ethical issues, values . . . viewing the role of college professors in a more pluralistic

manner." One established professor recalled that her informal mentor had the most influential impact on her development. She reported that her mentor was "EXTREMELY supportive and I never had any problem that couldn't have been addressed with her and I don't think that I would have taken anything any further." Most important was the reassurance from her mentor and the role that reassurance played in boosting her level of self-confidence.

An established professor reported that his informal mentor constantly reminded him that there are many ways of looking at the world, and that his way of viewing the world was not necessarily the "right" way, nor the only way. He considered his informal mentor to be an important source of moral development. This professor also cited a case where he learned from his informal mentor something about the norms and values of the college environment. After braving a fierce winter blizzard to arrive at the college, he remarked to his mentor, who was also his dean, "Well, I got in and one of my students who lives closer to the college didn't make it. What's the matter with these people?" His mentor responded, "Well, not everybody's as stupid as you are. Why risk your life to come in to teach?" The new professor revealed that the conversation was something that he will never forget. He explained that on the surface it may appear to be a simple matter but that the experience had a profound impact upon him, that while one valued punctuality and attendance the other valued personal safety and security.

The same professor elaborated that he was impressed by the fact that his mentor behaved according to what he thought was important and what was right and justified, regardless of the opinions of others. He commented that when his mentor, their dean,

would leave the college early, other staff observed his early departure and reacted with contempt. This professor explained that he knew his mentor was working at home or that he had arrived early. What he learned from his mentor was that "flexibility at work is OK and that I value flexibility. Flexibility is VERY, VERY important to me and he reinforced in my mind that it was OK to work in that manner, that it was a safe environment in which to exercise that freedom."

A new professor described how her informal mentor helped her to "navigate around," exposing her to the politics of the department, by such acts as taking her to an advisory committee meeting. He explained to her that their role was to act as resources and that they did not have membership. He acquainted her with the norms of the process and reassured her that "unless you are spoken to, just listen and take it all in." In short, while formal mentors appear to deal with operational issues, informal mentors help new faculty to develop an understanding teaching roles, norms and values.

4.8.4. Role models

For the purposes of this research I adopted the definition of role model from Kemper (1968): a role model is a person who possesses skills and displays techniques that the new professor lacks (or thinks he lacks) and from whom, by observation and comparison with his own performance, the new professor can learn. During the interviews, the participants and I discussed the meaning of the terms "role model" and "mentor" and we agreed that the major features that distinguished the two is that role models are often observed from a distance and may not be aware that they are influencing the new professor; mentors interact actively with the new professor in an exchange of

some sort. Role modeling may occur briefly as a single event; mentoring usually involves a longer term relationship.

There appear to be three ways in which role modeling acts upon CAAT faculty: through an apprenticeship-of-observation, when the professor was a student in a prior learning experience, at high school, at university or perhaps at training sessions such as those offered in the professor's previous vocational field; through the observation of peer professors; and through the observation of presenters in the New Faculty Development program at the college. Because the latter two have been dealt with elsewhere in these findings, this segment will focus on the first.

The most commonly cited source of role modeling was the apprenticeship-of-observation. Faculty never mentioned their high school teachers as role models but often talked about their university professors. Most reported that in their undergraduate degree programs, while a few professors served as positive role models, most served as negative ones. This appears to be particularly true in the health sciences where teachers in a clinical setting were known to "scream at students and embarrass them publicly." One established professor related that such negative experiences had a tremendous impact on her at a formative period in her life and have influenced how she behaves toward her own students. She vowed that she would never treat students as she herself had been treated. She pointed out that, although there were a couple of professors who served as exemplary role models, it is the negative ones that she remembers the most. She concluded that even these experiences were valuable, if one survived the experience intact, because they allowed her to bring into the college a set of attitudes and values that she believes have

served her well in dealing with CAAT students.

Another established professor recalled some of his undergraduate experiences with professors, explaining that "most of them I have forgotten totally because they didn't give me anything, no positive impact. . ." With classes approaching 100-150 in size the interaction with professors with students was usually minimal. He claimed that the only thing that stands out in his mind is the professor's preparedness or their lack thereof. He recalled one professor who "had an impact on me and it was on what not to do. And he did it for a full semester. . ."

A new professor claimed that she developed a sensitivity to her own students after many years of being frustrated at wanting to ask questions of her university professors and feeling ignored. Often, she maintained, the answers she sought were simple, but "the professors seemed to withhold that simplicity from me." Those frustrations, she asserted, have influenced her behavior toward her own students. Both new and established professors revealed that negative role modeling was common and had an impact on their development as professors by demonstrating behaviors to be avoided.

For those with graduate school experience, role modeling was viewed in a much more positive light. Graduate school professors tended to employ a seminar format, encouraging interaction among themselves and their students. One established professor recalled that he remembered the names of his professors in graduate school: "I can remember what they gave me, because of the dynamics between us. I was interested in the content because they made it useful and relevant to me." He concluded that they were powerful role models. Another established professor maintained that, besides modeling

classroom instructional skills, the graduate school professors demonstrated how to treat students with respect, they interacted with them and made themselves available.

One new professor reported that his apprenticeship-of-observation continued long after he left university when he attended training sessions in the workplace. He found himself observing the presenters as much as listening to their messages. He described it as being akin to "watching the referee instead of the hockey game." He developed the habit of scrutinizing the skills of presenters, analyzing their practices, visualizing how he would perform if he were in the presenter's place. However, he admitted during the interview that he did not realize while he sat through training sessions that he was learning the craft of teaching: "at an unconscious level, I began to learn about teaching before I realized I was doing it."

Despite the alleged impact of role modeling on the socialization of new professors, it would appear that their influence is confined primarily to instructional skills and to attitudes toward students. There is no evidence that role models influence a new professor's understanding of the roles of a college professor, college norms or values.

4.8.5. Department meetings

Of all the socialization agents ranked by the participant pool, department meetings resulted in the greatest polarization in opinion. Participant who rated meetings negatively judged them to be "unimportant," "inefficient," "poorly organized," "very poorly chaired," "awful" and "dysfunctional." After exploration of their responses, those faculty with detractive leanings agreed that even the dysfunctional meetings had merit as a learning experience for new professors, as explained by one individual: "It's better to know the

devil than not." Those who rated meetings positively described them as "useful," "significant," "a good experience" and "good training." Despite their acknowledged shortcomings, department meetings were judged unanimously to be the single most important means for new faculty to advance their understanding of the politics of the organization, but primarily at the department level. Also considered to be important outcomes were operational matters: understanding departmental norms, fostering collegiality and connectedness to the department.

It appears that most new faculty come to understand the department's goals, its challenges and its resources mainly through attendance at department meetings. But what is more important, they come to understand the departmental pecking order, the power struggles and the dynamics within the department. It was at departmental meetings that faculty claim they first began to understand the players, their personalities, their personal agendas, as well as the nature of the cliques and the collective agendas. The majority of new faculty claimed that at meetings they learned more about dealing with their peers than by any other means. They learned which were best to be emulated and which were best to be avoided. One established professor proclaimed that, "Understanding the politics of the department is key to survival and to your sense of comfort within the organization." Meetings also represent perhaps the only time that faculty can see their academic managers in action, to gain an appreciation of their biases, interests, allegiances and their relationship with other members of the department.

Some faculty expressed that the department meeting gives individuals a sense of their place within the organization. At departmental meetings they often discovered that

they had substantially more freedom to interact and to have input into decision making than they had in previous organizations or than they had expected as a college professor. They believed that department meetings were an important mirror of the culture of the college.

Department meetings were also viewed by some faculty as an important means for guiding the new professor in operational matters - how to get things done. Academic managers agreed that they are a valuable experience in this respect. Most of the operational issues center on availability of resources, curriculum clarification, evaluation, interaction with other departments and student progress. But most important, meetings are viewed as important in gaining an understanding of the bureaucracy - strategizing around the table about the best way of getting things done.

Meetings were described as being the one time when every professor receives the same information about departmental issues. They are also an important instrument for the clarification of policies and norms. For example, many faculty pointed out that one learns about the history of prevailing norms, such as those around evaluation and student progress. One established professor cited the example of a norm around student evaluation, in which a grade of 59% is never left at that, but is elevated to the passing grade of 60%. She explained that at one time she had been adamant that 59% should stay 59% until it was explained to her at a department meeting that no-one could guarantee that the assessment instrument used was valid to within one percentage point. She related that she had wanted to challenge this practice and to defend her own values around "standards" but she admitted that "at least I understood the history of the stance that the

department had taken - what the norms were - and I became willing to accept them with more comfort. Those meetings were instrumental in accomplishing that." Importantly, meetings appear to help faculty to establish how far they may go in making decisions independently of peers. They were quick to point out that at department meetings "you learn very quickly where the line is." Establishing conventions around evaluation are particularly important issues in the creative and performing arts where evaluation is subjective.

Other perceived benefits to department meetings include fostering collegiality, giving new faculty a feeling of connectedness with the department - "an anchor in a sometimes unfriendly sea," as one individual put it. Faculty meetings are viewed by some as an opportunity to build bridges, to help new professors to overcome the isolation that comes with being a newcomer. Some faculty insisted that without department meetings they would remain hopelessly out of touch.

There is a prevailing opinion that new faculty must feel connected to their own department first before they may feel connected to the college. One individual asserted that

For most people, for the first five years or more, you do not have the courage to go out and get involved with larger college affairs until you have some sense of connectedness to your own area. Having done that, you get involved in college-wide activities and you begin to understand the workings of the college. And then all these other things begin to fall into place and make sense to you.

The contention that department meetings deal with local issues was shared by a number of academic managers, who also contended that the broadening out into college-wide issues

is an evolutionary process that begins with integration of the new professor at the department level.

4.8.6. Institutional rituals

All organizations have rituals that communicate the institution's culture to newcomers. In the CAAT studied, participants identified three rituals: 1) the President's Breakfast, 2) Convocation and 3) Awards Night. Participants extolled the President's Breakfast as the ritual that held the most value. In fact, there was unanimity on this view. This event is held during the first week of the new academic year, during the last week of August, before the return of students. It includes all faculty, academic managers and staff as well board members, advisory committee members and former employees of the college - about 2,000 people in all. It begins with the fanfare of a pipe band, which leads the head table guests to their place at the front of the auditorium. After a college-funded, sit-down breakfast come speeches by the president and dignitaries, a ceremony to honor those with 10- and 25-years of service and an awards ceremony honoring those who have been recognized for distinguished service. It concludes with jaunty numbers played by a brass band.

