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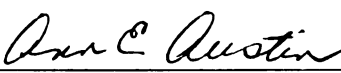
SOCIALIZATION OF NEW FACULTY AT A  
PUBLIC UNIVERSITY IN THAILAND

presented by

Apipa Prachyapruit

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Education

  
Major professor

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**SOCIALIZATION OF NEW FACULTY AT A  
PUBLIC UNIVERSITY IN THAILAND**

**VOLUME I**

**By**

**Apipa Prachyapruit**

**A DISSERTATION**

**Submitted to  
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## ABSTRACT

### SOCIALIZATION OF NEW FACULTY AT A PUBLIC UNIVERSITY IN THAILAND

By

Apipa Prachyapruit

In this study I described and explained the socialization experiences of new **faculty** at a Thai university amid various forces of change in the Thai higher education **system**. Recently, higher education in Thailand has been facing increasing new demands in **virtually every aspect** of its missions. Since the mid-1997 economic crisis, public **universities** have encountered drastic budget cuts and pressures to restrict new faculty **recruitment**. Concurrently, most public universities have been undergoing a **transformation** into government-supervised public universities, independent from the **government**. Although these circumstances will affect faculty at all career stages, new **faculty** with many years of employment ahead of them deserve particular attention.

In this qualitative study, 17 new faculty members from eight colleges at a public university were interviewed using a semi-structured interview protocol. Their colleges were classified into four disciplinary areas: pure hard, pure soft, applied hard, and applied soft. Data were analyzed using a constant comparative method.

Discrepancies were found between new faculty's expectations of their academic roles and workplace and their actual experiences. New faculty found satisfaction in their careers mostly through intrinsic factors. Typical challenges in the early academic career included balancing multiple responsibilities, heavy administrative loads, various challenges in teaching, self-imposed high expectations, minimal integration in the

**workplace**, and unclear and conflicting messages about institutional priorities and **evaluation**. The recent situation of a stringent budget and hiring freeze compounded new **faculty's** burdens. Because the reform of this university into a government-supervised **public university** has not been completed, the concrete effects of this reform on new **faculty** were not obvious, except for the sense of uncertainty that seemed to undermine **faculty's** morale.

In terms of the socialization process, most new faculty learned their roles mainly **through** trial and error in their daily work. Concurrently, most faculty consulted with **colleagues** and others in the workplace, such as support staff and academic **administrators**. In general, senior faculty and junior faculty with a few more years of **employment** were identified as important socializers. The fact that most new faculty at **this university** were alumni of their departments made it easier for them to find collegial **support** and mentors, and adjust to the workplace. Whereas none of these new faculty **had** formal mentors, many of them had informal mentors or regular supporters. A few **identified** sources of support outside the university. Even though this university also had **formal faculty development programs**, these programs still had many limitations.

Disciplinary models categorizing faculty along pure-applied and hard-soft **dimensions** were only somewhat applicable to variations in the socialization experiences **of new faculty** across disciplines. Various other factors also influenced differences in **new faculty's** expectations, experiences, and socialization process, such as institutional **policy** and personal interest.

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**To my father, Dr. Tin, and my mother, Mrs. Suriya, who have fully  
devoted themselves to my educational pursuits.**

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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### Background of the Problem

##### New Demands Amid the Economic Downturn and Faculty Shortage in Thailand

The higher education system in Thailand is facing new demands in virtually all aspects of its missions: teaching, research, community service, and Thai cultural preservation. In terms of teaching and production of graduates, the current National Economic and Social Development Plan (NESDP) calls on educators to promote active learning and to facilitate students' critical thinking skills and help them develop as lifelong learners. The current eighth NESDP also calls for an increase in the ratio of science and technology graduates to social science and humanities graduates from the current 31:69 ratio to at least 40:60. Further, with the emergence of the Information Age into Thailand, educators increasingly are expected to develop skills in using distance learning and information technology.

In terms of research, until now Thailand has had eight National Higher Education Development Plans (NHEDP). The emphasis of these plans on academic research has become most visible since the fifth NHEDP. The seventh NHEDP aimed to make the environment of higher education more conducive to research advancement by

improving administration, research planning, resource mobilization, and research partnerships among different sectors. One aspect of this plan also was to increase the number of staff involved in research activities.

In terms of community service and Thai cultural preservation, both missions are included in the seventh NHEDP, but critics have pointed out that, in practice, these two missions often receive little attention (Areekul et al., 1999). However, as human resource development becomes the central focus of the current National Economic and Social Development Plan, higher education institutions have a great potential to increase their contribution in this area. With regard to the mission of Thai cultural preservation, the government is encouraging the incorporation of Thai values and folk wisdom into the curriculum and instruction. Ironically, while globalization has contributed to an influx of cultures from abroad, this phenomenon also has contributed to public awareness of the necessity to preserve Thailand's cultural heritage (Achava-Amrung, 1995).

Despite increasing demands on higher education, and since the economic downturn that began in mid-1997, colleges and universities, public institutions in particular, have faced dramatic budget cuts and, as a result, have been pressured to operate under stringent budgets. This financial crisis has seriously affected higher education institutions' capacity to respond to the new demands. For example, in terms of the research mission, the government's investment in research, which was small compared with that of other countries, has diminished even more since the economic crisis. Specifically, in 1996, Thailand invested only US \$154 million or approximately .16% of its gross domestic product (GDP) in research (ranking 42nd among the 46 countries in the world) (Techadamrongsin, 1999). This percentage dropped to only .10%

of GDP in 1997. This was a large decrease from the .75% that the eighth NHEDP had planned. Consequently, in 1997, the number of researchers also slightly decreased from the 1.75 researchers per 10,000 population in 1996. Among these researchers, university scholars accounted for only 27.3% of the total (National Research Council, 1999).

The financial crisis also aggravated the existing problem of faculty shortage. Before the crisis, many factors contributed to this problem, including low incentives for academic positions in public institutions and the brain-drain problem (that is, faculty members in public institutions were raided by private enterprises). The typical strategy to expand the pool of prospective faculty members was to increase the number of scholarships for studying abroad. However, since the economic downturn, the process of offering scholarships has slowed down and many scholarships have been eliminated (Atagi, 1998; Jithmitharp, 1997; Vargo, 1998). As a result, the pool of potential faculty members has diminished.

The situation became even more challenging for public higher education institutions in 1994, when the government issued administrative reform schemes to freeze recruitment so as not to exceed the number of retirements (Office of the Civil Service Commission, 1994). Then, in 1998, the government declared another restriction on recruitment of new government officials, not to exceed the number of vacancies due to retirement. This freeze affected virtually all governmental offices, including public institutions of higher education. These actions were part of the downsizing or rightsizing process that the government was undergoing to improve efficiency and effectiveness, including “value for money” in the operation of government offices, largely in response to the economic crisis.



These policies have aggravated the problem of faculty shortages as large cohorts of faculty members are reaching retirement age. This is especially true among older universities. For example, at Thailand's oldest university, Chulalongkorn University, it is anticipated that 40% of the current faculty members will retire within the next decade (Jithmitharp, 1997). Similarly, 33.6% of the faculty at Ramkhamheang University are likely to retire in the next 10 years (Ministry of University Affairs, 1998). However, with the hiring-freeze policy, only 20% of the positions can be refilled (Vargo, 2000). With such a decline in the number of faculty members at these universities, unless the remaining faculty are adequately prepared, they may not be able to respond effectively to the increasing demands. Some may even leave the institutions, which will be a great loss to the universities as well as to the individual faculty members.

In this context, new faculty members, in particular, are likely to be placed in challenging positions. They will have to establish their careers, which require multiple responsibilities, in the possible context of an enormous increase in their workloads. With a limited number of existing faculty members, new faculty members may face even more challenges in finding mentors. In addition, faced with stringent budgets, institutions often hesitate to invest in faculty development activities. In sum, the current changing context is likely to be more challenging for new faculty members as they establish their careers.

#### A Prospective Major Reform of Public Universities Into Government-Supervised Public Universities

The current national plan encourages higher education institutions to be more self-contained and self-supporting. The economic crisis has further accelerated the

independence of public universities from the government (Atagi, 1998). The government has encouraged public universities' independence, in part to alleviate its financial burden. At the same time, greater autonomy enables public universities to have more flexibility in managing their budgets, derived from government funding as well as self-generated income. It is anticipated that, by 2002, public higher education institutions will be transformed into universities under governmental supervision (Pimolsathien, 1999).

Under government supervision, the government will still own the universities; however, each university will have greater autonomy in managing its own internal affairs, particularly with regard to finances and personnel. The government will continue to subsidize these universities in the form of block grants, and each university can determine how it will spend the grant money, in accordance with its own regulations and missions. To be self-sufficient, each institution will be expected to generate more income from land it owns, research and development activities, consultancy, and so on. This, in turn, will mean an increase in faculty workloads.

With greater autonomy in personnel management, each university will establish its own rules and regulations concerning hiring, firing, salaries, promotions, and other benefits. With greater discretion over filling vacant positions, universities under the new system are not likely to be subjected to the government's restriction on new recruitment, especially when facing faculty shortages. Also, the government-supervised public universities will not have to conform to a civil service pay scale; therefore, they can offer faculty higher salaries. However, these faculty are not likely to receive the various benefits that civil service faculty used to have, such as full medical coverage, a housing allowance, and the right to receive royal decorations.

In addition, after successfully completing an approximately 6-month probationary period (as in the current system), faculty members under the new system no longer will be guaranteed permanent employment. Instead, they will be hired on a performance contract and face periodic systematic evaluations (Pimolsatien, 1999). New faculty members are more likely than existing faculty to face challenges and to need to work harder to earn job security. Further, they will need to establish their careers without guaranteed tenure, a privilege that previous cohorts enjoyed early in their careers.

Proponents of the new system have argued that, by offering higher salaries, institutions are likely to attract more high-quality faculty members. Opponents, on the other hand, have argued that, with no job security and fewer benefits, it will be more difficult to recruit new faculty. Some have added that the higher salaries for faculty under the new system are still not commensurate with those offered in the private sector.

Quality assurance and accountability are important components of the new system. As a result, both internal and external audits are expected to become common practices. This means increasing scrutiny of how faculty do their jobs. The Ministry of University Affairs has established the Quality Assurance Center, an independent agency, as external auditors. Although the concept of audits was rejected once, it is likely to be embraced now.

A number of government-supervised public universities are already operating. Some of them are newly established, such as Suranaree University of Technology and Walailak University. Others are former public universities that are pioneers in transforming into this new system, such as King Monkut's University of Technology Thonburi. The majority of other universities are in the process of transition. The

university that was the focus of the present study, which is in a state of transition, continues to debate this reform. However, despite the rigorous debates, it is likely that, by 2002, all public universities will become government-supervised public universities, independent from the government.

In sum, higher education in Thailand is facing increased demands in virtually every aspect of academia. The 1997 economic crisis created even more constraints for faculty in doing their jobs and aggravated the existing problem of faculty shortage as restrictions were imposed on new recruitment. This, in turn, resulted in heavier workloads for remaining faculty members. Another change, which has been accelerated by the economic downturn, is the major reformation of all public universities into government-supervised public universities. Under this new system, universities will have greater autonomy in managing their internal affairs, but at the same time, they will be expected to be more self-supporting, which likely will mean a great demand on faculty to do research and consultation. Under this new system, faculty will not be guaranteed permanent employment and will be subjected to periodic systematic evaluations. Even though faculty under the new system are likely to receive higher salaries, they will no longer enjoy various benefits accruing from civil service status. Furthermore, quality assurance and accountability, which are important aspects of the new system, will entail increasing internal and external scrutiny of faculty work. In such an environment, faculty members' work is likely to be more challenging, especially for those just starting their academic careers.

## Statement of the Problem

For decades, academic life in Thai higher education institutions has been relatively stable; teaching has been the main emphasis. The government has had extensive control over these institutions, particularly public colleges and universities. However, since the 1997 economic crisis, various sequential changes have occurred in Thai higher education, including a drastic reduction in government funding, a restriction of new-faculty recruitment, prospective independence of public universities from governmental control, and an increasing emphasis on accountability and quality assurance policies. There is also a greater emphasis in universities on research and learner-centered instructional approaches.

To deal with the economic downturn, the government not only has reduced funding for higher education, but it also has pressured colleges and universities to restrict faculty recruitment. That restriction, in turn, has aggravated the existing faculty shortage, so the remaining faculty are likely to carry heavier workloads. At the same time, with less financial support from the government, faculty members are increasingly expected to accelerate research and consulting in order to generate additional income for their institutions; therefore, faculty workload is likely to increase enormously.

Amid this economic turmoil, Thai higher education also has started to undergo a major reform—that is, the independence of most public universities from governmental control. It is projected that, by 2002, most existing public universities will be transformed into government-supervised public universities with greater independence from governmental control, particularly in personnel and financial management. Quality assurance and accountability will be crucial components of this new system. Internal and

external audits probably will become a common practice (Vargo, 2000). In addition, faculty will no longer enjoy their civil service status with its assurance of permanent employment. Instead, they will be hired on a performance contract and face periodic systematic evaluations based on a minimum workload requirement. Furthermore, under the new university system, faculty will be required to increase their research productivity.

Whereas these changes are likely to affect faculty at all levels, new faculty members, in particular, are likely to face greater challenges. The U.S. literature on new faculty members has indicated that faculty often find the early period of their academic careers to be demanding and stressful (Baldwin & Blackburn, 1981; Sorcinelli, 1988). They face numerous challenges, including balancing multiple responsibilities, feeling isolated, learning to teach, and navigating mixed messages about institutional priorities, in achieving balance between work and their personal lives (Boice, 1992; Fink, 1984; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Turner & Boice, 1987; Whitt, 1991). In addition, new faculty members often are expected to “hit the ground running” (Whitt, 1991).