One of the most immediate outcomes of the President's Breakfast is the sudden awareness of the size of the organization. One academic manager explained that "New faculty are amazed at the numbers, the size of the college. They can't believe that there are that many people that work at a college. That gets them." Another had mixed feelings about the message received by new faculty: "It can be very overwhelming, and I think for a new professor, it may not be the symbol we want to give them. As if you are

one tiny little fish in this sea. On the one hand, that makes one very insignificant, but on the other hand, it does show the reality of this institution. This is its scope." A new professor who had never worked for a formal organization felt overwhelmed: "I think for me, right at the beginning of the job, it was a shock, the whole size of the operation. There's no doubt it makes you feel like you're a part of this big thing. It really accomplishes that."

Despite the initial shock that new faculty feel at the realization of the size of the college, they "think that [the President's Breakfast] is incredible . . . that there must be phenomenal morale at [this college] . . . that this is the place to be," according to one academic manager. Another noted that it is symbolic of the college's "esprit de corps. It is a festive occasion. You know, the pipe band, the music and the singing." A third academic manager stated that it symbolizes that, "There still is a sense of community . . . even though we are a large college, I think that strikes them and how much of a community we really are . . . there are no empty seats . . . you walk in and you see this sea of faces." Still another academic manager reported that faculty "think it kicks the year off, it sets the tone for what's to follow . . . I think it's one of the most important things that we do."

New faculty claimed to be as touched by the event as academic managers believe them to be. One new professor remarked: "The President's Breakfast gives you a good feeling about the college, just seeing how many people are in that room. That was eye opening. What a nice kickoff to the year . . . If it were ever eliminated, it would be a real loss for the college. It has a very cohesive effect." All other new professors concurred

with this opinion.

One established professor assessed the President's Breakfast as "a very folksy event. . . It's almost like being in a camp." As a ritual,

There is a sense that you're all a part of the corporate body that's people-centered. . . It's a celebration, a new beginning. I always think of September as New Year's. . . and the President's Breakfast is New Year's Day. There's this message that "You're rejuvenated. That's why you have that time off. . . and its time to come at it again. You're bringing your life into those classrooms for the students. . . and your going to have another exchange. It's like a pep rally.

One established professor agreed: "The Presidents Breakfast, of all the rituals, is an important one because of its timing and because of what happens. There is a sense of rah, rah, rah, let's go and get them . . . ' The message is very positive: This is a great place to work . . . collegiality." He asserted emphatically, "Where else will you get 2,000 people coming out year-after-year? For me that's the most important ritual. It's critical. It's so important to set the tone really early and it does that."

Associated with its role in fostering morale and collegiality, the President's Breakfast is viewed as a vehicle for granting long term service awards and for recognizing exceptional service. This component of the event is considered to have "phenomenal merit." All participants agreed that the college appeared to be doing "a good job of recognizing faculty, academic managers and support staff.

Besides communicating that the college values a people-centered, collegial environment that fosters a sense of community and an esprit de corps, the President's Breakfast was also heralded as being an important vehicle for communicating the college's mission and to deliver a "state of the union" address to the college community. One

academic manager testified that, "[new faculty] say it is important to at least see the president and to hear him say 'Here's what the next year is going to look like,' even if it is bleak." All academic managers agreed that the occasion has value in giving the president visibility, in hearing his reaffirmation of the college's mission and hearing his vision for the future.

An established professor revealed "I still have our mission statement [distributed at] last year's President's Breakfast. We need to be reminded of those things. Little tokens like that go a long way." The newest member of faculty, who had been hired only two weeks before the interview, reaffirmed the viewpoints of the other participants:

I enjoyed the thing immensely . . . I got many signals about the college's mission even though I had read the mission statement in preparation for the my interview, but it's nice to hear where the president thinks we are going. It's nice to have somebody up there who has some vision of where we are going because too many organizations lack that. Having been at the President's Breakfast, I felt that [the college] did have a sense of vision.

The President's Breakfast is also viewed as an important means of communicating directly with the college community. As one academic manager reminded me, ". . . part of the culture of any large organization is that there are going to be rumors and there are going to be messages that get sent out and distorted. [The President's Breakfast] is the one time that [faculty] can hear it from the horse's mouth although it isn't always a pleasant message." Another concurred: "Without the Breakfast there would be a loss. If nothing else, it dispels some of the gossip." A new professor agreed: "It kind of eliminates the hearsay and the rumor mill. I view the president's address as a yardstick that can be pulled out when the rumor mill becomes active." An established professor explained the

merits of the President's Breakfast in laying rumors to rest, and at the same time, fostering a sense of community:

The President's Breakfast is the only time of the year when we all hear the same thing, whether you like what you hear or not, it's a shared experience, and it's something that I can talk to other faculty or to the kitchen staff about. It's a shared experience and that brings us together.

There appear to be a number of messages sent to new faculty by the President's Breakfast: While the college is a large organization, it appears to be people-centered and attempts to develop an esprit de corps. It appears to recognize and reward its people; it appears to foster collegiality and a sense community among its members; and it has a mission that it communicates openly to its employees.

Besides the President's Breakfast, some participants commented favorably about both Convocation and Student Awards Night as rituals of merit. They are seen to be celebratory occasions where student successes are recognized. One established professor stated that, on both occasions, new faculty may

Get a kick out of seeing success and everyone who turns up is proud. Sometimes they are the only times when students tell you how really proud they are and that gives teachers a great feeling of satisfaction. It helps to deflect many of the negative things that accumulate throughout the year.

Unfortunately, as three academic managers pointed out, getting faculty to attend either occasion has been problematic.

4.8.7. Institutional symbols

The most commonly cited symbol of the college's values was the availability of student services, including the Counseling Office, the Office for Students with Disabilities, the Career Services Center, the Intercultural Center and the Learning Center. Although

academic managers did not comment on student services as a symbol, most new and established professors claimed that they send out a powerful message to new faculty. One new professor disclosed "the fact that we have a prominent counseling department communicates that we want to promote student success. . . ." Another interpreted their presence to symbolize that, "We are here for the students." A third elaborated:

I have known of a number of students who have gotten MAJOR benefits from Counseling . . . students who needed career counseling and were steered into other areas of the college. Major life decisions . . . The message that services like that send to new teachers is that, besides just the [teacher] and the student, there is this whole other thing going on here that's part of the organization, part of the team that is doing the job of developing students.

One established professor agreed that "these services communicate that we are a student-centered organization. A colleague poignantly supported this viewpoint:

Counseling is a very major presence. It has made itself felt throughout the college and I think students feel there is a real heart in the walls, more than bricks and concrete - that there's a heart here. It radiates a warmth. New faculty feel, "I like this place. I like the feel of it. Despite its ungainly infrastructure, its imposing exterior, it has an accommodating interior."

One new professor was impressed by the Learning Center, explaining, "it's beautiful . . . a gorgeous environment . . . It's bright, cheerful. It has a broad focus, including a Math Center, a Writing Center, an Accounting Center, a Test Center . . . To me it's like a big hand saying, 'We're here to help you.' I have found this past year that the center saved many students. Incredible." Another observed:

One of the first things I noticed when I came here was that we were educating people in wheelchairs, directing people to Counseling. When I was a student, I didn't feel that anybody really cared whether I lived or did not live. Having these services sends a clear message to new teachers about what a caring institution we are; how we value success.

Although formal services were often cited by both groups, some new faculty mentioned that the responsibility for student services appeared to be one that is shared across the institution. One observed that, in addition to services provided by the formal counseling departments, "Faculty are counselors, guides, coaches, nurturers, disciplinarians, even parents, at times."

Another symbol that appears to have an impact upon new teachers is the image of the college as an active place, where students are engaged in practical activities. One academic manager described typical college activities as "Not lectures, with somebody talking to a cast of thousands, [but students] making floral arrangements, putting a newspaper together, taking photographs, those kinds of things." She pointed out, however, that this is likely to be the case in some vocational areas more than others: "[It is] less a reality in areas like business than in others . . . such as technology programs and those in the health sciences." But on the whole, new faculty are likely to see the CAAT as a learning environment where students are actively doing practical things. One new teacher explained that

The hands-on experience communicates to new teachers that we value immediate utility . . . in my experience the university tended to focus so much on cognitive development; colleges focus much more on psychomotor and affective development, because they are what employers want and, by our nature, we have closer ties to the industries from which we came.

Others described the college environment as a bustling scene: "New faculty are amazed at how crowded the place is. And how crowded it is [with adults] in the evenings . . . The college is an active, vital place." One new professor concurred:

what blew me away when I started the job was the startup period - exhausting. I was auditioning people; placing them with teachers; teaching full time; and I had students in my face all the time. So it's overwhelming and you just run on adrenaline. Then things kind of settle down and becomes it's reasonably calm . . . as calm as this sort of thing gets.

Still another symbol that was often cited was the relationships that appear to exist between the college's employees at all levels and between its employees and students. Most participants suggested that the observed relationships probably say something about the college's values. Participants identified some of these symbolized values as: openness, collegiality, community, inclusiveness, caring and informality.

Many new faculty commented that the openness that they perceived was symbolized by the open-door policy that invites colleagues and students. One new professor mentioned that he had been unaccustomed to an environment that was "uncloistered, with free access by students." Another noticed that the environment was "open, students were really welcome . . . teachers were open and willing to see students whenever they were available." An established professor commented that, in his view, the openness was "not just lip-service. I think there is a welcoming attitude . . . the sense that anyone can come in and talk to anyone in the administration [right up to the president] and it's welcomed. I think that indicates some openness on the part of the college." An academic manager expressed agreement:

It's amazing for people who have been in a hierarchical business structure to be stopped in the hallway by a vice-president and casually talk to him and they don't have to go through me. He actually approaches them and talks to them. You don't see that in a lot of other places. And the administration is physically integrated into the rest of the college, not segregated as a separate building. That also sends a message about how faculty and administration relate to one another.

There does, however, appear to be a contradiction in this opinion since academic managers described a "we-versus-they" relationship that exists.

Some believe that facilities such as the Staff Lounge communicate a sense of collegiality to new faculty. One academic manager observed that it communicates: "the whole idea of collegiality with faculty, academic managers, everybody sitting around together eating lunch. A lot of our faculty do that. They get together and socialize. And that is different for many of new faculty who had been accustomed to eating at their desks." A new professor put forward other ways that a sense of "community is being promoted - faculty from different schools coming together for the President's Breakfast, for Showcase, or for year-end celebrations. There is this sense of the college environment being inclusive rather than exclusive, while my previous experience was one of insularity." Another new professor revealed that "it shocked me when the class would go out after school for a drink with their professors. That would have been unheard of when I attended university. It was not part of the culture. Here, you are made to feel a part of things."

The attitudes of new faculty towards the college's informal nature are as varied as the backgrounds of the faculty themselves. One, who had always worked as a freelance artist, having never worked in a formal organization, commented: "for me, being in any institution is a rather funny thing . . . being in institutional life is foreign." Another described the college as "a really nice environment, with the informality. However, I am so used to the formal atmosphere that it is weird for me to be in an institution that is so casual and forgiving." Still another observed that "[In any organization, dress] helps to

define the pecking order. [Here] dress is very casual and that impacts upon new teachers.

It also impacts upon where the students see themselves vis-a-vis the faculty."

Lastly, a number of participants commented on the symbology of the college's architecture and facilities as communicating messages to new faculty. One established professor pointed out that the facilities "send a message of whether you care or not about where your teachers are teaching and where your students are learning." One academic manager pointed out that the building consists of five architectural styles; that many of the 14 wings comprising the campus are connected by a warren of tunnels; that, although the new front entrance was located in the library, making it "central to the college's operation, its interior remains unfinished so that the noise of traffic flow through the front doors makes the library an unsuitable place for quiet, uninterrupted study." The message, he suggested, is "that there is dissonance, really strong dissonance." An established professor concurred that "the layout of the buildings is so difficult that it's hard to say where its heart and focus are. . . ." Another mentioned that there are clear indications that the facilities are poorly maintained:

I feel very strongly about that. I feel that the college is falling apart and I think that can send a bad message . . . When I bring a visitor through a dirty college . . . it sends a powerful message about what we value and how we operate. I think it's appalling. People can't help but get mixed messages.

Still another was critical of the lack of integration of faculty offices. "Everyone is all over the place so the message from my school is that the professors are not a cohesive body." She contrasts this message with another powerful message sent out to new professors during their entry:

You have that team-building, integrating experience at Orientation where new faculty are brought together in a residential experience for a week, but that's the only time that you see yourself as a member of a faculty group. After that, you will be lucky if you have a desk . . . The academic managers who assign faculty to desks are clearly more interested in addressing their most basic of physical needs - the need for space - but sadly neglect their psychological needs, needs for support, needs for peer acceptance and collegiality.

She concluded that she longed for the days when all faculty in her department "were in an office where you could get that reaffirmation of your practices, which all came through the informal network."

4.8.8. Academic managers

The role of academic managers in the development of teaching skills in new faculty has traditionally involved paying classroom visits to evaluate the new professor's teaching performance, discussing their findings with the evaluated professor, establishing a plan for development and allocating resources for professional development activities.

Of the new faculty interviewed only two reported that academic managers had paid classroom visits. Both claimed that they were given positive accounts of their performance, but were offered no constructive criticism, a shortcoming that they feel deprived them of a direction for further development; on the other hand, they found the positive feedback to be reassuring and confidence building. One new professor complained that his class visit constituted a cursory five minute experience – "a mere token" – during which his academic manager "ticked off the boxes and then did nothing with the information." The rest reported that class visits were not done at all. Either way, new faculty believe that they are being deprived of the developmental benefits that

could come from an effective class visit and a well organized, thoughtful evaluation.

Some new faculty related that they interpreted the behavior of their academic managers to be inconsistent with what they have been told about the merits of frequent student evaluation and prompt feedback, and therefore constituted poor role modeling.

One established professor reported that his dean paid class visits during his second year of teaching, providing feedback that he thought was helpful to his development. Another claimed that her academic manager's assessments of her performance were "really, really very valuable." However, most established faculty contend that academic managers, even when they conducted class visits, had little or no effect on the development of their teaching skills. Complaints commonly focused on the feedback as being very anecdotal and descriptive, where observations were made but there were no recommendations and there was no follow-up evaluation to determine if improvements had resulted. They generally observed that there was no useful outcome to the experience.

Other established professors, explained that they believed that class visits were performed for the sake of fulfilling a duty but with no developmental benefits in mind.

One professor cited a case in point. He had taught one year on a sessional basis and had not been evaluated once during that period. He reported that the vacuum in information about his performance "astounded" him. When he was hired full time he had not had a class visit from his academic manager during the two year probationary period - until the very last week of his last year, at the end of the academic year when he had finished teaching the prescribed course content. He had planned an informal closure to his course,

a social event including pizza, soft drinks and a couple of special films that he had ordered in for the occasion. After announcing his plans to his students, the new professor's academic manager informed him that he had to be evaluated. When the new professor informed his academic manager of his plans for the last class, the academic manager advised him to alter his plans. The professor complied, announced the change of plans to his class, prepared a lesson and taught to a listless, disappointed and angry group. The academic managers later explained that, "This had to be done because of the paperwork." This professor explained that he was confused by the mixed messages: one the one hand the new professor inferred that "evaluation wasn't important," and on the other hand he thought "the administration must have tremendous faith that I am doing a good job."

Other established professors reported that there was not a strong administrative presence. Most saw the role of the academic managers as being more managerial, handling logistical matters more than developmental ones. Descriptors commonly cited were "managing," "policy setting," "budgeting," "staffing," "dealing with student appeals," "putting out fires" and "invisible." Faculty revealed that, in their opinion, academic managers are too busy with managerial duties to be involved in their development.

Academic managers were asked what impact they believe that they have on the development of teaching skills. One proclaimed "I feel very strongly [about my role in developing teaching skills.] I think it is the academic manager's responsibility. Frankly, I think we should be held more accountable for it." The responses were generally less bold and affirmative. Another stated "I'll bet it doesn't rate very high. And unfortunately, I fear that across the college, even minimally, I'm not sure [faculty evaluation] is getting done. I

don't even know whether that small amount [class visits] happens. Which means I would guess [the role of academic managers] would be ranked even lower." Another admits: "I don't think its a priority, because most of us believe that we don't have the resources - the time - to do it." A third struggled with the response before candidly responding:

What do I do for the development of new faculty? Gee I don't know . . . I'd have to think about that. I think under the old system there was probably very little, but [now] there is probably more because there is closer interaction. I couldn't really put my finger on it. In my area, I know most of the people really well. I talk to them . . . ask 'How's it going?' 'Any problems,' and try to talk to them to see if they have any problems. Other than that, probably very little.

In the opinion of faculty, the roles that academic managers do play in professional development are two fold. First, they provide encouragement to attend conferences and seminars and, where possible, provide resources to make attendance possible. In the minds of most faculty, this role is becoming increasingly difficult for academic managers to fulfill. As budgets become more strained, faculty are increasingly reluctant to request resources for developmental activities. They explained that they are aware of the prevailing budgetary constraints and assume that monetary shortfalls are likely to preclude their efforts. An academic manager agreed, "I think academic managers are critical in resource allocation." On the other hand, he admitted that, "There is a general commitment, but if you ask most academic managers, they'll say we don't have the resources."

Second, they encourage faculty to create a professional development plan. An academic manager reported, "I think it is my responsibility as an academic manager and the faculty's responsibility as the individual that is affected by the professional

development plan to have an agreement about the direction they want to go." Although he admits "I haven't been able to do it in the last two years. . ."

One academic manager summed up the impact that academic managers believe they have in developing teaching skills: "if I asked them how significant [our role] is, I'll bet . . . it would be minimally significant." Many faculty expressed a great deal of cynicism about the open expression of a commitment to quality teaching without demonstrable involvement of academic managers in developing teaching skills. One professor expressed it most openly: "Some have concern for the quality in the classroom, but I'm left with the impression that overall there's a lot of lip service . . . if they are concerned with quality, the support for that quality is not there." Faculty generally expressed a belief that the onus must lie with the academic managers to direct the development of teaching skills, but that they must also be given the time and the resources to perform the duties necessary and at present they are much too occupied with operational matters associated with running academic programs.

Although academic managers are considered to play an insignificant role in the development of teaching skills of new faculty, they are credited with helping new faculty to expand their understanding beyond that of their own department, giving them a college-wide perspective on issues and helping them to develop a sense of identity with the college at large. They contribute to new faculty's understanding of the college's bureaucracy, its politics and its norms. Many faculty lauded their academic managers, for providing a wealth of information about college life outside the classroom.

4.8.9. Reflective practice

Another commonly cited source of the development of practices, attitudes and values comes when new faculty reflect on their practices and on the manner in which their students interact with them. An established professor expressed what many had to say about reflective practice:

I am constantly reflecting on what takes place in my classroom, minute-by-minute. I examine how my students are receiving what I am delivering, on how they are receiving me. I modify the classroom activities constantly on the basis of nonverbal feedback from my class. When I leave the classroom I consistently perform a post-mortem on each session and make plans for change. As much as I am transforming them, they are transforming me.

When asked whether they believed that the routine of reflective practice was developed after their arrival at the college or whether they brought it with them, a Professional Development consultant responded that some aspects of the New Faculty Development program do develop reflection. Established faculty seemed firm in their conviction that it had been learned elsewhere: for some it has been in evolution from childhood; others believe they learned it during their socialization to previous occupations; and another attributed it to cultural influences.

A Professional Development Consultant claimed that reflective practice is developed in the Issues Sessions, when faculty bring forward issues and experiences. The group spends time dissecting the behaviors or issues described and comparing them to known best teaching practices. Another opportunity comes in the micro-teaching sessions held during Orientation Week when new faculty reflect upon, analyze and evaluate their own practices, sharing their perceptions with others and inviting others to offer opinions.

Most established faculty are not as convinced of the power of the formal experiences in developing reflective practices. One individual claimed that she has always been a reflective observer, even as a child. She contended that it had to do with her position in a large family. She believed that she had "little opportunity to talk. You just kept quiet and you learned the ropes by watching the older siblings and by listening and observing." Another claimed to have kept a personal journal since his teens: "I've always been a reflective person since I was about 18 or maybe younger. I have a whole scrap book of days. I've always been reflective perhaps to a fault . . . that's always been a part of my life. . . ." A third attributed his ability to observe and reflect to cultural influences. He explained that, coming from an ethnic background, as a child he had to "be quiet in the presence of my elders and in the presence of company. You end up spending a great deal of your life listening and observing."