On the basis of this literature, which reflects typical challenges faced by new faculty members in the U.S., I expect that the current changes in Thai higher education will pose even more challenging situations to the adjustment of Thai faculty members in their early careers. To support these new faculty members, higher education institutions in Thailand need information on the actual socialization experiences of new faculty members amid changes in Thai higher education. This study was undertaken to provide such information.

## Purpose of the Study

My purpose in this study was to describe and explain the socialization experiences of new faculty at a selected Thai university. Specifically, the objectives were to (a) explore new faculty members' expectations about their academic roles and their employing institutions, (b) describe the actual socialization experiences of new faculty in their jobs, and (c) explain the socialization process and identify sources through which new faculty learn their roles. Sources of institutional support that new faculty have found useful, as well as additional support that they need, also are described. In carrying out the aforementioned objectives, I have paid particular attention to variations in new faculty members' expectations, experiences, and socialization processes according to their disciplines.

## Research Questions

The central research question of this study was, **What are the socialization experiences of new faculty members at a Thai university?** The following four subsidiary questions further guided the collection of data for the study:

1. What are new faculty members' expectations of their academic careers at this university?
2. What experiences do new faculty members have early in their careers?
3. From the perspective of new faculty members, how are new faculty members socialized into their academic roles and the workplace? How can new faculty's socialization experiences be characterized in terms of the dimensions of socialization?

- a. What kinds of support are available?
  - b. What kinds of support are helpful?
  - c. What additional support do new faculty members need?
4. How do new faculty's expectations, experiences, and socialization process vary by discipline?

### Importance of the Study

This study is important for several reasons. Specifically,

1. In the current context of faculty shortages in Thai universities, an institutional priority should be on socializing the existing limited number of faculty members to maximize their performance in response to increasing demands. New faculty members deserve particular attention because work habits often are formed early in their careers. Through exploring the actual socialization experiences of new faculty members in preparation for increasing demands, this study is likely to provide useful information for faculty development staff and administrators who seek to increase faculty performance.
2. In the context of increasing demands under stringent budgets, institutions need to be concerned not only with how to maximizing faculty performance, but also with how to prevent faculty attrition due to work overload. New faculty members typically face challenges of work overload, balancing multiple roles, and time management. The situation can be even more challenging in light of the dramatic increase in demands. Excessive workload can contribute to stress and a decline in faculty morale. Some faculty may even leave the institution. Faculty attrition in the current situation of faculty shortage can be devastating for the institutions, as well as a loss for individual faculty



members. This study will provide information about the experiences of new faculty members early in their careers in the context of increasing demands. This information can be useful to administrators who seek to enhance the retention of new faculty members.

3. Although most institutions of higher education provide some types of interventions on campus to facilitate faculty socialization, such as new faculty orientation, those traditional faculty development activities have several limitations. For example, most faculty development activities often are provided on a short-term basis outside the actual work setting. Therefore, they often fail to have a lasting influence on changing faculty practices. In addition, many programs tend to focus on techniques but often fail to take into account tacit knowledge that is essential for new faculty survival, such as time management and how to establish comfort in the classroom. Furthermore, they are often provided on a voluntary basis, with little incentive for participation; hence, many “at-risk” faculty who need to participate in these programs avoid doing so. It is possible that those who are at risk do not participate because the intervention does not address their needs. These are only a few of the limitations of existing faculty development activities.

This study is intended to provide information on the actual socialization experiences of new faculty. The findings from this study will be useful for faculty development staff, administrators, and senior colleagues who seek to provide new faculty members with relevant socialization experiences that address pertinent challenges faced by these newcomers.

4. In the U.S., extensive literature has been published on the socialization experiences of new faculty members, including their early career challenges, concerns, and needs (Boice, 1992; Fink, 1984; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Whitt, 1988). In the U.S., many staff members involved in faculty development have successfully used this information to help new faculty members make the transition to their new academic roles (an example is Boice's mentoring program). However, although there is extensive literature about the socialization experiences of new faculty in the U.S., few studies have been conducted on this topic in the international context. Whereas faculty in the present Thai university study have many challenges in common with westerners, there are nuances unique to the Thai culture. Some of these cultural differences include a strong seniority system and the value called *krengchai*, which means "an extreme reluctance to impose on anyone or disturb his personal equilibrium by direct criticism, challenge, or confrontation" (Office of the Prime Minister, 1995, p. 111). In addition, at the university under study, unlike most western universities, new faculty members are primarily alumni of the employing institutions. As a result, there are often bonds of brotherhood and sisterhood between the senior and junior cohorts, known as SOTUS, which stands for Spirit, Order, Tradition, Unity, and Seniority. These bonds, developed before the new faculty are employed, make it easier for them to find collegial and mentoring support. At the same time, new faculty members' reverence for and sometimes deference to and compliance with their senior colleagues tend to follow accordingly. Thai and foreign faculty developers and administrators need to be sensitive to these cultural nuances in order for Thai universities to successfully adopt or adapt western faculty development models to support new faculty. Therefore, it is important to

have studies on the socialization experiences of new faculty in Thai institutions of higher education.

### Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

**Discipline**—A particular field of study at an institution of higher education. Biglan (1973) and Becher (1987) classified the various academic disciplines as follows:

**Pure hard disciplines:** fields of study in the sciences (such as biology and chemistry).

**Pure soft disciplines:** fields of study in the humanities (such as history and languages) and pure social sciences (such as political science).

**Applied hard disciplines:** fields of study that focus on technology or mastery of the physical environment (such as veterinary science and pharmaceutical science).

**Applied soft disciplines:** fields of study in professional areas (such as education, accounting, commerce, and economics).

**Government-supervised public university**—a university with its

. . . own administrative structure and budgetary system for self-governance and full autonomy, allowing decision making on administrative and management matters of the university to be handled by the university itself. . . [It is an effort] to encourage existing public universities to move out of the bureaucratic system. . . [This] innovative way of university administration has been introduced to promote flexibility of university operations. (Ministry of University Affairs, 2000, p. 1)

Head of an area of study—supervisor of a unit of study into which some departments at the university are divided, in accordance with subfield specializations; in this study, the term was used interchangeably with “head of a unit of study.”

Krengchai—a value characterized by “extreme reluctance to impose on anyone or disturb his personal equilibrium by direct criticism, challenge, or confrontation” (Office of Prime Minister, 1995, p. 111).

Mentoring—“a relationship between junior and senior colleagues, or between peers, that provides a variety of development functions” (Kram, 1986, p. 161). Kram proposed two functions of mentoring: career functions and psychosocial functions.

New faculty—full-time faculty members who had been in their positions at the university under study for 3 or fewer years. Included were faculty who were new to the academic profession as well as new to this university—specifically, new faculty who had just earned their highest degree, those with previous nonacademic career experiences, and those with fewer than 3 years of academic appointment at other institutions when calculated in combination with their appointment at this university.

Public university—a 4-year institution of higher education, operating under the control of the Ministry of University Affairs. Its financial and personnel management, in particular, are strictly controlled by the federal bureaucracy. However, each public university has its own bill or act, with a university council as its governing body and a university president as its chief administrator.

Socialization—a process through which novices learn their roles and the institutional culture.

SOTUS—an acronym for Spirit, Order, Tradition, Unity, and Seniority; bonds of kinship or a kind of brotherhood or sisterhood between senior and junior cohorts at the university.

Thai cultural preservation—the fourth mission of Thai universities (the other missions are teaching, research, and community service), intended to enrich and disseminate the Thai culture. This mission can be carried out through various institutional efforts, such as student activities, programs of study, or even the institutional structure itself. With regard to student activities, some universities have student associations that promote the Thai culture, such as the Buddhist Club and the Thai Classical Dance Club. Concerning program of study, several Thai universities have programs or institutes that emphasize Thai wisdom, culture, and subcultures, such as Thai study programs and the establishment of the Islamic Institute at Prince of Songkla University in the South, where the Muslim subculture is predominant. With regard to institutional structure, Chulalongkorn University recently established a specific cultural office under the direction of a vice-president of cultural affairs (Achava-Amrung, 1995).

University employees or non-civil service faculty—faculty who are hired under the new system of government-supervised public universities.

## Overview

This dissertation is composed of eight chapters. Chapter 1 included a background and statement of the problem, purpose of the study and research questions, importance of the study, and definitions of key terms. Chapter 2 contains historical and current background information about the Thai higher education system. Included is a profile of

Thai faculty, the faculty recruitment process, academic ranks, the evaluation and promotion processes, and norms in the Thai academic workplace. In addition, major issues in Thai higher education—the effect of the economic crisis on Thai higher education and a prospective reformation of public universities toward independence from governmental control—are discussed.

Chapter 3 is a review of literature on four main themes relevant to this study: (a) the work expectations of new faculty, (b) experiences of new faculty, (c) the socialization process, and (d) the effect of disciplinary differences on the socialization of new faculty. The research methodology is described in Chapter 4. The research questions are set forth, the sample is described, and data-collection and data-analysis procedures are explained.

The study findings are presented in Chapters 5, 6, and 7. These findings pertain to the career expectations of new faculty members before employment (Chapter 5), the experiences of new faculty on the job (Chapter 6), and the socialization experiences of new faculty (Chapter 7). Chapter 8 contains a summary and interpretation of the overall findings from this study, as well as suggestions for practice and recommendations for further research.

## CHAPTER 2

### THE THAI HIGHER EDUCATION SYSTEM

#### Introduction

The socialization experiences of new faculty members at a Thai university in the context of changes in the Thai higher education system were the focus of this study. So that readers can better understand the changes in the Thai higher education system, this chapter begins with a discussion of the history of the Thai higher education system, followed by an explanation of the current system. In the second section, issues concerning Thai faculty members are addressed. The last section contains a discussion of change in the Thai higher education system, including factors that have influenced change in the status of public universities into universities under governmental supervision.

#### History of Thai Higher Education

##### Early Institutions of Higher Education in Thailand

The higher education system in Thailand was established during the reign of King Chulalongkorn (Rama V, 1886-1910), mainly to prepare civil servants to work in various governmental branches (Watson, 1991). Thailand's first medical school was established at Siriraj Hospital in 1889, followed by the creation of a law school under the auspices of the Ministry of Justice in 1897. In 1902, the Royal Pages School (which was upgraded to

a Civil Service College in 1910) was established to provide general education and training in government administration. Then in 1913, an engineering school was established. Four years later, Chulalongkorn University, the first western-style university, was founded by incorporating the above-mentioned schools (the medical school, the Civil Service College, and the engineering school) with two newly created schools, a school of arts and sciences and a school of political sciences (Ministry of University Affairs, 1998a).

Five universities were established between 1933 and 1943. Each university had a specific disciplinary specialization and was associated with a different ministry. Like Chulalongkorn University, all were located in the capital, Bangkok. In 1933, the University of Moral and Political Science (which later became Thammasat University) was established with a close tie to the Ministry of Public Justice and the Department of Public Administration. It specialized in the area of social sciences. This university was created after the 1932 Revolution, largely in response to the government's increasing need for political leaders and civil servants educated in the principles of democracy. As a result of the 1932 Revolution, Thailand changed its governmental system from an absolute monarchy to a constitutional monarchy. Another reason the university was created was that there was increasing recognition of the need to expand higher education opportunities to prepare citizens under this new governmental system (Ministry of University Affairs, 1998a).

In 1942, the University of Medical Science (Mahidol University) was founded, upon its separation from the Royal Medical College (which had become the school of medicine at Chulalongkorn University in 1917). Mahidol University operated under the



auspices of the Ministry of Public Health (Watson, 1991). A year later, in 1943, the Fine Arts University (Silapakorn University) was established. That same year, the Agricultural University (Kasetsart University) also was founded, under the auspices of the Ministry of Agriculture (Ministry of University Affairs, 1998a; Watson, 1991).

The last specialized higher education institution that was associated with a ministry was Prasarnmitr College of Education, which the Ministry of Education initially opened in 1954 as a teacher-preparation college. It was later upgraded to university status and renamed Srinakarinrot University (Watson, 1991). In 1985, the supervision of these five universities was removed from the jurisdiction of separate government ministries and transferred to the office of the prime minister, although the College of Education still remained under the Ministry of Education. In 1959, the National Education Commission was established to coordinate postsecondary education (Sasidhorn & TapindKae, 1977).

Watson (1991) made several observations about these pioneer Thai higher education institutions. First, most of these universities were created to provide training for civil servants. Second, each institution originally specialized in a different disciplinary area. Third, each institution operated in close relationship with a different ministry.

The historical development of Thai universities has affected the current condition of the Thai higher education system. This development, as well, makes it difficult for Thai universities to model themselves after western higher education institutions, which developed out of different traditions. For example, Thai higher education institutions initially were developed as “professional training schools for government rather than as

communities of scholars engaged in teaching and learning activities” (Watson, 1991, p. 562). Therefore, teaching and learning activities tend to focus on producing “specialists in limited fields to serve the particular purposes of a specific branch of government service” instead of “fostering a spirit of critical inquiry” (Watson, 1991, p. 562). Prangpatanpon (1996) made the same observation, noting that “because of [Thai] historical and governmental control, most university programs have been narrowly vocational, training students for a specific profession” (p. 2), resulting in “the absence of any real concept of ‘higher’ education, and liberal or general education” (p. 2). According to Watson, “the concept of general and liberal education was initiated only in the last decade” (p. 576).

In addition, the fact that most of the pioneer Thai higher education institutions were founded in the capital partly explains the disparity in educational opportunities and the quality of education available between urban and rural areas (Watson, 1991). Finally, the heritage effect of the close historical ties between government offices and higher education institutions is still reflected in the bureaucratic mentality prevalent in the day-to-day operations of Thai public universities. Hence, the history of the Thai higher education system not only has affected the current status of higher education, but also is likely to affect the process of prospective changes in the Thai higher education system (as will be seen in the last section of this chapter).