Another claimed that he developed skills of reflective practice in his previous career where he had to be a diagnostician. He had to be able to look for problems and then reflect on why those problems existed. Out of that came research, the search for answers, the inquiry into causality. Another established professor insisted that her experiences as a health practitioner required her to be observant and reflective, explaining that these skills are an integral part of the training of the health professionals. "One is trained to observe people, their body language in particular, and to reflect on the possible causes of what is observed." It would appear that the ability to observe and reflect on one's practice has more to do with the pre-college experience than what is developed after the new professor is hired. Moreover, while formal experiences may provide

opportunities to promote reflection-on-action, they do not appear to develop the skill of reflection-in-action. One individual suggested that rather than attempting to develop reflective skills, one might be better to recruit and select new faculty who already possess those skills.

4.8.10. Other Sources of Development of Attitudes and Values

Many established faculty explained that the real turning point in the evolution of their identities as professors came after they had begun to "let go" of their obsession with content, and adopted a developmental view of their role. They often discussed their transformation from being largely disseminators of information, to student-centered, nurturing and supportive individuals, with a commitment to the affective development of their students. They frequently mentioned the value of adopting a holistic attitude toward students, gaining an understanding of students' lives outside the classroom.

Much discussion centered around how this transformation took place and although one Professional Development Consultant claimed that the New Faculty Development Program attempts to develop new faculty in this way, most established faculty insisted that they brought these attitudes and values with them into college. They identified three main ways that they developed them: some contended that it was through their own academic struggles as students; others believed that they were inculcated in previous careers; still others maintained that they were developed through consistent reflection on their practice, both prior to and following their entry into the college.

Many established faculty revealed that they had not been strong students at university, had known failure, and the disappointment and embarrassment that come with

academic under-achievement. One described herself as a "struggler," another a "plod-along type." All of those who revealed a rather mediocre academic record asserted that they are better teachers for these experiences. They explained that if they had been "straight A" students, they would probably not have been able to understand the meaning of struggle to the same degree. One elaborated that experiencing "the struggle" is helpful if CAAT faculty are going to deal effectively with students of various ability levels, especially those who are under-prepared: "One has to be able to see their situation, to put oneself in their shoes. I can do that because I have failed a university course, and, you know, I was devastated and I was embarrassed and I never talked about it for years. . . ." Having experienced the struggle, he believes that his own failure was important to his understanding of his own students, the embarrassment that they feel, the disappointment and depression, the unfulfilled expectations of family or peers. He believes that the experience of failure is important to the development of good CAAT teachers: "I think if one never experienced failure, then one could not fully understand students who fail, and so many college level students do fail."

Another agreed that it is easy to ignore that students have lives and personal circumstances that influence their academic performance, but that their personal lives cannot be separated from academics. Having experienced the struggle, he explained that the reasons for his own failure were also personal, affecting his motivation. As a result he claims to remain more open-minded about the causes of failure in his own students. After experiencing failure himself, instead of merely attributing failure in his own students to intellectual deficiencies, he acknowledges that "they are human and humans are complex,

so I explore other areas of their lives. My own failures have made me a more humanistic teacher with a much broader perspective on my students." A number of academic managers agreed with the power of the struggle. When asked the importance of academic excellence as a requirement for hiring new faculty, all but one responded, "It is not." In fact, most reveal that they prefer to hire candidates with bachelor's degrees at most, usually avoiding candidates with doctorates because, generally, they are "content absorbed" and unable to relate to the college level student.

Another established professor insisted that she transferred these attitudes and values from her previous career, a practice that appears to be particularly common among those who come from the helping professions. She explained that as a student in a health discipline she gained significant clinical experience in which she had to adopt and demonstrate some of the attitudes and values important to the profession, including patient-centeredness and caring, supportive, nurturing attitudes. She believes that she was imbued with those values, unconsciously through role modeling by the health educators who had trained her. When she arrived at the college as a novice professor, she was surprised and comforted to witness her peers manifesting many of those values, reinforcing that they were acceptable in the college also. She concluded that although she brought them with her, she needed validation that they were acceptable in the environment of the college and her peers gave her that kind of validation.

CHAPTER 5

CONCLUSIONS

From the findings of this study, I have drawn a number of conclusions, some related to the anticipatory stage, others related to the entry and induction stage. The conclusions about the latter stage I have divided into the formal and informal influences on career socialization of CAAT faculty. Finally, I have related Van Maanen's (1978) strategies for career socialization to those used by the CAAT studied.

5.1 Anticipatory Stage of Career Socialization

Out of the findings of this study there arose a number of attractors and facilitators that appear to have influenced the decision of individuals to leave their previous careers and to enter a career as CAAT professors. Despite these apparent influences, newcomers seem to have a poor understanding of the professional life of a CAAT professor. In large measure their poor understanding stems from weaknesses in the process variables that Van Maanen (1978) associated with the anticipatory stage of career socialization.

5.1.1. Attractors

There is widespread agreement among all participant groups that the most significant attractor to new faculty is the perceived lifestyle of the CAAT professor. In contrast to the stressors of the previous occupation, the long work days, and the competitive work environment of private sector employment, the life of a CAAT professor

appears to consist of flexible work days, extended vacations, abundant holidays and freedom to have some control over one's working life. These perceptions, that teachers lead easy lives in comfortable working conditions with a substantial amount of free time, appear to be commonly held by lay persons in general. They are reinforced by the experiences that new faculty have as students, whether viewing their teachers in high school, or their professors at a university or at a CAAT. Unlike the prospective K-12 teacher or the university professor, faculty aspirants into the CAAT do not have the benefit of an anticipatory stage of career socialization where they work alongside experienced educators. Their first glimpse of the realities of CAAT teaching comes after they have assumed the full burden of teaching themselves.

Second, to some extent, new CAAT faculty base the attractiveness of college teaching on the success of their previous teaching experiences. Some of these were formal, perhaps as part time instructors at a CAAT; most were informal, in the community, and often many years before the new professor's entry into the CAAT. In these experiences, faculty may have developed some skill at instruction; however, they have had little preparation for the rigors of CAAT teaching. They may not have experienced the long hours of drudgery involved with months of class preparation; the challenges of classroom management; the turmoil and confusion associated with the evaluation of students; the internal strife that attends making decisions about student progress; or the burden of responsibility that comes with influencing the direction of the career path of others. Even those who taught part time at a CAAT had worked in a milieu that rendered them relatively immune from the more pedestrian aspects of the college's culture, such as union

matters, bureaucracy and college politics. Their limited involvement in college affairs left them with little insight into the college's norms and values or the roles of the full-time CAAT professor. Aside from developing instructional skills, then, prior teaching experiences appear to promote little further development as a college professor.

Most CAAT professors appear to be attracted to the college, as opposed to other areas of education, because of the ease of entry; their previous experiences and expertise in their vocation are their major selling points. They are not required to undertake a major upgrading initiative requiring a long-term return to school, relegating them to the novice level in a new and unfamiliar field. Rather, the CAAT teaching role would build upon their strengths – the experience, skills and wisdom of many years in the real world – extending their talents into a new context. In addition, most new CAAT faculty are mid-to late-career employees in the peak of their careers and with established lifestyles. The ease of entry permits direct entry into the field of college teaching, allowing them to draw a salary immediately in order to maintain their existing standard of living.

Many faculty are attracted to the financial security that CAAT teaching appears to offer. Many occupations for which CAATs prepare students involve contract work or short term "gigs" that take their toll after many years. Not only does teaching provide a steady income, but it allows the professor to maintain ties with the previous occupation, and to choose to remain engaged in those professional activities that are most personally rewarding to the individual, relinquishing those that are more mundane.

Some faculty are excited about the prospect of returning to a learning environment, where they are surrounded by peers with similar interests, who share a

passion for their subject and a love of learning. These individuals sometimes see teaching as a lifelong ambition, that for one reason or another, had been left unrealized. The CAAT gives them an opportunity to immerse themselves once more into a teaching and learning environment.

More than any other level of education, the CAAT allows faculty to move into a new and exciting phase of their professional lives, allowing them to exploit rather than abandon the investments that they had made in their previous career. On the contrary, their previous investments were seen as their greatest strength. Many claim to love the previous profession and are thankful for the opportunity to move into the field of education without having to abandon their previous occupation completely. Thus, they could become dual-career teachers, not second-career ones. Because of the close articulation with their previous careers, they could return to them if necessary.

The practical nature of the CAAT is attractive to most faculty because it allows them to apply the skills that they have acquired through many years in the work force. Although they may be the "new kids on the block" as educators, at least it is a somewhat familiar block. A powerful source of strength for new faculty is the depth and currency of their vocational expertise and this gives them confidence in the midst of a major career change.

Some faculty are attracted to the profession because they view it as an occupation of moral worth, wishing to give back to their own professions or to improve the lot of those who follow in their footsteps. The sense of identity with their vocations is so strong that they feel a responsibility to see it continue to benefit from their years of experience,

even after their formal departure. As an attractor, however, this appears to be rare.

5.1.2. Facilitators

The most powerful facilitator to entry into the world of a CAAT lies in the nature of its recruitment and selection practices. The traditional means of recruiting new employees (advertisements, postings, head hunters) tend to be ineffective or prohibitively expensive in recruiting CAAT faculty. The most common and most successful means of recruitment appears to be direct communication with those in the vocational areas, personal contacts and word-of-mouth. In recruiting new faculty there appears to be a very heavy emphasis on vocational expertise, a long history of work experience and reputation in the field. Less emphasis is placed on teaching abilities, philosophy of teaching, understanding of the world of the CAATs or soft skills related to teaching. The belief is that these can be developed later by the New Faculty Development program or through interaction with other variables of the organizational culture.

During the selection process a small number of academic managers use behavior-anchored selection procedures as a useful strategy for identifying desired qualities or skills in prospective new faculty. This procedure is predicated on the belief that past behaviors are good predictors of future behaviors, even in a different context. Those managers who use this strategy appear to understand the process and its usefulness very well; most appear not to. Only one manager expressed that a history of professional development is desirable in new faculty as a predictor that they will continue their development after hiring.