#### The Period of Rapid Expansion of the Thai Higher Education System (1950 Onwards)

In the 1960s, many forces contributed to the rapid expansion and diversification of the Thai higher education system; these included economic pressures, rapid population

growth in the 1960s, and brain-drain problems (Watson, 1991). With regard to economic factors, since 1961 a series of six 5-year National Social and Economic Development plans have been presented, which also involved development of education (Ministry of University Affairs, 1998a). For example, some national plans, such as the Second and the Third Plans, indicated the nation's need for manpower in certain areas, including engineering, agriculture, medicine, and science. At that time, Thai higher education institutions had a limited capacity to respond to the increasing demand for education by the rapidly growing population of the 1960s (Watson, 1991).

Between 1964 and 1967, to expand educational opportunities, three regional universities were established: Chiang Mai University in the north, Khon Kaen University in the northeast, and Prince of Songkla University in the south (Ministry of University Affairs, 1998a). During this period, higher education was diversified in a variety of ways (Watson, 1991). The National Institute of Development Administration was established as a graduate institution, specializing in administration and national development. Then, in 1967, the Asian Institute of Technology was established as an autonomous international graduate school, offering courses in the sciences and engineering (Watson, 1991).

At the same time, some universities were expanded through the merging of existing colleges. For example, King Monkut's Institute of Technology was developed in 1971 through the merging of several technical schools. Three years later, Srinakharinvirot University was established through the merging of existing colleges of education (Watson, 1991).

During this period, the government also promoted expansion of higher education through involvement of the private sector (Watson, 1991). The government's attempt to involve the private sector in sharing the burden of providing higher education is reflected in the establishment of the Private Colleges Act of 1969, as well as the Fourth and the Sixth National Economic and Social Development Plans.

In a further attempt to expand higher education, two open-access universities were created during this period, Ramkhamhaeng in 1971 and Sukhothai Thammathirat in 1979. All students who had graduated from secondary school could attend these universities without having to take an entrance examination, a requirement for all other public universities. Sukhothai Thammathirat Open University is modeled after the British open University. It provides distance education, using correspondence courses, radio and television programs, community resources, and local study centers (Watson, 1991).

### The Current Thai Higher Education System

#### Composition of the Thai Higher Education System

In general, higher education institutions in Thailand are under governmental control. The Thai higher education system comprises 24 public and 41 private institutions, which are under the supervision of the Ministry of University Affairs (SEAMEO RIHED, 1999-2000).

Of the 24 public universities and institutes under the supervision of the Ministry of University Affairs, two are open universities: Ramkhamhaeng University and Sukhothai Thammathirat Open University. Since 1990, other universities with innovative administrations, known as government-supervised public universities, have

been established. These institutions have more autonomy than conventional public higher education institutions. Currently, there are four government-supervised public universities: Suranaree University of Technology, Walailak University, Mae Fah Luang University, and King Mongkut's University of Technology Thonburi. The last was changed to this administrative form in 1998 (SEAMEO RIHED, 1999-2000). It is projected that, by the year 2002, virtually all public universities will be transformed into government-supervised public universities. The details of such changes are discussed in the last part of this chapter. The university under study is one of the closed public universities that is in a state of transition toward becoming a government-supervised public university. Among the 41 private higher education institutions, there are 23 private universities and 18 private colleges (SEAMEO RIHED, 1999-2000).

Whereas the Ministry of University Affairs controls most of the higher education institutions in Thailand, there are additional institutes and colleges under other ministries. The Ministry of Education controls government teachers' colleges, vocational and technical colleges, agricultural colleges, physical education colleges, drama colleges, and fine arts colleges. Nursing colleges are under supervised by the Ministry of Public Health. There is also the Police Cadet Academy, which is under the supervision of the Ministry of Interior, and the Royal Military Academy, supervised by the Ministry of Defense (SEAMEO RIHED, 1999-2000).

### Administration and Governance of the Thai Higher Education System

Higher education in Thailand has long been under the control and supervision of the government. Under governmental control, public institutions of higher education

have a status equivalent to a ministerial department. At the national level, two governmental offices are responsible for higher education in Thailand: the Ministry of University Affairs and the Ministry of Education. The Ministry of University Affairs has important roles concerning the supervision and coordination of almost all public and private universities in Thailand, except for some specialized higher education institutions that are under the supervision of other ministries. The main responsibilities of the Ministry of University Affairs include formulating educational policy within the framework of the national development plan, standardizing curricula, managing personnel, and making recommendations about budget allocations (Ministry of University Affairs, 1998a). The Ministry of Education serves the same functions as the Ministry of University Affairs, but it targets primarily vocational, technical, and teachers' training colleges.

At the institutional level, each public university has its own Act and a university council as its supreme governing body. The university council is equivalent to the board of trustees of universities in the United States (Sasidhorn & TapindKae, 1977). The university council consists of a chairperson, a president, deans, directors of university institutes, and other qualified persons not salaried by the university (Ministry of University Affairs, 1998a). The university council is responsible for making important institutional policies before they are submitted for government approval (Watson, 1991). It has decision-making power concerning policy, academic development, and staff appointments (Watson, 1991).

The president, as the chief administrator of the institution, operates the university according to policies set by the university council (Ministry of University Affairs,

1998a). Each university also has a university teaching faculty senate, which serves as an advisory body. Regular decision making concerning academic matters is dealt with mostly at the department level, with approval from the university teaching faculty senate.

For private higher education institutions, the Ministry of University Affairs serves to coordinate those institutions with government offices through the office of the permanent secretary (Ministry of University Affairs, 1998a), which is responsible for coordination, accreditation, supervision, and control of degree-granting private institutions (Tongthamachat, 1996). Each private higher education institution also has its own university council, which has relatively high autonomy in developing its own administrative framework.

### Issues Concerning Thai Faculty Members

#### Profile of Faculty Members at Public Universities

According to statistics for fiscal year 1998, there were 21,110 Thai academic staff members at public universities. Female staff members outnumbered males (11,085 females versus 11,025 males). When faculty members are classified according to academic rank, lecturers constitute the largest group (11,277), followed by assistant professors (5,312), associate professors (4,159), and full professors (362). There are more female than male faculty members in all academic ranks except for full professorships, in which males outnumber females (239 and 123, respectively) (Ministry of University Affairs, 1998b).

The following discussion is focused on faculty members at public institutions of higher education. Topics under consideration are (a) faculty members as civil servants,

(b) the recruitment process, (c) academic rank and the evaluation and promotion processes, (d) workload, and (e) Thai working norms operating in the academic environment. These topics are discussed in the context of the Thai higher education system under governmental control.

### Thai Faculty Members as Civil Servants

All Thai faculty members at public institutions of higher education are civil servants, and therefore are governed by the Civil Service Act (Wiratchai, 1992). As a result, they are assured of permanent employment after their initial probationary period and are paid according to a civil service salary scale. As civil servants, they also receive many other benefits, including a pension for life after at least 25 years of service, eligibility for welfare allowance, and free medical treatment from the government hospital (Wiratchai, 1992). Despite the many benefits that Thai faculty members receive as civil servants, their autonomy sometimes is constrained by bureaucratic procedures. For example, although faculty members at Thai public universities have relatively high autonomy in controlling their schedules (in comparison with those in the business sector), it is sometimes implicitly expected that faculty members be in their offices during government office hours. It needs to be noted here that, by 2002, when it is projected that all public universities will have been transformed into government-supervised public universities, faculty will no longer be civil servants. Instead, their occupational status will be that of university employees.



### The Recruitment Process

Faculty recruitment and promotion procedures are uniform in both private and public institutions in Thailand. Each university selects, appoints, and promotes its own personnel. Wiratchai (1992) described the typical recruitment process as follows: When there is a vacant position, the university appoints an ad hoc committee to select qualified candidates. Then, the president appoints the selected candidates, who are given an approximately 6-month probationary period. Candidates who pass the probation are appointed as lecturers by the president.

### Academic Rank and the Evaluation and Promotion Process

As in the United States, the academic ranks of faculty members in the Thai higher education system follow a hierarchy: lecturer, assistant professor, associate professor, full professor, and distinguished full professor. The criteria for promotion include academic qualifications, amount of salary, length of service, research, teaching load, and other services (Wiratchai, 1992). Theoretically, as in the U.S. system, research is the main criterion for promotion in academic rank. However, in the Thai system, research is defined more broadly to include writing and translating texts (Watson, 1991).

In terms of compensation, the salary scale of Thai faculty members with civil servant employment status at public institutions is tied to the civil service salary scale. Therefore, their salaries are much lower than those of people with the same educational qualifications in the private sector, as well as of faculty members in western countries (Wiratchai, 1992). Faculty members have opportunities to earn supplemental income through consulting and extension work.

### Workload

According to the Civil Service Act, staffs are required to work 35 official hours a week (Wiratchai, 1992). Teaching, research, community service, and Thai cultural preservation are theoretically understood as Thai faculty members' work responsibilities. In practice, the extent to which each faculty member in Thai universities engages in each activity varies (Wiratchai, 1992). But, in general, all faculty members are required to teach. Other than that, they are free to decide in what other activities they will engage. In general, department staff decide the teaching load of faculty members. The typical teaching load of university faculty is three undergraduate or graduate courses per semester. Each class usually meets 2 to 3 hours a week. The teaching load is likely to be heavier for faculty members who teach language, prepare undergraduate teachers, or teach in the less prestigious provincial areas (Wiratchai, 1992). In addition, Thai faculty members often have a heavy administrative load, partly because of the bureaucracy, which is taken seriously and is time consuming.

### Thai Working Norms Operating in the Academic Environment

P. George (1987), a western Fulbright scholar, noted several distinctions between Thai and western cultures operating in the academic environment. First, the Thai reverence for authority is evident. Thais tend to "accept authority which derives from age, position, status, family background or moral excellence" (p. 5). George also pointed out the differences between westerners' and Thais' perspectives concerning time and planning styles. Westerners tend to organize their schedules in a linear manner. That is, "they tend to plan to do one thing at a time, keep to the schedule, and not be interrupted"

(p. 6). Thais, on the other hand, tend to see time as more recurrent and cyclical. That is, “they tend to do a number of activities at once, flex around schedule change and expect interruptions” (p. 6).

Another observation that George made about the differences between Thai and western cultures in academia concerned communication styles. Whereas frank and direct criticism of one’s work is expected in the U.S. academic tradition, Thai academics tend to adhere to the social custom of *krengchai*, which means “an extreme reluctance to impose on anyone or disturb his personal equilibrium by direct criticism, challenge, or confrontation” (Office of Prime Minister, 1995, p. 111). This reluctance can sometimes become a barrier in giving feedback or constructive criticism. The situation can be even more complicated when seniority issues are involved. Further, this *krengchai* value sometimes causes Thais to hesitate to ask for help or direction.

Thais and westerners also seem to have different attitudes toward the process of change. George pointed out that westerners tend to be more proactive in implementing changes, whereas Thais (with the influence of Buddhist thought) believe that “change is inevitable and will occur by itself” (p. 25). Therefore, “most Thais prefer to stand and wait” (p. 25). For example, although Thai academics tend to be willing to welcome western ideas, they hesitate to rush into change. Instead, they prefer to take time and try new ideas several times until those ideas are modified to fit the Thai academic context.

In terms of the teaching and learning context, the Thai language is the medium of instruction. Watson (1991) commented that the subject matter being taught is often removed from common application and irrelevant to the needs of Thailand as a developing country. Programs often emphasize the narrow, specialized, and theoretical

knowledge more than practical and up-to-date knowledge (Watson, 1991). Liberal education, with its emphasis on critical thinking, has not been part of the Thai educational tradition. Instead of facilitating critical thinking through dialogue, lecture is often the main teaching approach.

## Current Issues in Thai Higher Education

### Thai Higher Education Amid Economic Crisis

Since the 1997 economic crisis, Thai colleges and universities have suffered greatly from the drastic 20% to 30% reduction in government funding (Vargo, 1998). This crisis has affected the operations of both public and private institutions of higher education. At the same time, it has accelerated a major higher education reform—the independence of public universities from direct governmental control, which is partly in response to the loan conditions of the International Monetary Fund (IMF) (Atagi, 1998). The details of university autonomy are discussed in the next section, whereas this section is concerned with the general consequences of the economic crisis for higher education in Thailand.

The 1997 economic crisis affected virtually every aspect of Thai higher education, ranging from brick-and-mortar expenses to faculty professional development. First of all, this crisis stalled the plans of some universities, both public and private, to expand their campuses. For example, Assumption University, a private institution, had to delay the construction of its new campus, which had been under way for more than 5 years. Similarly, the approved plan for construction of new buildings at Srinakharinwirot University, a public institution, was put on hold (Vargo, 2000).

Second, this crisis has affected human resource management in both private and public colleges and universities in various ways, including restrictions on new hiring and salary freezes. Public universities, in particular have been pressured to restrict their recruitment to replace existing retired faculty. According to Vargo (2000), in public universities, only 20% of the positions vacated by retirement may be filled. This hiring freeze will continue until a new salary scale for non-civil servants is in place. Public universities also are offering early retirement incentives to reduce their expenditures for staff salaries. With the diminishing number of faculty, existing faculty have to carry heavier workloads. Even worse, while public universities have been pressured to limit the number of faculty, these institutions, particularly the open universities, have experienced increasing student enrollments because their tuition is lower than that of private institutions. Although increasing enrollments have meant increases in institutional incomes, they also have meant heavier teaching loads for faculty in the public universities. In contrast, private institutions of higher education, especially the less established ones, have suffered from declining student enrollments. In addition, budget constraints limit these institutions' opportunities to hire new expatriate faculty to replace those whose contracts have ended.

Furthermore, the financial crisis has impeded the professional development of faculty members (Vargo, 1998). Scholarships for studying abroad have been disrupted. The government reduced its financial support to scholarship recipients who were already studying abroad and gave them a firmer timeline in which to finish their degrees. Some were even encouraged to return to finish their degrees at home. At the time of this writing, the stringent timeline is still in effect. The budget for other short-term

professional development, such as expenses for attending conferences and workshops within the country and overseas, also has been reduced.

Despite the various devastating effects of the financial crisis on the growth of Thai higher education, a vice-president for academic affairs at a private university pointed out some positive consequences of this predicament (Vargo, 2000). At the micro level, parents and students have a greater interest in the cost-effectiveness of education. At the national level, there is greater emphasis on quality assurance and “good governance,” whose components include rule of law, virtue, clarity, accountability, participation, and value for money. All of these components of good governance and quality assurance are included in a draft bill of the new system of the university under study.

The economic crisis is the crucial phenomenon that impelled the reform of all public universities into the new system of government-supervised public institutions. However, people still debate whether the new system will actually improve the situation of Thai higher education. It is said that one impetus leading to this reform was the IMF’s loans to the Thai government. The IMF agreement encourages privatization and clarity in the operations of all governmental offices (Atagi, 1998). The reform of public universities into government-supervised public institutions is discussed in detail in the next section.

Another positive aspect of this crisis is that it has forced institutions of higher education to join forces in their efforts to deal with the situation. For example, the Association of Private Higher Education Institutions established a cost-saving joint plan for purchasing essential supplies. The association also developed a doctorate program in

business administration as an alternative to pursuing a prohibitively expensive education overseas by pooling resources from many private universities (Vargo, 2000).

Another related consequence of this financial emergency was the negative effect of disrupted overseas study for many students. Vargo (2000) pointed out that the return of numerous Thai students from overseas can be perceived optimistically as an opportunity to reduce the long-standing problem of brain drain. However, the challenge ahead lies in developing programs of study that meet international standards.

Finally, facing the necessity to generate additional income, universities increasingly are offering open certificate programs, short-term courses, and inservice training. These programs have served well the nation's need for ongoing continuing education because of the changing nature of the workforce, which requires updated knowledge and skills.

#### A Prospective Major Reform in Thai Higher Education

Another change in higher education that currently is receiving much attention is the anticipated transformation of all public universities into government-supervised public institutions by the year 2002. This reform has been accelerated by the economic crisis. That is, the government has been encouraging public universities' independence in order to reduce its expenditures (Atagi, 1998).

Government-supervised public universities will have more autonomy in managing their own affairs than they did under the old system, particularly in personnel and financial management (Atagi, 1998). The autonomy of the new system will free the universities from many bureaucratic constraints. In terms of finance, the government-

supervised public universities will be able to establish rules and regulations on finance and supplies that are consistent with their objectives, without conforming to the regulations set up by the Ministry of Finance. Under this new system, the government will subsidize the universities through block grants (Ministry of University Affairs, 1998). As a result, the government-supervised public universities will have more flexibility in managing their budgets, by their own regulations, in response to their changing financial needs (Chulalongkorn University, 1999).

However, under this new system, the government will no longer be the primary source of financial support for universities. Instead, universities will probably have to share their financial burdens equally with the government. Therefore, because universities will need to become more financially independent from the government, faculty members will be expected to increase their research and consultancies in order to generate extra income for the universities.

In terms of personnel management, each institution will have greater autonomy in managing its own personnel. Universities can determine the number of employees they need, instead of having to follow the government's centralized personnel management plan (Chulalongkorn University, 1999). Moreover, universities can set their own rules and regulations concerning hiring, firing, promotion, pay scales, and other benefits (Atagi, 1998). This autonomy probably will enable universities to respond better to the changing environment. For example, if public universities had had full autonomy, they would not have been affected by the 1994 and 1998 administrative reform schemes, which froze new hiring despite the faculty shortages in some departments.



In addition, advocates for this change believe that, with higher salaries and independence from bureaucratic regulations, the new system will attract greater numbers of high-quality faculty applicants. Under the new system, each university will have autonomy in offering faculty a more competitive, higher salary corresponding to the labor market rate. In contrast, under the current bureaucratic system, all faculty of the same rank at public universities, regardless of their discipline and institution, are paid according to the same standardized pay scale for civil servants. According to Atagi (1998), under the current system, the salary of faculty at public universities is only one-third to one-seventh that of people with equivalent backgrounds in the private sector. Advocates for the new autonomous system, therefore, have criticized the standardized pay scale for impeding institutions from offering competitive compensation to attract highly qualified people to become faculty, especially in the high-demand fields, which run short of faculty members. Similarly, institutions cannot provide special incentives for faculty to work in distant, less attractive rural areas, which need faculty members (Chulalongkorn University, 1999).

However, under the new system, faculty and staff no longer will be civil servants. Instead, they will be hired as simply “university employees” (Atagi, 1998). Also, faculty members no longer will be assured of permanent employment after passing an approximately 6-month probation. Instead, they will be hired on a performance contract and will be subjected to periodic reviews. University employees also will likely lose many benefits afforded by civil servant status, such as full medical coverage, a housing allowance, and the right to receive royal decorations (Atagi, 1998). If fringe benefits are available, they may come from a fund to which both the university and the faculty

themselves contribute (Chulalongkorn University, 1999). Thus, opponents of the new system argue that, without job security and fewer employment benefits, it will become more difficult for public institutions to attract faculty members. Some opponents also argue that the higher salaries expected with the new system still will not match those offered in the private sector.

Ideally, the new system will require universities to restructure their organizations to operate more efficiently, for example, in terms of work distribution. Job descriptions will need to be clarified. With the increasing demand for research and consulting, along with the requirement of systematic evaluation, the line between work responsibilities in the academic and administrative areas will need to be more clearly delineated. Then faculty members can concentrate on teaching and research, instead of being overwhelmed by administrative responsibilities, as is currently the case. At present, because of the limited number of professional administrators, faculty members typically have to share the burden of administration. According to Atagi (1998), under the current work condition, only 1.8% of faculty hold the rank of professor, partly because the working environment is not conducive to concentrating on research and teaching.

Although the new administrative system allows government-supervised public universities to have greater autonomy, the institutions will be subjected to public accountability. Both internal and external audits are likely to be carried out to ensure the quality of the universities' education and research. The Ministry of University Affairs is planning to establish an independent agency, the Quality Assurance Center, to ensure the standards of public universities (Atagi, 1998).

### Factors That Have Influenced the Change in Status of Public Universities Into Government-Supervised Public Universities

The movement toward changing public universities into universities under government supervision has been discussed for the past three decades. However, the 1997 economic crisis accelerated that vision into action (Atagi, 1998). Since the economic downturn, the Thai government has been pressured to reassess its funding practices. Although the government announced that it would not reduce its budget for education, in practice the 1998 budget for education was decreased 1.4%. Specifically in the case of higher education, the budget was cut 2%. This led many new and existing projects to stagnate, such as investment in equipment, buildings, and employment of new faculty and administrators. Nearly 2,000 government scholarships for studying abroad, granted over the preceding 5 years, were canceled (Atagi, 1998). With declining financial support from the government, and facing constraints by governmental financial regulations that impede them from internally maneuvering their budgets, universities increasingly have seen the need to be independent from governmental control.

Furthermore, the conditions of the structure-adjustment loan, offered by the World and Asian Development Bank, are believed to be another factor that has led the government to encourage public universities to change into autonomous institutions and increase their public accountability (Atagi, 1998). This \$1.5 billion structure-adjustment loan program is part of the IMF's \$17.2 billion bailout package offered by the World Bank and Asian Bank. Specifically, the IMF agreement encourages universities to privatize or corporatize their projects and agencies. This agreement also recommends that the government increase clarity in the operations of all governmental offices (Atagi,

1998). The administrative principles underlying the government-supervised public universities, such as encouraging the institutions' financial autonomy and public accountability, are consistent with the loan conditions of the IMF.

Another factor, which has not directly caused the change but coincidentally has reinforced the need for universities' independence from the government, is the administrative reform schemes of 1994 and 1998, which were intended to downsize governmental offices and thereby reduce the number of governmental officials (Chulalongkorn University, 1999). The policy to restrict recruitment became even more urgent after the economic downturn in 1997. In 1994, the government issued administrative reform schemes to freeze recruitment, so as not to exceed the number of retirees. Due to the pressures of the economic crisis, in order to reduce governmental expenses for public personnel, in 1998 the government declared another restriction on new faculty recruitment. These policies aggravated the existing faculty shortage faced by many departments within the public universities, such as medical science, engineering, and science. However, public universities cannot recruit new faculty members because the government reform schemes restrict new recruitment.

Under such constraints, the faculty-shortage problem is likely to be more evident at older universities because it is anticipated that a large cohort of faculty at these universities will retire. Under the civil service regulations, faculty must retire when they reach age 60, even though they still may be able to contribute a great deal to the academic community (Chulalongkorn University, 1999). At the same time, with the previously mentioned administrative reform schemes, the academic positions of those retired faculty members will have to be returned to the central government. Therefore,

universities cannot hire new faculty to replace retired faculty, even with the faculty shortage in many departments of public institutions. Under such circumstances, the advocates of this reform see the independence of public universities from government control as one solution enabling public universities to deal with these constraints.

Furthermore, a former president of Chulalongkorn University who advocates the idea of reform pointed out that governmental control makes it difficult for universities to fulfill their missions of teaching, research, service, and Thai cultural preservation. These days, people increasingly are turning to public universities for advice on many social, economic, and political issues. Research by faculty at public universities also increasingly influences people's decision-making practices. Public universities, therefore, need to be able to fulfill their missions of teaching, research, service, and Thai cultural preservation without bias or influence from external forces. However, under governmental control, public universities sometimes are susceptible to the influences of political or bureaucratic leaders. Recognizing this necessity, university leaders are recognizing the need for autonomy (Chulalongkorn University, 1999).

### Chapter Summary

This chapter provided an overview of the Thai higher education system. There is extensive literature about new faculty in the U.S., which in turn has practical implications for new faculty development programs. However, little has been written about the socialization experiences of new faculty in other countries. Even though there are many commonalities in the experiences of new faculty members in various countries, it is important to consider contextual differences in applying faculty development strategies

from one cultural setting to another. Therefore, I focused on new faculty socialization in one Thai university. Before examining new faculty socialization at this university, it was important to provide readers with background information on the Thai higher education system in general. In this chapter, I provided a historical and current account of Thai higher education. I also discussed important issues concerning Thai faculty members, as well as various changes that are taking place in Thai higher education.

## CHAPTER 3

### REVIEW OF LITERATURE

#### Introduction

This chapter provides a summary of four themes in the literature that informed the conceptualization of this dissertation. The first area concerns the work expectations of new faculty members. The second area pertains to experiences of new faculty members. The third area of the review is focused on the socialization process and is divided into four subsections: (a) definitions of socialization from a traditional perspective and an interpretive perspective, (b) stages of the socialization process, (c) dimensions of organizational socialization, and (d) institutional supports for new faculty socialization. The fourth area pertains to the effects of disciplinary differences on the socialization of new faculty.

#### The Work Expectations of New Faculty Members

Newcomers to an organization often have certain expectations about their new setting and their roles in it. They form these expectations before entering the organization—that is, during an anticipatory socialization period. However, newcomers commonly experience surprise or reality shock (Louis, 1980; Major et al., 1995). Reality shock results when there is a discrepancy between the newcomer's expectations, which typically are formed during anticipatory socialization, and reality (Porter & Steer, as cited in Major et al., 1995).

Literature on turnover is useful in understanding the effect of work expectations. According to Louis (1980), the effect of new recruits' expectations on turnover can be studied from two perspectives: (a) unrealistic expectations and (b) unmet expectations. The former perspective assumes that new recruits often have inflated expectations of the organization before entering it. This is largely because unrealistic images of the organization often are portrayed during the recruitment process. This perspective identifies inflated expectations before entry as the source of the problem; therefore, the solution is to provide newcomers with an accurate understanding of the organization through a realistic job preview.

The unmet-expectations perspective, on the other hand, focuses on the discrepancy between newcomers' initial expectations (or needs) and their actual experiences on the job. According to Porter and Steer (as cited in Major et al., 1995), the unmet-expectations hypothesis posits that the attainment of work expectations affects job satisfaction, work commitment, and other job-related attitudes, which in turn affect one's performance and eventually turnover. The strategy for dealing with the turnover problem resulting from unmet expectations is to ensure that newcomers' expectations are met. For example, this strategy encourages both newcomers and employers to clarify each other's expectations.

The issue of work expectations links literature on early career turnover and socialization. Expectations may be consciously recognized, tacit, or emergent. Many socialization theorists have pointed out that surprise is a common experience of newcomers (Van Maanen, 1976). According to Louis (1980), surprise may relate to the job, the organization, and oneself. The author discussed five types of surprise. First, it can occur when newcomers' conscious job expectations are not fulfilled. Second,



surprise can occur when both conscious and unconscious expectations about oneself are unmet, such as expectations about one's skills, values, and needs. Third, it can occur when unconscious job expectations are unmet. That is, until they are actually on the job, people do not realize that certain aspects of the job are important to them. For example, before they begin work, new faculty members may not realize the necessity of having secretarial support or additional funding for research.

Fourth, surprise can result from inaccurate anticipation of one's reaction to the new setting. For example, although new faculty members may anticipate that work overload can spill over into their personal lives, novices may not expect that this will cause them unbearable stress. Finally, novices may be surprised when they cannot apply their previous cultural assumptions to the new setting. For example, faculty members from research-oriented institutions who gain employment at teaching-oriented universities may be surprised with the heavy teaching loads at their new institutions.