5.1.3. Understanding of the CAAT

Upon entry into a CAAT, most faculty appear to have little or no knowledge of what it means to be a college professor. Although some departments appear to do a good job of enumerating the roles of CAAT professors in recruitment documents, other departments do so more poorly. Moreover, the effectiveness of identifying faculty roles is dependent upon how much the newcomer understands about those roles. For example, listing advisement as a role would probably mean little to those with no training or experience at advising students.

At best, newcomers may claim to have an intuitive understanding that CAATs are more practical in nature than the universities. Other than this vague perception, they appear to understand little about the culture of CAATs. They also appear to have little understanding of the various roles of CAAT professors, their attitudes, values and beliefs. Naturally, their lack of understanding comes from their inexperience with a CAAT, because their own preparation likely took place at a university, an apprenticeship training program or through other informal experiences. Consequently, they tended to compare the CAAT professors to those educators they had observed in other learning environments.

5.1.4. Socialization process variables during the anticipatory stage

According to Corcoran and Clark's (1986) model of career socialization, the entry of a newcomer into a new career is preceded by a period of anticipatory socialization in which the newcomer undertakes preparatory learning, makes choices about the future and gradually assumes the values of the new occupation. The newcomers then test the

congruence of their understanding of the career with the realities that they experience. In the CAAT, however, the latter process is delayed until after entry into the college.

Opportunities for preparatory learning about a career as a CAAT professor are limited and rare. Most new faculty claim that they knew very little about the nature of teaching in a CAAT before they were hired. New faculty do not have an opportunity to observe CAAT professors in action in the classroom as K-12 trainees do during their teaching practicum. However, many do undergo a limited apprenticeship-of-observation of sorts, as participants in professional development activities in business and industry. Although these experiences are usually not obtained in a CAAT, they do involve adult learning experiences and may be useful to potentially new CAAT faculty. However, this apprenticeship-of-observation focuses on instructional skills and in no way facilitates the understanding of CAAT faculty attitudes, values or roles.

Those who had been employed on a part time basis at a CAAT appear to have little more understanding of the college's culture than those without that experience, because their focus tends to be limited to praxis, with institutional involvement being very limited. Academic managers appear to be reluctant to make attempts to socialize non-full-time faculty into the culture of the college because they fear that faculty aspirants will interpret their efforts to be a commitment to long term employment.

The extent to which the recruitment process educates candidates about CAAT teaching appears to vary widely by department. Some restrict information to descriptions of desired qualifications, experience and reputation in the vocation or to the titles of courses that the new professor would teach. Others clearly identify the roles that the new

professor would assume, but in a manner that would mean little to those unfamiliar with educational jargon.

The absence of preparatory learning about the CAAT limits the ability of prospective new professors to make informed choices about their change to a new career. In other levels of education, choice-making is usually a thoughtful and well-planned process with preparation for entry taking a number of years. Choice of a career as a CAAT professor is usually one that comes after variable periods of occupational drift or abruptly by chance. Many describe their choice as having been profoundly influenced by their involvement in college activities like part time teaching, providing field experience in practicums, serving on advisory committees or through contact with peer professionals who are dual-career teachers and still have one foot in the industry. Clearly, CAAT faculty claim that they never had a lifelong ambition to be a professor. Many describe their entry into the CAAT as serendipitous and when a teaching offer came their way, many new CAAT faculty admit to being caught off guard.

The suddenness of their entry often deprives the new professor of the opportunity to assume the values of the new occupation. Most new faculty gained entry into their previous careers by way of other than CAAT experiences, such as the university experience or through apprenticeship training. In the universities, the graduate student who aspires to a career as a professor, goes through a process of value-assuming before entry into the world of the professorate. The absence of prior training in the CAATs deprives new faculty of value-assuming experiences; moreover, the prior career appears to develop such a strong sense of identification in practitioners that divestiture is often

difficult when they leave the career for a CAAT position. They take for granted that the values that they had assumed at other institutions (e.g., academic rigor experienced as a university student or freedom from institutional controls as experienced by musicians) are transferable to the CAAT. To compensate for the paucity of their anticipatory socialization as CAAT professors, newcomers into the CAAT seem to rely upon these imported values, their vocational expertise and currency as a source of strength and confidence. Sometimes these imported values are congruent with those found in the college; sometimes they are at odds. In the first year in particular, there is a period of testing to determine whether values learned elsewhere are transferable into the CAAT.

5.2. The Entry and Induction Stage

Whereas in the K-12 and university systems, reality congruence testing is done during the anticipatory stage (e.g., in graduate school), in the CAAT it does not appear to take place until after hiring, during the entry and induction stage. Although the understanding of new professors is poorly developed, often they are unconscious of their level of unawareness. From the moment of their immersion into the college culture, they begin a process of testing their own understandings, whatever they may be, with the realities that they experience.

5.2.1. Reality congruence testing

There are a number of surprises, especially those concerning: faculty workload; organizational characteristics; the degree of collegiality; difficulties with curricular matters; the nature of the CAAT student; the variety of roles of faculty; and job insecurity.

Generally, newcomers tend to have a limited understanding of the workload of

CAAT professors. In their previous academic experiences the apprenticeship-of-observation limited their understanding to classroom instructional responsibilities resulting in preconceived expectations of their own new roles. These expectations seem to filter out attempts of recruiters to educate new faculty about the other elements of workload beyond classroom instruction. Consequently, when academic managers point out the comprehensive nature of the workload formula during the hiring process, new faculty tend to see a lighter workload, one consisting mainly of classroom instruction, because that is what they expect to see. By the end of the first year, there is evidence of a cynical jadedness as they reflect on the full weight of the workload that their first year placed upon them. Often they feel disappointed and sometimes even slightly betrayed.

Faculty are very surprised at the complexity of the college, its bureaucracy and its politics. This is particularly true of those who had been self-employed or who came from small institutions. They sometimes express that they are overwhelmed by the size of the institution and formal attempts to educate them about this complexity appear to be premature, causing further bewilderment at a time when they prefer to maintain a local perspective on their new environment. Those who came from private sector organizations express surprise and frustration at the size and perceived inefficiency of the bureaucracy.

Although all new faculty expected some organizational politics at the college level, few expected that they would be so pervasive at the department level or that they would be so strongly and directly influenced by them. They attribute the departmental power struggles to senior colleagues who have gotten stale, have gotten out of touch with the realities of the vocation and who are threatened by the prospects of change.

At the college level, academic managers refer to the unionized environment where they perceive that an adversarial "we-versus-they" attitude prevails between themselves and faculty. Paradoxically, faculty do not mention this antagonistic relationship. However, new faculty did comment on the existence of the unionized environment as a source of insecurity, disappointment and even anger. Evidently, these feelings result from two factors: a sense of helplessness that comes from the protection afforded to established faculty based on seniority without regard to merit; and the fiscal difficulties faced by the CAAT system placing the jobs of junior faculty in jeopardy.

The informal culture of the college is viewed by most new professors as an advantage, but as a disadvantage by some. The casual environment, the freedom and the flexibility of the lifestyle serve as something of a refuge for most, especially those who fled the highly charged world of the private sector. Some miss the order and organization of their former work place.

The degree of collegiality experienced by new faculty varies with the department and often reflects the nature of working relationships found in the vocations. Academic managers observed that in some departments new faculty experience a high degree of collegiality; in others they feel very much alone. Nevertheless, most new faculty claim to be satisfied with the degree of collegiality that they experienced. Those new faculty from vocations where practitioners work alone seem to expect less collegiality from their peers than those from occupations where practitioners work in teams. Thus, the collegial culture that one finds within the department is strongly influenced by that of the workplace, and tends to remain that way despite the efforts of formal training programs to

bring individuals together across department lines.

Difficulties with curriculum matters appear to be universal among new professors. For the most part, faculty and academic managers believe that curriculum documents are well developed and systematic and that course content is surprisingly more broad and complex than they had expected. Some faculty were surprised at the involvement that was expected of newcomers in the development of curricula. Still others were dismayed at the absence of formal curriculum documents and the burden imposed upon them to develop curricula, although they had not yet developed the skills to do so. Where formal curricula did exist, new faculty had difficulty with such matters as interpreting the level of learning objectives, the pacing of lectures, the validity of evaluation instruments, the subjective nature of some forms of evaluation or the ambiguity of policies regarding student promotion.

The nature of the CAAT student comes as a surprise to most new faculty. They mentioned their ethnic diversity; wide range of abilities; under-preparedness; inability to work independently; and poor motivation, especially in general education courses. Equally surprising is the manner in which faculty attempt to accommodate for the challenges that they face. Most new professors claimed to be very surprised at the degree of involvement of professors with their students. They appeared to be nurturing, motivating and making efforts to understand the students in the context of their personal lives as well as their lives as students.

The variety of roles that a new professor must assume is unanticipated by new faculty. They appear to have little difficulty in developing the classroom instructional

skills, especially those associated with traditional classroom instruction. In fact, most of their attention and most of their energies in the first year are devoted to the development of these skills. They are, however, unprepared for the introduction of new instructional technologies, such as electronic projection systems, liquid crystal display units and computers. They also have difficulty with other roles of the CAAT professor; namely, the role of policeman in maintaining discipline and the role of counselor in helping the students to deal with personal issues that may impact indirectly upon their academic performance.

Lastly, new professors appear to be surprised about the lack of job security. This is due largely to the timing of their hiring, when government funding to the CAATs, as to all publicly funded institutions, is being slashed. Their feelings of insecurity are heightened by the unionized environment of the CAATs, where the least senior faculty are rendered the most vulnerable.

5.3. Formal Influences On Career Socialization

The formal influences on career socialization were ranked from those with the strongest to those with the weakest impact upon newcomers. Ranked in order, these influences are: the Adult Education Component, Orientation Week, the Formal Mentoring program and the Major Educational Project.

5.3.1. Adult Education Component

The Adult Education Component consists of the Issues Sessions, the fall semester seminars and the winter semester seminars. The Issues Sessions are highly regarded by new faculty because they are encouraged to identify and to engage actively in discussions of issues inside and outside the classroom. They are perceived to be **the** most important

part of the entire NFD program. They foster the realization in new faculty that they are not alone with their concerns, that many problems are common to all, irrespective of their program and that they can solve shared problems. They find these sessions to be "reaffirming," "reassuring" and "comforting." Faculty believe that they provide another significant benefit: they provide the new professor with the security to be able to seek counsel from someone external to their own department, instead of exposing their ignorances and vulnerabilities to their peers and academic managers.