What are the expectations of newcomers? The central concern of newcomers often involves role requirements. Therefore, the issues of role clarity, role conflict, and role acceptance (that is, the extent to which one is expected to change one's personality to fit the role) are crucial for newcomers' adjustment. In their study, Major et al. (1995) focused on the effects on job satisfaction, commitment, and turnover on newcomers' job expectations (such as role clarity and role conflict) and their self-acceptance. The study findings indicated that unmet expectations had a negative effect on socialization. The findings also indicated that proactive action to provide support from supervisors and colleagues could alleviate the negative effect of unmet expectations.

In the context of higher education, graduate schools have been criticized for inadequately preparing prospective faculty members to assume academic roles, such as in

teaching and academic culture. New faculty often find discrepancies between their initial expectations and actual experiences on the job. Information about new faculty's expectations can be found in studies on faculty development, new faculty, and academic aspirants. Writers on faculty development have reported that the most important concerns of early career faculty members are learning institutional norms and expectations. Other concerns involve gaining competence, setting priorities, expanding teaching-related skills, and getting acquainted with institutional resources and support services (Baldwin & Blackburn, 1981). New faculty members' expectations about their jobs, therefore, are likely to relate to these developmental tasks of their early careers.

Literature on the experiences of new faculty members has mentioned certain intrinsic factors reflecting the expectations of new faculty members. For example, collegiality often is referred to as the aspect of academic life that new faculty members expect to find, but are often disappointed (Menges & Associates, 1999). Writers also have pointed out that new faculty members often have unrealistic expectations about themselves (Menges & Associates, 1999; Whitt, 1991). These expectations, in turn, often are reinforced by administrators' expectation that new faculty members fulfill multiple responsibilities as soon as they assume their positions (Whitt, 1991). Furthermore, research in this area has indicated that intrinsic factors, such as autonomy and the intellectual-stimulus nature of the academic profession, often are reported as elements that attract new faculty members to an academic career. It therefore seems reasonable to infer that these intrinsic factors are what new faculty members often expect from a career in academe.

One of a few studies focusing specifically on new faculty members' expectations was conducted by Olsen and Crawford (1998). The researchers used the unmet-

expectations hypothesis to explore the match between professional expectations developed during graduate school and the expectations, norms, and values prevalent at a large research university. Olsen and Crawford compared met expectations of faculty members with and those without postgraduate work. They also examined the long-term consequences of a mismatch between initial expectations and actual experiences. The authors found that expectations significantly affected both work satisfaction and stress, and that prior work status had a stronger effect on work stress than on job satisfaction. They concluded that “job expectations do influence key attitudes, especially job satisfaction in the same year of appointment” (p. 50).

### Summary

The first area of literature that informed this study was concerned with new faculty members' work expectations. Researchers have pointed out that surprise, which results from a discrepancy between expectations and actual occurrences, is a common experience of novices (Louis, 1980; Van Maanen, 1976). In the context of a faculty shortage, such as currently exists in Thai universities, turnover of new faculty members is detrimental to the institutions. Research has indicated that unmet or unrealistic expectations can lead to faculty turnover (Louis, 1980; Porter & Steer, as cited in Major et al., 1995). Therefore, it was important in this study to examine new faculty members' expectations. This understanding can help administrators alleviate the negative effects of unmet expectations, for example, by ensuring that new faculty members receive clear communications of institutional expectations. It is also important to understand what new faculty members expect of themselves. According to Louis, surprise can result from mismatched expectations related to job, institution, and self.

This background information led me to pose the following questions: What are new faculty members' expectations regarding jobs and tasks at their employing institution? When did these expectations develop? What expectations about the academic profession or this institution led them to their current jobs? In other words, what attracted them to an academic career at this institution?

### Experiences of New Faculty Members: Concerns and Needs in Their Early Careers

Writers on faculty development have described the early period of an academic career as stressful and demanding. At the same time, new faculty members enter their careers with enthusiasm and tend to be receptive to socialization (Baldwin, 1990; Baldwin & Blackburn, 1981). Researchers have found that, although new faculty members often find their jobs stressful, they can gain intrinsic satisfaction from certain aspects of academic work, such as autonomy, opportunities for intellectual discovery, and a sense of accomplishment (Olsen, 1993; Olsen & Sorcinelli, 1992; Sorcinelli, 1988). Studies also have indicated that although, over time, these intrinsic aspects of an academic career continued to be a source of satisfaction to new faculty members, overall satisfaction with their careers declined over time (Olsen & Sorcinelli, 1992). It is therefore useful to discover specific challenges that may contribute to a decline in overall job satisfaction among new faculty members. Olsen (1993) mentioned specific factors that contribute to new faculty members' work stress, including time constraints, pressure to balance multiple responsibilities, inadequate compensation, lack of feedback, and job insecurity.

Many writers have explored the specific challenges that new faculty members face in their early careers (Boice, 1992; Dunn, Seff, & Rouse, 1994; Fink, 1984; Mager

& Myers, 1982; Menges, 1994; Menges & Associates, 1999; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Sorcinelli & Austin, 1992; Whitt, 1991). These studies had some common themes concerning specific types of challenges that new faculty members often face.

In the literature, the most often mentioned challenge and disappointment for new faculty was the lack of collegiality (Boice, 1992; Dunn et al., 1994; Fink, 1984; Mager & Myers, 1982; Menges, 1994; Menges & Associates, 1999; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Sorcinelli & Austin, 1992; Tierney & Rhoads, 1993; Whitt, 1994). These studies indicated that new faculty members often experience a sense of isolation and a lack of intellectual stimulation and support from senior colleagues and administrators. They often complain of a lack of colleagues with whom to discuss their professional concerns regarding teaching, research, and criteria for tenure and promotion. Some express concern about politics in the department (Mager & Myers, 1982). Writers also have found that new faculty have few opportunities for teaching and research collaboration (Fink, 1984; Menges, 1994; Sorcinelli, 1988). Mentoring often is rare, particularly for women and minorities (Boice, 1992; Menges, 1994; Tierney & Bensimon, 1996).

In terms of long-term improvement of collegiality, researchers have reported a decline over time in new faculty members' satisfaction with collegiality (Olsen, 1993; Olsen & Sorcinelli, 1992). Boice (1992) noted the lengthy period before new faculty members are able to establish themselves as part of the academic community. He also discovered that inexperienced new faculty members (those who had just been granted their final degree) tended to integrate themselves more quickly into the academic community than did experienced (those who had transferred from other academic

institutions) and returning new faculty members (those who had previous work experience in nonacademic settings).

The second most often mentioned challenges were time constraints, work overload, and pressures to balance multiple responsibilities (Boice, 1992; Fink, 1984; Menges, 1994; Menges & Associates, 1999; Olsen, 1993; Olsen & Sorcinelli, 1992; Sorcinelli, 1988; Tierney & Rhoads, 1993). New faculty members often face challenges in balancing multiple and often conflicting demands (Austin & Rice, 1998), for example, in balancing teaching and research. Many new faculty members complain about being overwhelmed with immediate demands for teaching, advising, and performing administrative tasks and committee work. Most new faculty members spend the majority of their time on excessive lecture preparation, in response to the immediate demand to avoid negative evaluations. The teaching role becomes even more demanding because new faculty members sometimes are assigned to teach many different courses, each of which necessitates separate preparation (Fink, 1984).

Being overwhelmed by the immediate need to fulfill their teaching responsibilities, new faculty members tend to postpone research, which is the main criterion for evaluation (Boice, 1992; Fink, 1984; Menges & Associates, 1999). Time management can create great stress for new faculty members, especially as the time for tenure review approaches. New faculty members' typical solution to work overload is to spend more time on their work and try harder (Menges, 1994). Work overload, in turn, often has negative spillover effects on their personal lives (Sorcinelli & Gregory, 1987), such as personal health and relationships (Reynolds, 1992; Sorcinelli, 1994).

In investigating these challenges over time, Olsen and Sorcinelli (1992) found that many new faculty members adjusted well to their teaching and research roles.

However, the challenge to manage their time in order to balance multiple responsibilities became even greater.

The third challenge for new faculty members concerns challenges in the teaching role. According to Fink (1984), in the early career, teaching is the most overwhelming aspect of academic life. Although some faculty members have had previous experience as teaching assistants, that experience does not always adequately prepare them for taking full responsibility for teaching, including designing courses and syllabi, evaluating courses, and so on.

Whereas researchers have found that new faculty members desire to adopt more active learning and student-centered approaches to improve students' learning, they often have limited repertoires of teaching strategies (Boice, 1992; Fink, 1984; Menges & Associates, 1999). They typically rely on the lecture and reading approach (Fink, 1984) and are concerned primarily with getting the content right (Boice, 1992; Fink, 1984; Menges & Associates, 1999). Further, they often face challenges of dealing with difficulties that students have with their lessons. Some contextual factors, such as having to teach large classes and being concerned about appearing not to have sufficient knowledge, also impede faculty from using new approaches (Fink, 1984; Menges & Associates, 1999).

New faculty members tend to be eager to improve their performance, but they have limited opportunities to discuss teaching with colleagues. Whitt (1991) found that new faculty members expressed a need for more constructive feedback from their colleagues, but they often were passive in seeking outside help. In the study by Menges and associates (1999), new faculty members valued student evaluations as much as they valued those of their colleagues and administrators, which often were not even offered.

In addition, most new faculty members were slightly more satisfied with feedback from students than from colleagues and administrators. They found students' feedback to be more specific, coherent, and constructive. In other studies, however, such as that by Luce and Murray (1997), new faculty members did not trust student evaluations.

The evaluation, tenure, and reward system is another concern for new faculty members in many ways. First, the message that many institutions convey to new faculty members on the criteria for tenure review often is unclear, and sometimes the criteria are unstated (Austin & Rice, 1998; Chait, 1998). Often new faculty are not given consistent, specific information on tenure requirements, such as the expected ratio of teaching, research, and service; expected numbers of publications and whether both books and articles are counted; and which publishers are acceptable (Chait, 1998; Tierney & Bensimon, 1996). Even worse, different sources of information concerning work expectations and tenure requirements sometimes are in conflict with one another (Austin & Rice, 1998; Menges & Associates, 1999; Tierney & Bensimon, 1996; Whitt, 1991).

The second point of concern about tenure is the tenure timeline (Austin & Rice, 1998; Chait, 1998). Typically, the review process occurs in the sixth or seventh year of appointment. In general, new faculty members are concerned about not being able to do all the work required for tenure within this period. For example, the lengthy time required for getting their work published may not fit within the time frame of the current tenure requirement (Austin & Rice, 1998).

Many new faculty members also comment that the tenure review process does not provide constructive feedback for improvement (Austin & Rice, 1998; Chait, 1998; Menges & Associates, 1999; Sorcinelli, 1988, 1992). In the study by Menges and



associates, some new faculty members perceived the feedback from the review process as having little usefulness because that feedback lacked specificity and politeness.

Austin and Rice (1998) found that some new faculty members also were concerned about the frequent turnover of department chairs, deans, or members of their evaluation committees. Their main concern was that if the members of the review committee, who had given them advice for several years, left before the time of their tenure review, the new evaluation committee might subject the new faculty to different criteria and expectations. Also, the new committee might not be familiar with the new faculty members' work.

Furthermore, new faculty members have voiced concern that current tenure review practices can lead to a compromise in academic freedom (the value for which this system initially was established) (Austin & Rice, 1998; Tierney & Bensimon, 1996). For example, in Austin and Rice's study, some new faculty in natural sciences admitted to choosing topics that could produce results in a short period of time, in order to be able to use them for tenure review. Others were concerned that they might have to choose topics that interested colleagues on the committee. Menges (1994) discovered that some new faculty members' concern about tenure review made them reluctant to experiment with innovative teaching approaches or unconventional work.

New faculty members also express concerns about the current reward system, which is based primarily on research productivity. Research has indicated that there is a negative relationship between compensation and time spent on teaching. At best, productivity in teaching had a neutral effect on compensation (Fairweather, 1993; Menges, 1994). Most new faculty members devote more time to teaching than to other

activities; therefore, the current reward system is incompatible with these individuals' day-to-day activities.

Unrealistic self-expectations cause stress for new faculty members (Sorcinelli, 1992, 1994). They often experience stress as a result of self-imposed pressures to do well in all their multiple responsibilities. For example, in Fink's (1984) study, new faculty members tended to rate themselves more harshly in the teaching evaluation than did their senior colleagues and administrators. In Whitt's (1991) study, such self-imposed pressures tended to be reinforced by high expectations from administrators, who thought new faculty members should be able to fulfill multiple roles as soon as they assumed their positions.

A few writers have addressed new faculty members' concerns about insufficient resources (Sorcinelli, 1988; Whitt, 1991). There are variations among the disciplines in terms of resources available for new faculty members. The humanities tend to have fewer resources available than the sciences. This concern also relates to new faculty members' concerns about tenure. Some new faculty members in the natural sciences worried that delays in receiving equipment could jeopardize their ability to acquire tenure (Austin & Rice, 1998).

Researchers also have pointed out the challenges new faculty face in balancing work and life outside work, such as maintaining health, family-related responsibilities, personal recreation, and responsibilities related to citizenship. Writers have found that negative spillover of the work life into the nonwork life tended to affect new faculty members more than senior faculty (Sorcinelli & Near, 1989). Sorcinelli and Gregory (1987) described how trying to maintain a seamless boundary between faculty members' work lives and their personal lives could create stress.

## Summary

The second area of literature that guided this study was concerned with experiences of new faculty members in the U.S. Some common elements experienced by most new faculty members are the lack of collegiality, time constraints, pressures to balance multiple responsibilities, challenges in their teaching roles, unclear feedback from evaluations, anxiety about tenure, and pressures in balancing work and personal life. These themes guided me in formulating questions for this study concerning the experiences of new faculty members in a Thai University in the midst of a changing context.