Although the NFD program description claims that the seminars are devoted to the development of instructional skills, a Professional Development Consultant holds a different opinion – that they are designed to raise **awareness** of vocabulary, of educational issues and of practices, not to develop competency. New faculty maintain that the fall semester seminars do help them to obtain a grasp of educational language, an understanding of curriculum and a better understanding of students but they feel that they do little to develop competence as classroom instructors. In particular, they are critical of the brevity of the Adult Education component and the lack of time to practice instructional skills. There is a difference in opinion between academic managers and new faculty about, not the importance, but the effectiveness of the fall semester seminars. Managers believe that new faculty are developing skills; new faculty maintain that, while there is much discussion about skills, there is little opportunity to develop competency. This situation is in stark contrast to what is perceived to be a pervasive symbol of the college's values - students who are actively learning, developing competence and skills that are of utility. What appears to take place among students does not appear to take place among new

faculty. These contradictory messages appear to be creating dissonance with increasing levels of dissatisfaction among new faculty as the first year progresses. New faculty perceive that the college does not appear to be "walking the talk."

Another perceived deficiency of the fall semester seminars is their generic nature. Although they attempt to train new professors in a general way, they do little to prepare them to teach in their own subject area - they may help a mathematics teacher to teach, but not to teach mathematics. Furthermore, while faculty learn about the importance and the difficulties of evaluating students as a developmental process, faculty are critical that they themselves are not being evaluated with their own developmental goals in mind.

Most academic managers believed that new faculty need and value the winter sessions dealing with "who's who" in the college, logistical matters and governance. New faculty disagree. There was an ardently expressed dislike for these sessions as being irrelevant, time consuming, untimely and unnecessary overkill. At a time when new professors are struggling to survive in the classroom, they feel that their needs to develop competency as classroom instructors are being supplanted by somebody else's interests and priorities. Although they interpret the college culture as being one that allows new faculty to have the freedom to influence the curriculum offered to students, in the NFD program they experience a prescribed program, with little input into their own learning. The only alternative they have to attending an irrelevant session is not to attend. So, while they are free to avoid, they do not feel free to influence the offering of sessions that they believe to be more relevant to their needs. Again, they believe that they are exposed to mixed messages about the college's values.

One faculty group, however, might benefit from the winter semester sessions.

Those who were hired as program coordinators appear to benefit from understanding the key players with whom they must interact, the college's bureaucracy and politics.

Although faculty generally interact with few individuals outside their own department, coordinators have more college-wide involvement. Hence the winter semester seminars would probably prove to be more relevant and beneficial to them.

Lastly, the winter semester seminars are considered to suffer from poor role modeling. Most presenters are guest speakers, many of whom have poorly developed presentation skills. New faculty contend that they had expected to see teaching excellence in the NFD program. What they witness is in contrast to the college's stated contention that it values excellence in teaching. The perceived irrelevance of the content coupled with the poor presentation skills of the speakers create a mood of progressive dissatisfaction among new faculty.

5.3.2. Orientation Week

The goals of Orientation Week appear to be ambiguous. The claim that it is designed to "hone presentation skills" is refuted by those who administer the program and by those who attended as participants. It is intuitively obvious that two fifteen minute microteaching sessions are clearly insufficient to "hone" skills as claimed. However, Orientation Week does appear to "stir people up" and "get them thinking" about issues related to teaching. Its other intended benefits – bringing new faculty together with other new professors and providing opportunities for them to develop networks – are more congruent with benefits as seen by new faculty. They also begin to recognize the

comprehensive nature of the college's program offerings and the diversity of the backgrounds of its staff.

When it works, the intense, residential portion of Orientation Week seems to be the most significant part of Orientation. Although the description of the Orientation experience claims that the networking benefits of Orientation Week are lasting, some established faculty claim that their relationship with the Professional Development Department and the members of their cohort effectively terminated at the conclusion of their two year probationary period. However, while the first year of the probationary period is in progress, new hires are free to immerse themselves into a new culture and claim that it does promote bonding between new professors and their peers and the development of support groups helps them through the **transition period**. However, the residential nature of the week loses its advantage when hiring is untimely, a practice that has been a perennial problem for Professional Development Consultants and new faculty alike.

Untimely hiring is attributed to two main factors: the complex nature of the hiring process that could delay hiring for many months; and deliberate delays to avoid placing a new employee on the payroll during non-teaching times. Those hired at the last minute bring with them the burden of personal affairs left unattended or unfinished professional business at their previous place of employment. They describe feelings of confusion at not knowing what to expect and frustration that they had not gotten their affairs in order. Consequently, often they felt ill-prepared to immerse themselves in the Orientation experience. Those faculty hired after Orientation Week has concluded must wait a year to

attend, after which they no longer perceive that they need it. By the time they attend, they believe they have learned so much about the college that the experience is redundant.

For those who are hired in a timely fashion, Professional Development Consultants and new faculty agree that Orientation Week is important as a means of creating a healthy dissonance that encourages new professors to examine themselves in light of their past experiences and the direction that the college experience will take them. Many new professors have false securities about their abilities. Those who claim to have many years of teaching experience, although they mean public speaking or presenting, begin to recognize the roles of professor as being much more comprehensive and complex than they had imagined.

The two-day session that is designed to introduce new faculty to the key players in the college and to give them a general overview of college affairs appears to be received well by participants. Unlike their distaste for a more extensive coverage of this material during the winter semester seminars, new faculty appear to appreciate this brief overview.

5.3.3. Formal Mentoring Program

There is much disagreement about the value of the formal mentoring program. Some new faculty find it successful; most do not. When it fails, it usually fails at the organizing stage: academic managers forget to assign a mentor; they choose not to participate, doubting the program's value; they believe that their faculty do not need it; they believe that they cannot afford to grant mentors the time to participate; or faculty are unwilling to participate as mentors. It would seem, then, that for most new faculty the formal mentoring program does not seem to get off the ground.

When the mentoring program did get underway successfully, on a few occasions it appears to have helped new faculty to develop "at the department level," clarifying specifics of curriculum, department policies and procedures and in understanding the department players. However, a number of participants mentioned that a shortcoming of the process resulted from mentors who were untrained, who had little understanding of their role and who were not readily available when needed.

At best, formal mentors appear to help new professors with issues that are logistical and relatively concrete: how to complete paper work, mechanics of teaching, access to services - information that could be furnished by capable support staff.

5.3.4. Major Educational Project

If there is universal agreement on any part of the New Faculty Development program it is on the insignificance of the major educational project as a developmental experience. Although a Professional Development Consultant offered some plausible and convincing goals of the major educational project, that explanation was followed by a candid admission that no-one, this individual included, really understood the purpose or the value of this requirement. All three participant groups were very uncomplimentary. Faculty see no redeeming qualities in the project. It appears to exist only because it has become institutionalized out of inertia.

The only group that had anything remotely complimentary to say about it were the academic managers. When they assessed it as having merit, they always considered it in terms of its benefits to the department, never to the new professor. Academic managers admit that when it falls short of expectations it is usually because the managers do not

direct the project sufficiently, but that academic managers do not have the time for further involvement.

New faculty, who are devoting much of their energy trying to master the challenges of the classroom, also feel that they have no time for the project. Most inexperienced faculty, those who can least afford the added burden, feel that they are too unseasoned to perform research and development in an institution about which they are still learning and more experienced new faculty claim to feel insulted and ask to have the requirement waived, usually successfully.

The Professional Development department justifies the Major Educational Project as a means of keeping faculty in contact with the department after the Adult Education component is complete, hoping to build long-term ties. In fact, most faculty admitted that, if anything, the major project drove them away from the Professional Development Department - away from the very service whose mandate it is to help new faculty to continue their development. Exacerbating this separation is the realization that, besides the Professional Development Department, few appear to take this requirement seriously and that neglecting to complete the project has not prevented many professors from being removed from probationary status in the past. After carrying the burden of this threatening, unvalued and misunderstood requirement for two years when other more important aspects of their development were of higher priority, faculty admit feeling betrayed, deceived and angry at the knowledge that some faculty were not required to complete it and others simply ignored it. These feelings are carried with them for many years, driving a more permanent wedge between faculty and the Professional Development

department.

5.4. Informal Influences on Career Socialization

The informal influences on the career socialization of new professors are numerous and varied. Ranked from the most to the least influential they are: students, peers, informal mentors, role models, academic managers, institutional rituals and symbols and other miscellaneous influences.

5.4.1. Students

Of all the informal influences on the career socialization of new faculty, the students themselves appear to be the most influential. They play a significant role by formally and informally evaluating faculty; by rewarding or sanctioning faculty performance and behavior in an experiential learning situation; and by conducting face-to-face meetings to discuss problems.

New professors claim to value student evaluations of their performance as a means of correcting ineffective behaviors or reinforcing effective ones. However, formal evaluations of this type appear to be influential in cultivating mainly classroom instructional performance; they do not appear to have an impact on affective development of faculty or on the professor's understanding of the roles or norms of CAAT teaching.

The results of the informal evaluation of faculty performance are often manifested through such vehicles as student attendance habits, attentiveness in the classroom, attending behaviors and challenges to the professor on academic issues or through nonverbal communication. The power of the subtle messages that students send to professors is that they create a heuristic learning opportunity for the professors, prompting

them to observe and reflect on their own behavior in search of an understanding of the causes of student behavior. Many new professors believe that student challenges made them not only better teachers, but better practitioners of their craft because students expected excellence. This type of informal evaluation appears to have a more significant impact on the affective development of new faculty than formal, written evaluations. Moreover, faculty feel that, more than any other career socialization agent, the students compel them to explore the mysteries and complexities of teaching and learning more than any formal training program.

The intrinsic rewards that professors get from their students appear to be motivating to new faculty, energizing them, providing the confidence to go on and giving them the incentive to want to become better at the craft of teaching. As with K-12 teachers-in-training, new CAAT professors believe that the time in front of the class is where most of the learning about instruction takes place. There are "trying-on" opportunities that cannot be equaled by any artificially contrived simulations in a training program.

Face-to-face meetings with new professors appear to be rare but, on occasion, prove to be beneficial in alerting them to problems identified by students. As with formal evaluations, face-to-face meetings may influence classroom instruction or logistical matters but seem to have few other effects on the development of new professors.

5.4.2. Peers

While students appear to have the greatest influence on the development of the new professor's instructional skills in the classroom, their peers also contribute to their

skill as teachers. They are described as being receptive and supportive of new faculty, sharing materials, guiding them through the pacing of lessons and introducing them to effective instructional strategies. Peers appear to be the most important means by which new faculty learn about curriculum and logistical matters related to instruction. Although the formal training program may train new professors in how to instruct in a general way, it is their peers that introduce them to the nuances of teaching **in their own area of specialty**, advising newcomers on which methodologies are most appropriate, validating their successes and their challenges. As many faculty explained, the formal training program teaches people how to teach, but it does not teach them how to teach their subject. The one shortcoming mentioned by many faculty was the lack of an extended opportunity to see their peers in action in the classroom, teaching content from their common profession – a form of apprenticeship-of-observation.

Peers are also the new professor's chief source of understanding about the department's culture and norms and the roles and values of its members. New faculty spend much of their first year listening to and observing their peers' performance inside and outside the classroom. However, it is not clear if new faculty develop as strong an affinity with the college as they do with their own department. It appears that their prior socialization into their previous occupation was so powerful that their affiliation remains more firmly attached to their department than to the college at large. Thus, architecture professors tend to continue to behave like architects, working alone, and engineering faculty like engineers, working in teams. It would appear that the prior socialization is too powerful to overcome the forces within the college, at least during the first three years.

In short, while new professors appear at risk of drifting in a large organization, peers seem to be the anchors that steady them at the department level, allowing them to be productive and to develop until they are ready to assume larger college-wide involvement.

5.4.3. Informal mentors

Unlike formal mentors who are assigned to new faculty, informal ones develop relationships with new faculty by chance, often being unaware of their role as mentor. There is no obligation on informal mentors to maintain the relationship; they do it for the intrinsic satisfaction. Informal mentors take many forms, including peers, administrators, friends, and in rare cases, even spouses. While formal mentors appear to deal with logistical matters, informal ones influence what one professor described as "more profound issues." These include the development of the new professor's self-concept, moral and ethical issues, values and norms.

5.4.4. Role models

Role models act upon new faculty by serving as the subjects in an apprenticeship-of-observation. The most commonly mentioned role models were university professors and professional development personnel in the previous workplace. Although undoubtedly there were undergraduate professors who served as positive role models, most faculty who described the undergraduate experience spoke negatively of the role models that they remembered, recalling incidents that they perceived to be evidence of neglect, disrespect or disinterest. Despite the unsatisfying experiences that they described, faculty believed that they still learned from those negative role models.

On the other hand, graduate school professors were described in positive terms, as

being available, respectful and interactive. Likewise, professional development personnel in the work place generally served as positive role models. Despite the generally positive view of the latter two groups, faculty believed that their contribution was confined mainly to the development of instructional skills and attitudes toward students. The detachment of the role models from the CAAT rendered them unable to help new faculty to understand the roles of a CAAT professor or college norms and values.

5.4.5. Academic managers

Academic managers claim that faculty development is their responsibility, and some claimed to take that responsibility very seriously. Their role in faculty development has traditionally been confined to conducting class visits, evaluating performance of professors and planning for their development. However, most admit that they are minimally involved because they simply "do not have the time." When academic managers have performed class visits and evaluations in the recent past, faculty found their assessments to be anecdotal and descriptive with no prescription for improvement, although faculty found their mainly positive comments to be reassuring. Most new professors reported that evaluations were not done at all. They perceive this shortcoming to be detrimental to their development and an example of poor role modeling. On the one hand, Professional Development was impressing upon them the importance of regular student evaluation and consistent developmental feedback; on the other hand, their own managers were seen to be neglecting their evaluation and development.

Most faculty agree that academic managers had either very little or no impact upon their development. They saw the role of academic managers to have evolved into one

that is strictly managerial and logistical, without clearly identifiable developmental responsibilities. They believe that their managers are too busy preparing budgets, attending to staffing matters and allocating resources to be concerned about faculty development. However, faculty did feel that more than any one else, academic managers gave them a broad perspective on the bureaucracy, norms and politics of the college.

5.4.6. Department meetings

Of all the career socialization agents mentioned by new faculty, none resulted in more polarization of opinion than department meetings. To some they were a waste of time, an experience to be avoided. To others they were an important source of information about the politics of the department, its policies, pecking order, dynamics, personalities and agendas. Faculty who benefitted from them considered them to be an important source of collegiality, a means of overcoming isolation and building bridges within the department and between departments. In addition, at department meetings new professors were exposed to the college's bureaucracy and norms, largely through the contributions of their academic manager.

5.4.7. Institutional rituals and symbols

New professors generally enter the CAAT unaware of the culture into which they are moving and poorly prepared for the many roles that await them. However, their entry is accompanied by many subtle messages about the college's culture, many of these messages in the form of institutional rituals and symbols. Although each participant identified certain rituals and symbols that they believe had a particularly powerful impact upon them, everyone admitted that they had not been aware of their impact except with

the benefit of hindsight.

The President's Breakfast appears to be the ritual that makes the greatest impact on the greatest number of new faculty. This ritual was universally cited by all participants as the single ritual of the most value. The most immediate message received by new faculty is that the college is a large, complex organization. Although some admit feeling overwhelmed by the size, they also get a sense that the morale is high, that there exists a healthy esprit de corps in an organization that fosters a folksy sense of community and that values the recognition of its employees.

The most powerful symbol of the college's values is the presence of an extensive and active network of student services. One professor described these services as the "heart of the college." They are seen to be prominent and inviting to students, communicating that the college is very caring, student-centered and values student success.

Another symbol of the college's values is the level of activity that is pervasive. Students are seen in active roles, performing tasks, interacting with their instructors and with each other. The college is perceived by newcomers to be a dynamic place with an emphasis on developing competence and on the utility of learning. New faculty are also influenced by the nature of the relationships that they see around them. They claim to see evidence of informality, of openness toward students and employees, collegiality among peers, caring toward students, inclusiveness of students in their learning, and faculty involved in decision-making.

Although rituals and symbols abound at the college, as one professor explained,

their value as career socialization agents depends on the ability of new faculty to be perceptive of them and to reflect on their significance as career socialization agents.

5.4.8. Other sources of faculty career socialization

When I asked participants if there were other sources of their socialization as CAAT professors besides the ones discussed some referred to their past experiences as a student where they went through "the struggle," experiencing academic and personal hardship that influenced their philosophy of teaching and their abilities to manage the challenges of CAAT teaching.

Others believed that they inculcated attitudes and values in a previous career that proved to be transferable into the CAAT, especially new faculty from the helping professions. Still others believe that their development was profoundly influenced by their abilities to reflect on their performance, a skill that some believe they developed as early as childhood, some in a previous occupation. One thought that reflective practice was a skill that was determined in part by his culture. What stood out clearly was that observation and reflection on one's practice and the practice of other CAAT professors could be a powerful developmental tool.

5.5. Socialization Strategies Used in this CAAT

In the CAAT studied there is clear evidence of Van Maanen's (1978) six socialization strategies during the entry and induction stage. The entry experiences begin as **formal** ones in which newcomers are separated from the workplace. The Orientation Week is a residential experience, isolating new faculty, not only from their new workplace, but from their families, their communities and their usual support systems, a practice that

had its origins in the "Outward Bound" philosophy. The seminars in the fall and winter semesters are also conducted in isolation from the work place. As Van Maanen points out, formal socialization experiences stress skills and attitudes that are general in nature, a common complaint that new faculty make of the Orientation Week and the Adult Education Component.

After the first year, the socialization experiences become **informal** as the setting for new faculty learning changes to the workplace, where they learn mostly from their peers. As predictable from Van Maanen's model, their learning involves more situational applications of the rules [read "norms and values"] and the idiosyncratic nuances necessary to perform the role in the work setting." As Van Maanen cautions, when the gap between the formal and the informal is large, disillusionment with the formal experiences may cause the individual to disregard everything that he has learned in the formal round of socialization." This is very likely the reason why established faculty view their formal experiences as having contributed "nothing" to their development, often being unable to even remember the experiences.

When new faculty move into the informal stage of their socialization after their first eight months of employment, they may have difficulty defining their roles and their reliance on department members is increased as is borne out by this study. The advantage to this strategy is that the affinity of the newcomer to the department and vocational area is preserved and strengthened. The risk inherent in this strategy is that there is no way of knowing the direction in which department influences will take the new professor.

Because peers are seen to be the most powerful influence on new faculty, it is

possible that a more informal strategy would serve new professors better than the existing formal strategy. A better approach would be to involve peers in the development of new faculty earlier in their induction.

New faculty are processed **collectively** during the first year through their involvement in Orientation Week and the Adult Education Component. New professors report that they develop strong social supports, reducing strain and tension and easing the entry process. All new faculty are in the same boat which "encourages the development of group solutions to the contextual problems of everyday life in the organization," as Van Maanen would have predicted. There are two drawbacks to this strategy: while it may preserve the college's history, it may discourage innovation; and it may communicate that the college values homogeneity while claiming to value diversity.

The New Faculty Development program takes new faculty through a series of discrete and identifiable stages. Hence the socialization process is **sequential**. In the sequential strategy, Van Maanen emphasizes that a more harmonious progression occurs at various stages when the various agents have aims in common, when they know each other and when they understand their respective tasks. Because there are so many individuals ("socialization agents") involved in the New Faculty Development program, there appears to be some differences in aims between some agents resulting in conflict. For example, academic managers who are involved in the winter semester seminars are convinced of their value to new faculty; new faculty vehemently disagree.

The socialization experiences are also **fixed** under Van Maanen's model. All faculty know exactly how long the New Faculty Development program must last. Under

the college's collective agreement, the probationary period lasts two years. In agreement with Van Maanen's model, the fixed strategy allows most of those in the cohort to move through the experience together. Fast-tracking is not permitted but lagging is permitted, as occurs when new faculty fail to complete their Major Educational Project on time. The latter, of course, is a source of disaffection among new faculty when most are seen to be going through a fixed experience while others are accorded the privilege of going through a variable one, or not going through the experience at all.