### The Socialization Process

#### Definitions of Socialization

The socialization process has been conceptualized from two perspectives: traditional and interpretive. From the traditional perspective, socialization is defined as a cultural-acquisition process, and it is assumed that culture in general and organizational culture in particular become coherent, stable, and understandable through a rational process (Tierney, 1997). Accordingly, many authors who have subscribed to this traditional perspective have perceived socialization as a one-way process (Brim, 1966; Merton, 1957). That is, novices need to assimilate the dominant culture through a uniform socialization process. In addition, with the assumption that an organizational culture can be acquired through a rational process, the socialization process typically has been described as a series of planned learning activities.

Alternatively, from the interpretive perspective, Tierney and Rhoads (1993) defined socialization as “a cultural process that involves the exchange of patterns of

thought and action” (p. 21). From this perspective, an organizational culture is perceived as a site of negotiation among multiple cultures operating within the organization (Tierney, 1997; Tierney & Bensimon, 1996).

The interpretive perspective recognizes that variations in members’ backgrounds can lead them to make sense of the organization differently. As a result, a uniform socialization experience is not viable. This perspective promotes a bidirectional socialization process (Tierney, 1997; Tierney & Bensimon, 1996; Tierney & Rhoads, 1993). That is, while an organization can shape a newcomer’s values, attitudes, and behaviors through a socialization process, newcomers also are encouraged to contribute to changes in the organization. In ensuing chapters, I examine the socialization experiences of new faculty members in Thailand in light of these two concepts.

### Stages of the Socialization Process

The socialization process typically is delineated into three stages: (a) anticipatory; (b) role entry, which indicates the encounter or initial entry and early adjustment phases; and (c) role continuance (Corcoran & Clark, 1984; Tierney & Rhoads, 1993; Van Maanen, 1976). Authors have referred to the role entry and role continuance phases as organizational socialization (Tierney & Bensimon, 1996; Tierney & Rhoads, 1993).

The first stage of socialization, anticipatory socialization, can be described as a process in which a prospective member gains knowledge, skills, and values pertaining to the roles in the organization to which he or she aspires. Merton (1957) pointed out two functions of anticipatory socialization: to facilitate entry and to adjust to the organization. Tierney and Rhoads (1993) added that, at this stage, newcomers also start

to reframe the group in which they aspire to have membership. Because anticipatory socialization was not the focus of this study, details of faculty anticipatory socialization are not discussed here.

The second stage of the socialization process—the role entry stage—was the focus of this research, with particular emphasis on the role adjustment phase. Organizational socialization at the role entry stage comprises two phases: (a) the period of newcomers' initial encounters or interactions with the organization, such as during the recruitment and selection processes; and (b) the period of early adjustment to the new organization (Tierney & Rhoads, 1993). In this study, I focused on the latter phase. During this early adjustment phase, newcomers often experience “reality shock” (Louis, 1980; Van Maanen, 1976) because of a mismatch between what they learned during the anticipatory period and their real experiences in the new setting. Learning that occurs during the anticipatory period often gives prospective members an unrealistic image of the organization (Van Maanen, 1976). Organizational socialization, therefore, is essential for new members to be able to adapt to the real situation of the organization.

Van Maanen (1976) pointed out several factors that influence the socialization process, including organizational factors, relevant groups, features of the tasks, and individual factors. These factors were taken into account in this study. During the early adjustment phase, new faculty members in particular also face many challenges, including a sense of isolation, multiple work demands, and the development of teaching skills. Another important issue relating to this phase that needs to be addressed is organizational support of new faculty members. That topic is discussed in the last part of this section on socialization.

At the third stage of socialization, role continuance, organizational socialization begins after the individual settles into the new setting. Learning at this stage builds on what happened at the role entry stage. Newcomers may have to deal with problems discovered during the encounter phase of that stage. If there is a conflict between individuals' values and work orientation, the organization may apply an intervention that serves to disconfirm newcomers' previous assumptions. This can create anxiety, which leads newcomers to acquire new learning that is aligned with institutional expectations. The institution may use various strategies to influence newcomers, such as reward and punishment. In contrast, if newcomers are successfully introduced into the organizational culture during the entry period, they are likely to internalize role specifications, derive satisfaction from their work, and develop a high level of involvement and commitment to the new organization (Corcoran & Clark, 1984).

### Dimensions of Organizational Socialization

Dimensions of organizational socialization have been identified by various authors (Tierney & Bensimon, 1996; Tierney & Rhoads, 1993; Van Maanen & Schein, 1979). Following is a summary of these dimensions.

**1. Collective versus individual socialization.** Collective socialization involves learning in a group with common experiences, such as required courses for freshmen. Individual learning involves learning in isolation, such as apprenticeships and internships, or experiences of early career faculty members on the tenure track.

**2. Formal versus informal socialization.** Formal socialization involves learning separately from regular organization members, such as new faculty orientation. Informal socialization involves learning through trial and error in the actual day-to-day

work setting, such as socialization experiences of new faculty members, who typically are characterized as being left to sink or swim.

**3. Sequential versus random socialization.** In sequential socialization, sequences and steps of the learning experiences are clearly identified, such as medical training, in which newcomers may be required to master basic competencies before proceeding to the next level. In random socialization, sequences for learning one's roles are not clearly delineated, such as the experiences of new faculty members in learning multiple tasks on the job as soon as they assume their position.

**4. Fixed versus variable socialization.** Fixed socialization involves learning within a clearly specified timetable, such as the 12-year timeline for high school education. Variable socialization involves learning with an unspecified timetable, such as a varied timeline for graduate students in attaining their doctorate degrees. Socialization of faculty members in the U.S. system can be characterized as a combination of the fixed and variable processes (Tierney & Rhoads, 1993). That is, the 6 years of the pretenure period are fixed. However, the time frame for an associate professor to progress toward a full professorship varies from one individual to another.

**5. Serial versus disjunctive socialization.** In serial socialization, newcomers learn from their predecessors, who serve as guides, role models, or mentors. In disjunctive socialization, newcomers learn without any guides, role models, or mentors. This is often the case for minority faculty members and students.

**6. Investiture versus divestiture socialization.** In investiture socialization, newcomers' previous socialization is confirmed or valued in their new position or setting, such as the experiences of some inbred new faculty members. In divestiture socialization, newcomers' previous socialization is transformed or replaced in the new

setting, such as experiences of some new faculty members who have graduated from research universities and are hired to work at teaching-oriented colleges.

The preceding delineation of the six dimensions of organizational socialization served as a framework for this study in characterizing the socialization experiences of new faculty members and their institutional support. The following discussion of institutional support for new faculty socialization provides a background for using these six dimensions of organizational socialization in analyzing new faculty members' socialization experiences.

### Institutional Support for New Faculty Socialization

Many kinds of support can be provided for new faculty members. In this section, I discuss programs for new faculty orientation, research development programs, support for improving teaching, support from department chairpersons, and mentoring.

#### Programs for New Faculty Orientation

Fink (1992) gave an overview of the variety of formats that orientation programs may have, including their timing in the academic year, who is targeted, the content, whether the programs are mandatory or voluntary, and whether they are centralized or decentralized. Timing indicates when and how often orientation occurs during the academic year. The typical orientation takes place at the beginning of the semester and often overwhelms new faculty members with information (Tierney, 1998). One alternative is a program like that at Oklahoma University, which is a semester-long seminar that enables new faculty members gradually to absorb information and apply it to their work.



Orientation programs can also vary by target groups—that is, new or continuing faculty members or both, full-time or part-time faculty or both, or any combination of these groups. This consideration should also affect content. Fink's (1992) overview of orientation content included such topics as the campus, teaching effectiveness, and professional development. Many faculty development staff have suggested integrating campus and instructional development orientations.

Orientation programs also vary in terms of whether they are voluntary or mandatory. Many faculty development staffs hesitate to impose mandatory orientations because they believe that faculty members need to be intrinsically motivated to do a good job. However, the success of the orientation program at Southeast Missouri State University has proven that a mandatory program can be viable.

Orientation programs also vary by whether they are centralized or decentralized. Centralized orientation programs are provided at the campus level for all new faculty members, whereas decentralized ones may be provided by each college or department.

### Research Development Programs

Successful programs that promote faculty members' scholarship often focus on improvement of collegiality, effective time management, and sufficient resource support. Jarvis (1992) discussed several strategies for promoting the development of junior faculty members' scholarship, including mentoring, group projects, fellowship opportunities, and financial and resource support.

Writing workshops that help new faculty deal with time management and other common challenges encountered in the writing process can be valuable. For example, Boice's (1986) writing workshop focused on helping participants unlearn myths about

writing (such as that good writing requires large blocks of time), overcome writer's block through free writing activities, develop regular writing habits, and control anxiety about writing failure.

### Support for Improving Teaching

An example of a program designed to improve faculty members' teaching is the Lilly Endowment Fellows Program, which has had a positive influence on individual faculty members' careers as well as on universities as a whole (Austin, 1992a, 1992b; List, 1997). For decades, the Lilly Endowment has sponsored a teaching fellows program for faculty in their pretenure years. The purpose of the program is to enable junior faculty to develop teaching expertise while also establishing themselves as researchers and writers. The program on each campus varies in terms of content emphasis, degree of program structure, and so on. Austin (1992a) reported, however, that there are some typical basic elements of the teaching fellows program. These include regular group meetings, individual projects, time release from regular teaching, mentoring, and retreats and conferences.

### Support From Department Chairpersons

In many studies, new faculty members have perceived the department chairperson as a key figure in promoting their early career adjustment (Sorcinielli, 1988; Turner & Boice, 1987; Whitt, 1991). The chairperson provides such support by:

1. Creating a collegial working environment for new faculty members—encouraging senior colleagues to initiate contact with new faculty members, assigning mentors to new faculty, organizing formal and informal social gatherings, and so on.

2. Referring new faculty to various sources of support at the college as well as campus levels.

3. Securing department resources to support new faculty members.

4. Serving as a mentor and an advocate for new faculty members.

5. Giving direct and honest feedback on new faculty members' work performance.

6. Clarifying institutional expectations. This assistance is particularly important in institutions that are undergoing change because, in such a situation, senior faculty members, who tend to have been hired under different conditions, may be confused about their role. As a result, new faculty members often are given conflicting advice by peers and administrators.

### Mentoring

There are variations in the definition of mentoring, which typically is defined according to its functions. The term sometimes is used interchangeably with sponsorship, role model, or even peer relationship. Conflicting views about the mentoring concept have been expressed by those who described mentoring as a dyadic hierarchical relationship between mentor and mentee (Menges & Associates, 1999; Reohr, 1981) and those who considered peer relationships as mentoring (Kram, 1986; Kram & Isabella, 1985). Kram broadly defined mentoring as a relationship between junior and senior colleagues, or between peers, that provides a variety of developmental functions.

Some authors have offered ways to categorize the functions of mentoring (Kram, 1986; Sands, Parson, & Duane, 1991; Shapiro, Haseltine, & Rowe, 1978; William &

Blackburn, 1988). Kram's categorization, in particular, is a comprehensive framework for systematic analysis of mentoring functions, and it was used in the present study to explore mentoring experiences of new faculty members. According to Kram, mentoring serves primarily two functions: career functions and psychosocial functions.

**Career functions** are "those aspects of a relationship that enhance learning the ropes and preparing for advancement in an organization" (Kram, 1986, p. 161). These functions include:

1. Sponsorship, which involves providing newcomers with access to connections and opportunities.
2. Coaching, which involves providing guidance, advice, and feedback.
3. Protection, which involves helping novices prevent or deal with conflicts or mistakes outside their control.
4. Exposure, which involves providing opportunities for novices to be visible or to demonstrate their competence.
5. Challenging work assignment, which involves assigning tasks that stimulate novices' growth.

**Psychosocial functions** are "those aspects of a relationship that enhance a sense of competence, clarity of identity, and effectiveness in a professional role" (Kram, 1986, pp. 161-162). These functions include:

1. Role modeling, which involves demonstrating valued behavior, attitudes, and skills that enable novices to grow with competence, confidence, and a clear professional identity.
2. Counseling, which involves helping novices explore their personal and professional concerns.

3. Acceptance and confirmation, which involve providing ongoing support and respect, and reinforcing a sense of self-worth for novices.

4. Friendship, which involves developing mutual caring relationships in addition to those necessary for working purposes, such as sharing experiences outside the work setting.

Writers have discussed two types of mentoring: Formal and informal (Major et al., 1995). Informal mentoring typically occurs haphazardly through natural selection between pairs. The mentor often initiates the informal mentoring relationship. Formal mentoring, on the other hand, is arranged by the organization. In many programs, assessment tools have been developed to match pairs. In formal mentoring, goals, activities, schedules, resources, and evaluation often are planned and specified.

With greater interest in formal mentoring, many researchers have assessed such mentoring on various campuses to discover factors that contribute to effective mentoring programs. These factors include the time commitment of the mentoring pairs and adequate basic skills required for mentoring, such as listening (Boice, 1986; Sorcinelli, 1995; Wunsch, 1994).

The traditional format of formal mentoring has been characterized as an arranged dyadic hierarchical relationship between mentors and mentees. Recently, some faculty development staffs have expanded this traditional format into formal peer mentoring and committee or group mentoring formats. For example, Harnish and Wild (1993) discussed structured peer mentoring as a means to improve instruction. Unlike traditional mentor relationships, there are no meaningful differences in age, experience, rank, or career stage between pairs in the mentoring project.

Alternatively, Boice (1986) used committees as mentors (group mentoring) to help new faculty members prepare for tenure review. Using a “contract” model, the mentoring committee continually provides feedback and clarifies expectations through reviewing the contract.