The majority of faculty who go through a fixed process are allowed to observe passages through periods of transition and maintain relationships shaped during the socialization experiences. Indeed, all faculty do report that the bonds of the first year experience are strong and instrumental in supporting newcomers through that period; however, as the socialization strategy moves to an informal one at the end of the first year, these bonds prove to be short-lived and are transferred to their peers in their own department.

The socialization experiences in this CAAT can be described as serial as opposed to disjunctive. New faculty members have been preceded by peers who have been through the same experiences and who can instruct them about those experiences. The major risk, as Van Maanen points out, is that stagnation and contamination may result. Established faculty had not experienced the Issues Session as a part of their New Faculty Development program; consequently, new faculty were initially skeptical considering it to be "hokey." As the first year wore on they became progressively more excited about it, viewing it to be the most important part of their program. Had they had the benefit of insights from peers

who had previously experienced the sessions, their earlier cynicism may not have occurred. The major risk to the serial pattern of their socialization experience is the contamination effect, especially as it relates to the winter semester seminars and the major educational project. Clearly, the poor reputation of these components preceded them.

As Van Maanen cautions, what may appear to be serial may, in fact, be disjunctive when agents from one department prepare newcomers for a job in another. The issue of individuals - with the best of intentions - training new faculty without having the benefit of experience in that individual's field is commonplace at the college studied. What results is a case of "gapping." A case in point is the training of musicians in the use of lectures, when they teach music one-on-one or in ensembles. Similarly, musicians are taught to develop multiple choice tests, when they evaluate their students on their abilities to play an instrument. Van Maanen points out that, "only later after the newcomers have access to others who have been through the same process do they discover the worthlessness and banality of their training. Agent familiarity with the target position is very crucial factor in the [serial] strategy."

Last, the college studied appears to favor **investiture** strategies. Recruiters confirm and applaud the new professor's incoming identity, acknowledging the usefulness and value of the characteristics they bring. The college claims that it does not wish to make wholesale changes but to take advantage of these qualities. As with all organizations that use the investiture strategy, this college makes the entry as easy and trouble-free as possible. In fact, the ease of entry was reported as one of the major attractors into the CAAT. As is common when organizations use the investiture strategy,

there is a "honeymoon" period where new faculty describe themselves as "walking on air."

Van Maanen explains that organizations that use investiture are often filled with a flurry of concern for employee desires, even for those at the bottom rung of the organizational ladder. He offers examples of practices that accurately characterize the college studied:

"Orientation programs, career counseling, relocation assistance, even a visit to the president's office with the perfunctory handshake and good wishes, systematically suggest to newcomers that they are valuable assets." (Van Maanen 1978, 34)

However, there are paradoxical sides to this CAAT's efforts to socialize its new faculty. While it appears to value and promote investiture, it employs some strategies that are more suited to divestiture. A case in point is the practice of deliberately removing new professors from their familiar surroundings during Orientation Week, separating them from families and support systems and promoting bonding between themselves and other newcomers. These practices are more appropriate to divestiture as it occurs in the military, the priesthood or, in a more extreme form, among cults.

The conclusions of this study can be summarized metaphorically. A simplistic model of an organization might liken it to an open vessel whose peculiar size and shape symbolize its culture. Newcomers are represented by water that fills the vessel and conforms to its shape with ease. Conformity is a mere consequence of entry. The CAAT studied is more like a closed vessel with entry by way of a series of funnels, each with its own peculiar size and shape. Each funnel represents a vocational department with its characteristics symbolizing the department subculture. Faculty are more like molasses than water. Because of prior processing, the molasses conforms to the shape of the funnel

and resists passage into the vessel. Although entry may be unobstructed, passage may not take place with ease, but may be delayed; in fact, in some cases, especially if the funnel is sufficiently flat, entry may never occur. To facilitate entry, the liquid may need to be processed, but stirring or attempting to force the liquid through the funnel will probably prove fruitless. However, an understanding of the theories of fluid dynamics might result in the selection of a more appropriate process, such as the application of heat. Likewise, newcomers to the CAAT need to undergo processing to facilitate their entry and to optimize the fit that results. To improve the success of the socialization efforts, a theoretical basis for the selection of people processing strategies is needed.

In conclusion, although professional development of faculty may receive administrative support, may be generously funded and may even be espoused as an institutionalized value, its outcomes for new faculty may be misdirected and the impact of scarce and precious resources lost if the process of faculty development is viewed narrowly. The process of effective development of second-career CAAT faculty must begin with a sound theoretical framework which considers the organization's culture and which employs strategies to socialize its newcomers into that culture.

CHAPTER 6

RECOMMENDATIONS

On the basis of the findings and conclusions of this study, the following are recommended:

Recommendation #1

The values of the organization are unclear. Probably the values are specific to each participant group. A focus group of managers should be assembled and values clarification sessions should be held. A similar group consisting of faculty should be assembled and values clarification sessions held with them. A third session should be held with a group of students. A comparison of the outcomes of the sessions should be made and efforts made to reach consensus on just what values are commonly held by all three groups. The outcomes could then be adopted as the college's "institutional values."

Recommendation #2

The college needs to find ways to communicate the values identified in recommendation #1 to prospective faculty. Perhaps a Web page on the Internet or publications such as the college catalogue would be helpful. Recruitment and selection criteria should be based on the values that were identified and ways to measure them should be developed, using instruments such as behavior-anchored selection.

Recommendation #3

According to age stability theory, attitudes and values stabilize with age. Because most faculty are hired in their 30's and 40's it may not be reasonable to expect significantly different attitudes and values between new faculty and established faculty or academic managers. There may be cases where it would be more effective to identify and describe the institutional values as suggested in recommendation #1 and, as much as possible, to recruit and select for them rather than relying solely upon efforts to resocialize individuals. Better training for selection committee members should take place to ensure they all understand values-based selection and are able to use defensible measurement tools.

Recommendation #4

Because an anticipatory stage of career socialization does not exist in the CAATs, recruitment from among non-full-time faculty (NFT) should be increased. More NFT faculty should be brought into contact with full-time faculty and should be involved in department meetings. These individuals, who are presently maintained in a state of isolation from the mainstream of the college, should be invited to participate more in department and college affairs during their service as NFT faculty to give them a more clear picture of the college's culture.

Recommendation #5

Issues sessions of the Adult Education Component should continue as they exist.

Recommendation #6

Winter semester sessions in the Adult Education Component should be discontinued and the instructional skills sessions that are presently offered in the fall

semester should be extended into both semesters.

Recommendation #7

The winter semester presentations of the Adult Education Component dealing with college history, operations and governance should be made available to those who can benefit most from them; namely, the program coordinators, who presently have no formal training program available to them.

Recommendation #8

The instructional skills sessions should be modified to include significantly more practice to permit development of teaching competency. Also, all presenters should be capable of serving as effective role models by demonstrating exemplary teaching skills.

Recommendation #9

The goals of Orientation Week should be clarified and reflected in the description of the experience. Since there is insufficient time dedicated to practice teaching to "hone" presentation skills it should be described for what it is - a means of "jump starting" new faculty; for getting them to start thinking about educational issues and for creating cognitive dissonance. The bonding activities should continue as a means of providing a temporary support for new faculty.

Recommendation #10

Although there appears to be a trend towards making alternative modes of delivery available to students, no such options exist for the training of new faculty. Orientation Week is restricted to one week out of the year, with no alternative for late hirings. This shortcoming sends a contradictory message to new faculty. Because of the unavoidable

practice of untimely hiring, an alternative to the scheduled, structured Orientation Week should be explored to serve those hired in an untimely manner.

Recommendation #11

The practice of formally assigning mentors should be abandoned except for those individual who request it.

Recommendation #12

Over the years, the Major Educational Project has gained a poor reputation as being an irrelevant, time consuming "make work project" that interferes with the abilities of new professors to develop as classroom teachers. This reputation appears to have been damaging to the attitudes of new faculty. Because the formal socialization agents are serial, this damage is likely to be conveyed to future cohorts of new faculty causing them to dissociate themselves from Professional Development and further developmental activities. Therefore, the Major Educational Project should either be made more meaningful or it should be abandoned.

Recommendation #13

New professors do not have the benefit of an anticipatory stage of socialization. Also, there is usually a stronger affinity between new faculty and the members of their own department than there is with other parts of the college. The New Faculty Development Program should remove peers from their present state of isolation and encourage them to become more involved in the development of new professors. This relationship could take on the form of an apprenticeship where new faculty would select a peer, or may be assigned to one if necessary. Ideally the peer should teach in the same

subject area as the new professor. The peer could involve the newcomer in aspects of conducting a course that are not available in the New Faculty Development program; for example, consultation on the depth of content, auditing of classes to observe the pacing of sessions and use of various presentation styles; involvement in all aspects of evaluation procedures under the direction of the peer; observing the variety of roles of the seasoned professor inside and outside of the classroom; and clarifying norms of the department and the college. To avoid overburdening the new professor, the time for this experience would be in lieu of that spent on the Major Educational Project

Recommendation #14

In departments where meetings are consistently dysfunctional, academic managers should explore the reasons for this dysfunctionality and encourage faculty to undertake ways to improve their productivity. For many new faculty members, meetings can be useful learning experiences.

Recommendation #15

The New Faculty Development program could introduce a session in which new faculty explore their entry into their new career, identifying such influences as institutional rituals and symbols, how they interpreted them and how they were influenced by them. Or, new faculty members might explore the norms of their own departments, since established faculty members generally assume that newcomers understand norms implicitly. Van Maanen (1978) cautions that when established group members assume that newcomers understand department norms, there is an increased risk that newcomers will get into trouble by violating department norms unwittingly.

Recommendation #16

The New Faculty Development program could involve more faculty, some seasoned and some from more recent cohorts, to describe their experiences as newcomers. Preferably they should be from the same departments as the new professors who comprise the cohort.

Recommendation #17

Because new faculty enter the CAAT with little or no understanding of the culture of the college, documents such as extracts from this dissertation could be used in the New Faculty Development program to educate them about their new environment.

Recommendation #18

In an effort to continue to understand its culture, the leadership of the CAAT studied should encourage continued research. Included could be a study of individuals who were not successfully socialized into the college and who left the college prematurely. In addition, quantitative studies could be conducted to determine the generalizability of the findings of qualitative research about this CAAT.

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