### Summary

Definitions of socialization, stages of socialization, dimensions of organizational socialization, and specific institutional support for new faculty socialization were discussed in this section. In the present study, the specific institutional support and other possible emerging factors that contribute to the socialization of new faculty at the role entry stage were examined through the framework of the dimensions of organizational socialization. For example, if new faculty members at this university had mentors, I further analyzed whether that mentoring experience was formal or informal, individual or collective, and whether the mentor encouraged the new faculty member to build on (investiture socialization) or transform (divestiture) the previous orientation. Also, through my interviews with new faculty members about how they were socialized to their institution, I gained a better understanding of whether the new faculty members at the university in this study experienced unidirectional or bidirectional socialization.

### **The Effects of Disciplinary Differences on the Socialization of New Faculty**

A number of researchers have developed classifications of disciplines. For example, Lodahl and Gordon (1972) classified disciplines according to the level of paradigm development. Biglan (1973) classified disciplines into three dimensions: (a) hard or soft (concerning whether a single or more paradigms exist), (b) pure or

applied (concerning whether disciplines are oriented toward practical application), and (c) life or nonlife system areas (concerning disciplines that deal with living or nonliving subjects). Pairing of these dimensions differentiates the nature of knowledge among disciplines. These disciplinary differences in terms of the nature of knowledge, in turn, affect the work of faculty members in varying disciplines. Much like Biglan, Becher (1987) classified disciplines into two dimensions, hard or soft and pure or applied.

The preceding are just a few modes of classification. According to Braxton and Hargens (1996), what these classifications have in common is that they were developed from the assumption that the level of consensus varies among disciplines. Such variations are reflected in the differences in appropriate theoretical orientations, research methods, and the relative importance of research questions. In general, the physical sciences often are categorized as high-consensus fields. In contrast, the social sciences and humanities typically are characterized as low-consensus fields. Braxton and Hargens further concluded that there are consequences of these variations in disciplines.

Braxton and Hargens's review of literature on disciplinary variations indicated that there are great differences in faculty work orientation, practice, and work environment, depending on the discipline. For example, in comparison with faculty members in low-consensus fields, those in high-consensus fields tend to focus more on research. They also tend to have a higher rate of publication, lower journal rejection rates, and more available external funding. Chairpersons in high-consensus fields put more emphasis on research activities as departmental goals than do chairs in low-consensus fields.

In contrast, faculty members in low-consensus fields tend to be interested in devoting more time to teaching and achieving better evaluations of their teaching. These

same faculty members also show a greater interest than those in high-consensus fields in improving undergraduate education, teaching with a student-centered approach, and using teaching strategies that encourage students' personality development and critical thinking. Chairpersons in low-consensus departments also tend to emphasize teaching more than those in high-consensus departments.

Although faculty members in different disciplines vary in their interests and practices, Finkelstein and LaCelle-Peterson (1992) observed that studies of new faculty members often have focused only on a single discipline or on different departments within a single institution. In their New Faculty Project, Braxton and Berger (1999) filled a void in the literature on new faculty by exploring whether new faculty members in diverse disciplines also experienced different psychological factors (such as interest in and satisfaction with different professional roles) and organizational factors (such as institutional pressures and supports) that affected their adjustment to professorial roles in teaching and research. The initial hypothesis of that study was that new faculty members in high-consensus fields would have a greater advantage than those in low-consensus fields with regard to adjusting to their research roles. Conversely, new faculty members in low-consensus fields were hypothesized to have a greater advantage than those in high-consensus fields with regard to adjusting to their teaching roles.

An unexpected result of Braxton and Berger's study was that new faculty members in high-consensus fields had greater advantages in adjusting to both teaching and research roles that were congruent with the institutional emphasis and expectations. For example, in teaching-oriented institutions, faculty members in high-consensus fields had greater advantages in adjusting to their teaching roles. In contrast, in research-



oriented institutions, new faculty in high-consensus fields had greater advantages in adjusting to their research roles.

According to Braxton and Berger (1999), it is possible that the degree of consensus in a particular discipline facilitates new faculty members' adjustment to both teaching and research roles. In terms of research, such consensus enhances publication because members of the discipline share an understanding about the significance of the problem and methodological approaches. In addition, empirical studies have indicated that a higher level of collaboration in high-consensus fields also may facilitate new faculty members' adjustment to new roles. Similarly, the high degree of accord in high-consensus disciplines enables faculty members to have better agreement about the content of courses and degree requirements. Faculty members in high-consensus fields, in turn, face less ambiguity in selecting a topic, or in designing courses, than do those in low-consensus fields. As a result of their research, Braxton and Berger suggested that faculty development staff need to take into account variations in levels of consensus among disciplines when implementing socialization strategies.

### Summary

The literature reviewed in this section focused on the influences that disciplinary differences have on new faculty members' adjustment to their roles and institutions. Researchers have found that many categorizations of disciplines distinguish among disciplines based on the degree of consensus regarding the subject matter. The physical sciences typically are considered high-consensus fields, followed by the social sciences and humanities. Research also has indicated that faculty in high-consensus fields have greater advantages than those in low-consensus fields in adjusting to both teaching and

research roles that are consistent with the institutional emphasis (Braxton & Berger, 1999).

Braxton and Berger also suggested that, when implementing socialization tactics, program planners need to take into account disciplinary differences based on the degree of consensus within the disciplines. Using this background information, I investigated socialization experiences of new faculty members in different departments, which were classified according to the degree of consensus within the department's disciplines and its practical orientation—that is, pure hard, pure soft, applied hard, and applied soft fields. I also observed whether particular socialization strategies were applied in some departments more than others, and how new faculty members in different disciplinary areas perceived the relative effectiveness of those strategies.

### Chapter Summary

Four themes in the literature about new faculty in the U.S. context were discussed in this chapter: (a) the work expectations of new faculty members, (b) experiences of new faculty members, (c) socialization, and (d) effects of disciplinary differences on the socialization of new faculty. These four themes in the literature guided me in formulating the research questions and in analyzing the data for this study.

Until now, only a few studies in the U.S. have been focused specifically on new faculty members' work expectations. Information about such expectations is mostly scattered throughout the literature on new faculty members' experiences that addresses their concerns or the support that faculty wish they had or need in their early careers. From those studies, one can draw inferences about new faculty's expectations. More studies on this topic are needed in the international context. Therefore, to fill the void in

the literature, part of this study was focused specifically on expectations of new faculty across disciplines.

The second theme in the literature concerned new faculty's experiences in the U.S. context; little relevant information was found in the international context. The findings from this study, therefore, will heighten the understanding about experiences of new faculty in another country—Thailand. Literature about experiences of new faculty in the U.S. was used in formulating the probe questions used in this study.

The third theme in the literature examined in this study concerned the new faculty socialization process. Authors have classified the socialization process into three stages (Tierney & Rhoads, 1993; Van Maanen, 1976). Classification of the socialization process into stages enabled me to situate the focus of this study, organizational socialization at the role entry stage, within a larger framework of the socialization process. Many sources of informal as well as formal socialization were described in the literature on new faculty development. These sources of socialization, in turn, can be analyzed according to dimensions of the organizational socialization framework, which initially was proposed by Van Maanen and later adapted to the academic context by Tierney and Rhoads.

The last section of this review was focused on variations in academic disciplines. I used these disciplinary classifications, especially those of Biglan (1973) and Becher (1987), as tentative frameworks to guide my observations about differences in expectations, experiences, and socialization among new faculty in various disciplines.

## CHAPTER 4

### RESEARCH METHODOLOGY

#### Introduction

The research methodology of the study is explained in this chapter. First, the purpose of the study and the research design are described. The research questions are set forth, followed by a description of the study sample. In the next sections, the data-collection method and data-analysis techniques are delineated. Last, limitations of the study are discussed.

#### Purpose and Research Design

My purpose in this study was to describe and explain the socialization experiences of new faculty at a selected Thai university. Specifically, the objectives were to (a) explore new faculty members' expectations about their academic roles and their employing institutions; (b) describe the actual socialization experiences of new faculty in their jobs; (c) explain the socialization process and identify sources through which new faculty learn their roles; and (d) observe how new faculty's expectations, early career experiences, and socialization process vary by discipline.

A qualitative design was chosen because of its appropriateness in accomplishing the purpose of this study. Researchers have suggested that a qualitative design is appropriate for an exploratory or descriptive study, one that is intended to provide rich descriptions of a social phenomenon and seeks to understand processes, particularly how

people make sense of their experiences (Creswell, 1994; Marshall & Rossman, 1995; Merriam, 1998; Patton, 1990). This approach also is appropriate when the context is likely to be important (Marshall & Rossman, 1995).

In this qualitative study, a semi-structured interview protocol was used to gather the data. Seventeen new faculty members at a Thai university were interviewed for approximately 1 to 2 hours each. The questions in the interview protocol were organized around three themes or categories, which served as a tentative conceptual framework of the study; these were (a) work expectations, (b) experiences on the job, and (c) the socialization process and institutional supports.

### Research Questions

The central research question of this study was, **What are the socialization experiences of new faculty members at a Thai university?** The following four subsidiary questions further guided the collection of data for the study:

1. What are new faculty members' expectations of their academic careers at this university?
2. What experiences do new faculty members have early in their careers?
3. From the perspective of new faculty members, how are new faculty members socialized into their academic roles and the workplace? How can new faculty's socialization experiences be characterized in terms of the dimensions of socialization?
  - a. What kinds of support are available?
  - b. What kinds of support are helpful?
  - c. What additional support do new faculty members need?

4. How do new faculty's expectations, experiences, and socialization process vary by discipline?

These four subsidiary questions were derived from four themes in the literature that served as a conceptual framework for this study: (a) the career expectations of new faculty; (b) experiences of new faculty members; (c) faculty socialization at the entry stage, dimensions of socialization, and institutional supports for the socialization of new faculty; and (d) variations across disciplines.

### The Study Sample

The sample for this study comprised 17 new faculty members from a public university in Thailand. New faculty members were defined as full-time faculty who had been in their positions at the university under study for 3 or fewer years. Included were faculty who were new to academic roles as well as those who were new to this university. Specifically, the sample included faculty members who had just earned their highest degree, those with previous nonacademic career experience, and those with fewer than 3 years of academic appointment at other institutions in combination with this university.

According to available preliminary information, this university employed approximately 2,895 faculty members of all ranks, of whom 383 were new faculty members who had been at the university 3 or fewer years. Thirteen of the new faculty members had transferred from another institution (3 from the Royal Army, 2 from the Royal Police Department, and 8 from other universities). The rest of them had just graduated from higher education institutions.

This university had 18 schools: the Colleges of Allied Health Sciences, Architecture, Arts and Letters, Commerce and Accounting, Communication Arts,

Dentistry, Economics, Education, Engineering, Fine and Applied Arts, Law, Medicine, Nursing, Pharmaceutical Sciences, Political Science, Psychology, Sciences, and Veterinary Science. For analysis purposes, I classified these colleges into four disciplinary areas using Biglan's (1973) and Becher's (1987) system: pure hard, pure soft, applied hard, and applied soft. This classification distinguishes among the four disciplinary areas according to the degree of consensus regarding disciplinary knowledge and whether they have practical applications.

Seventeen individuals were selected from the total of 383 new faculty members. Of these 17 faculty members, 6 had been employed for fewer than 6 months, 5 had been employed for approximately a year, and another 5 had been employed for approximately 2 years or more, but not more than 3 years. Eight of them obtained their final degrees from universities in the United States, 5 received their degrees in Thailand, 2 in the United Kingdom, and 1 in Germany. Ten of the 17 informants had no previous work experience. Among the remaining 7 faculty members who had previous work experience, 4 had been employed in educational settings. Characteristics of the sample, including their disciplinary areas, are shown in Table 1.

I used Biglan's (1973) classification of disciplines as a frame to categorize these informants into four disciplinary areas according to their colleges: pure hard, pure soft, applied hard, and applied soft (see Table 2). The four faculty members from pure hard disciplines were from the College of Science but were in different departments. Of the 5 faculty members in pure soft disciplines, 3 were from the College of Political Science and 2 were from the College of Arts and Letters. There were 4 faculty members in applied hard disciplines: 2 in the College of Veterinary Science and 2 in the College of

Pharmaceutical Science. Of the 4 faculty members in applied soft disciplines, 2 were from the College of Education (but in different departments), 1 was from the College of Commerce and Accounting, and one was from the College of Economics.

Table 1: Characteristics of the informants for this study.

Informant	Discipline	Gender	Graduation Institution	Length of Work	Previous Work Experience?
1	Pure hard	Female	USA	1.5 years	No
2	Pure hard	Female	USA	1 year, 10 months	Yes
3	Pure hard	Female	USA	Approx. 1 year	No
4	Pure hard	Female	USA	More than 2 years	No
5	Applied hard	Male	Thailand	3 years	No
6	Applied hard	Female	Thailand	4 months	No
7	Applied hard	Female	USA	Approx. 1 year	Yes
8	Applied hard	Female	UK	2 years	No
9	Pure soft	Female	USA	A couple of months	No
10	Pure soft	Male	UK	Approx. 3 years	No
11	Pure soft	Male	UK	1.5 months	Yes
12	Pure soft	Female	Germany	3-4 months	Yes
13	Pure soft	Male	Thailand	More than 2 years	No
14	Applied soft	Female	Thailand	4 months	Yes
15	Applied soft	Male	Thailand	3 months	Yes
16	Applied soft	Female	USA	2 years	No
17	Applied soft	Female	USA	1.5 years	Yes



**Table 2: Distribution of informants by disciplinary classification of their colleges.**

	<b>Hard</b>	<b>Soft</b>
<b>Pure</b>	Science (4)	Humanities (2) Political Science (3)
<b>Applied</b>	Veterinary Science (2) Pharmaceutical Science (2)	Commerce & Accounting (1) Education (2) Economics (1)

**Note:** Numbers in parentheses indicate the number of respondents in a particular college.

Of the university's 383 new faculty members, 199 were men and 184 were women. The sample, too, had both men and women. In the pure hard disciplines, 3 informants were females and 1 was a male. In the pure soft disciplines, there were 2 female and 3 male informants. Informants in the applied hard disciplines were 3 females and 1 male, and those in the applied soft disciplines also were 3 females and 1 male (see Table 3).

**Table 3: Distribution of informants by gender and discipline.**

	<b>Male</b>	<b>Female</b>
<b>Pure hard</b>	1	3
<b>Pure soft</b>	3	2
<b>Applied hard</b>	1	3
<b>Applied soft</b>	1	3

### **Data Collection**

After my doctoral committee approved the proposal for my dissertation, I submitted the proposal with the appropriate forms to the Michigan State University

Committee on Research Involving Human Subjects (UCRIHS) for its review and approval. That approval was granted (see Appendix A).

The consent form that all participants signed stated that all of the data collected in the study would be kept confidential and would be reported in such a way that participants could not be identified. The consent form also stated that participants were free to discontinue their participation at any time (see Appendix B).

Before the actual interviews, I conducted a pilot study with three faculty members to test the interview protocol. Two of them were from universities other than the one under study.

In the field, the actual interviews started on July 20, 2000, and were completed on August 7. From the list of new faculty members obtained from the personnel development unit at their university, I selected 17 new faculty for interviews who fit the criteria described above. Eight faculty members from each of the different colleges helped make preliminary contact with the new faculty in their colleges. I followed up this contact by telephoning these new faculty members to inform them about the study and to make arrangements to interview them.

New faculty members who fit the sample criteria and were willing to participate signed consent forms before the interviews. Each participant was interviewed with the standard semi-structured interview protocol (see Appendix C). These interviews were concerned with the faculty members' expectations, experiences, and socialization process at this university. Most questions in the interview protocol were developed from a review of the literature guiding this study. However, some questions about mentoring were adapted from ones used by Rohrer (1998) in a study of new faculty's mentoring

relationships. Each interview took approximately 1 to 2.5 hours. With the permission of the informants, I audio-taped all of the conversations and took notes during the interviews. While interviewing, I confirmed my interpretation of the conversations with the informants to ensure accuracy.

### Data Analysis

Qualitative data analysis is an inductive process. That is, using this approach, the researcher builds concepts, hypotheses, or theories, as opposed to testing existing theory, which is done using the quantitative approach (Merriam, 1998). According to Marshall and Rossman (1995), qualitative data analysis involves “organizing data; generating categories, themes and patterns; testing the emergent hypotheses against the data; and writing the report” (p. 113). Each phase involves reduction and interpretation of the data. In this study, I reduced a large amount of information from the interview transcripts into certain patterns, categories, or themes; then I used certain schema to interpret the information (Creswell, 1994; Marshall & Rossman, 1995).

The specific data-analysis method used in this study was the constant comparative method (Lincoln & Guba, 1985; Merriam, 1998). The essence of this method is “the continuous comparison of incidents, respondents’ remarks, and so on, with each other” (Merriam, 1998, p. 179). This method is similar to the inductive analysis used in Whitt’s (1991) study, which involved two primary processes: unitization and categorization.

Through unitization, the unit of data—that is, any meaningful or potentially meaningful segment of information—is identified from the interview transcripts.

According to Lincoln and Guba (1985), a unit of data must meet two criteria: (a) the unit

should be heuristic—that is, it should be relevant to the study and stimulate the reader to think beyond the particular unit of information; and (b) the unit should be a “small piece of information about something that can stand by itself—that is, it must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out” (p. 345). In this study, the unit could be a word, sentence, or phrase concerned with new faculty’s expectations, experiences, socialization process, and sources of support, such as events, feelings, and so on.

The first step in the data analysis for this study was to transcribe all of the interviews, which were in Thai, and to translate them into English. Questions in the interview protocol were used to guide the preliminary analysis. I developed a matrix for each of the three major themes of this study: (a) work expectations of new faculty, (b) new faculty members’ experiences on the job, and (c) socialization experiences of new faculty. The subthemes within each matrix were guided, in part, by questions from the research protocol; however, I simultaneously attended to new themes that emerged during the analysis. I also paid particular attention to variations among disciplines. These matrices enabled me to thematically compare responses of all new faculty across disciplines.

For the purpose of information retrieval and to ensure informants’ anonymity, I assigned a code number to each informant. I recorded background information on the informants, including academic discipline, gender, country in which they earned their final degree, length of employment at the university under study, and whether they had previous work experience (this information was given in Table 1).

To establish credibility for the study, I used the “member check” technique, which involves “taking data and tentative interpretations back to people from whom they were derived and asking them if the results are plausible” (Merriam, 1998, p. 204). Also, throughout the interviews, I checked my interpretations with the informants to ensure the accuracy of the information I obtained.

To enhance the transferability of the study findings, I have provided a rich, detailed description so that readers can form their own judgment as to whether and how the experiences of new faculty in this study can be applied in their context. This technique was suggested by Merriam (1998).

### Limitations of the Study

1. This was an interview study of 17 new faculty members at a public university in Thailand. Because the sample was small, findings about the socialization experiences of these new faculty members may not be generalizable to new faculty at other institutions of higher education, such as private universities or teachers’ colleges.

Further, new faculty in this study were categorized into four disciplinary areas. Within each area, I chose to interview only one or two faculty members in each college. Therefore, the small sample of faculty within each disciplinary area could also limit the generalizability of the findings regarding how factors in particular disciplines contribute to variations in the experiences of new faculty. However, the rich descriptions in this study should enable readers to decide whether the findings about new faculty’s experiences can be transferred to their institutional as well as disciplinary context.

2. Findings from this study concerning new faculty members' socialization were drawn only from the perspective of new faculty. Administrators or faculty development staff may perceive the socialization of new faculty differently.

### Chapter Summary

This was a qualitative study about the socialization experiences of faculty in their early careers. The qualitative research method was chosen because of its appropriateness to the purposes of this study, in which I sought to understand the process of new faculty socialization and how new faculty make sense of these experiences. The data were collected through semi-structured interviews with 17 new faculty members from eight colleges at a public university in Thailand. Four themes in the literature, discussed in the preceding chapter, were used to guide the construction of research questions, data analysis, and data interpretation. This chapter provided details of the sample, data collection, and data analysis. Techniques that were used to ensure credibility and transferability of the study findings also were discussed. Finally, limitations of the study were set forth. The findings from the interviews with new faculty members are reported in Chapters 5 (The Work Expectations of New Faculty Before Employment), 6 (Experiences of New Faculty on the Job), and 7 (Socialization Experiences of New Faculty).

## CHAPTER 5

### FINDINGS ON THE CAREER EXPECTATIONS OF NEW FACULTY BEFORE EMPLOYMENT

#### Introduction

This chapter contains the results of my interviews with new faculty members regarding their expectations about their roles and the work environment. These two broad themes were derived from the main question: What are new faculty members' expectations of their academic careers at this university? The analysis was guided further by the subsidiary questions in the interview protocol.

At the beginning of the study, I intended to focus only on new faculty members' expectations about their roles before employment. However, as the interview analysis progressed, the theme concerning new faculty's expectations about their institution of employment emerged.

Under the broad theme of new faculty's role expectations, there were four subthemes: (a) expectations about faculty work; (b) expectations about teaching; (c) expectations about attractive features of an academic career, including factors that influenced their choice of an academic career; and (d) expectations regarding demanding or unattractive features of an academic career. Under the broad theme of new faculty's expectations about their prospective working environment, there were two subthemes: (a) expectations about attractive features and prospect of the university, and (b) expectations about evaluation. Particular attention is given to variations across

disciplines regarding these themes. In the following discussion, I provide quotations from the interviews to illustrate new faculty's expectations about each theme. Some excerpts are in boldface type to emphasize the relevant points of a particular theme within the quotation.

### New Faculty Members' Expectations About Their Roles

Under the broad theme of new faculty's expectations about their roles, there were four subthemes: (a) expectations about faculty work; (b) expectations about teaching; (c) expectations about attractive aspects of an academic career, including factors that influenced their choice of an academic career; and (d) expectations regarding demanding or unattractive features of an academic career.

#### Expectations About Faculty Work

From my interviews with faculty in the four disciplinary areas, I learned that faculty members from different disciplines even defined the term "academic work" differently. For example, Faculty 5 in an applied hard discipline defined it as only teaching. However, Faculty 13 in a pure soft discipline used the term to include teaching, academic writing, and dissemination of academic knowledge in various forms. Faculty 16 in an applied soft discipline used the term "academic work" in referring to purely academic research and used the term "research" in referring to applied or contracted research.

Whereas faculty work typically is thought to include teaching, research, and community service, my interviews with new faculty members indicated that these faculty expected to face other work beyond these three areas, including preserving the nation's cultural heritage, advising students, and administration. In a broad sense, almost all



faculty members across disciplines expected faculty work to involve mainly teaching and research, followed by community service and student advising. Six faculty members expected, as well, to have a few administrative responsibilities. Only one individual mentioned the responsibility of preserving the nation's cultural heritage.

In various disciplinary areas, differences and similarities in faculty's opinions regarding their role expectations were evident. I examined the responses carefully to identify these similarities and differences, which are noted in the ensuing analysis.

#### Shared Expectations of Work Priorities Across Disciplines

All faculty members across disciplines expected teaching to be their main work responsibility. Administration, when referred to at all by faculty across disciplines, was expected to be the lowest priority. Some informants even reported that they did not expect to have administrative work at all.

#### Expected Work Priorities of New Faculty in the Pure Hard Disciplines

All faculty in the pure hard disciplines identified both teaching and research as their expected main work responsibilities. However, they were divided in terms of the weight they gave to teaching and research. Faculty 1 and 2 in pure hard disciplines expected to give higher priority to research than to teaching. Here is how Faculty 1 put it: "At first, I thought faculty would be involved first in teaching and second in research. Because we have a graduate program here, we have to do research with graduate students. . . . I plan to spend 45% of my time on teaching and 55% of my time on research." Similarly, Faculty 2 devoted 60% of her time to research and 40% to teaching. She further described her expected work priority as follows:

[I regard] research as my main priority, including graduate training. My next priority is teaching at the undergraduate level, but it has to be advanced undergraduate classes. This is because what I studied was advanced sciences, not basic sciences. So I think I should have opportunities to teach what I have learned. I do not want to teach basic sciences because I may have forgotten some of them.

In contrast, Faculty 3 and 4 in this same disciplinary area expected to give a higher priority to teaching. Faculty 3 stated her expected work priority in the following words: "Teaching is my main priority, followed by research. . . . Under teaching, I also include supervision of freshman lab." Faculty 4 had similar work priorities: "Teaching is certainly my work priority, followed by research, and then community service. Regarding administrative work, I never expect to have it." It is possible that this difference in opinion within the same disciplinary area may have resulted, to some extent, from the degree to which the individuals had been influenced by their socialization in graduate school, versus being influenced by their institution of employment.

From my interviews with these two groups of faculty in the pure hard disciplines, I observed that the expected work priorities of the former two faculty had been greatly influenced by their socialization during graduate school at research universities in the United States. Both expected to devote 55% to 60% of their time to research and 40% to teaching. Faculty 1 expected to devote 5% of his time to community service. The following accounts support my observations on this aspect. Faculty 1 from a pure hard discipline said:

In the States, my professor always said that research is faculty's work priority. He devoted 97% of his time to research and 3% to teaching. [This does not mean he neglected teaching.] But he spent his personal time on teaching preparation, such as on Sundays or weekends. At first, I tried to emulate this professor, whom

I admire. My former professor was always in the lab. He always started to work in the lab promptly at 8 a.m. and stayed until 6:30 p.m. He came to work at his lab every day except Sunday. He told me that he worked at this pace when he was already a full professor. Before then, when he was a postdoc, assistant, and associate professor, he worked unlimited hours. I admire his model. But when I came back to work here, I realized that it is only a dream to be that productive.

Faculty 2 also expected to give priority to research, followed by teaching graduate students and more advanced undergraduate students. She described her expectation about the appropriate work priorities of new faculty in Thai universities in light of the model of workloads of faculty in research universities in the U.S.:

In general, the ratio of faculty work in Thai universities should be 60% research and 40% teaching. The typical ratio of faculty work in western countries is research 70% and teaching 30%. For example, in the U.S., faculty teach one course per quarter or a maximum of two courses.

This informant added later in the interview that she did not want to do administrative work, at least during the first 5 years of her employment. If she had to do administrative work, she wanted to spend only 5% of her time on it, 70% on research, and 25% on teaching. She explained how she wanted to balance her daily schedule:

Three out of 7 days of each week should be devoted to teaching preparation for the undergraduate class. I expect to spend the rest of the week on research, which also includes working with graduate students. I would like to have more time for relaxation than I currently do.

All but one faculty member in the pure hard disciplinary area referred to community service as another work responsibility. But they did not give community service as much weight as they did teaching and research. Faculty 2 expected to have some administrative work, but just a small amount. Faculty 3 also mentioned faculty work responsibility with regard to preserving the nation's cultural heritage—that is, activities that promote knowledge, understanding, and appreciation of the Thai culture.

The theme of influences of graduate school on faculty work orientation was more prominent in responses of faculty in the pure hard disciplines as compared to those in other disciplinary areas. This might be because there is more cooperative work during graduate study in the pure hard disciplines than in other disciplines.

#### Expected Work Priorities of New Faculty in the Applied Hard Disciplines

Like faculty members in the pure hard disciplines, all faculty members in the applied hard disciplines expected both teaching and research to be their main work responsibilities. However, unlike their colleagues in the pure hard disciplines, almost all faculty members in the applied hard disciplines expected to give higher priority to teaching than to research. Again like faculty in the pure hard disciplines, almost all those in the applied hard disciplines expected community service to be a part of their faculty work.

In comparison with faculty in the pure hard disciplines, those in the applied hard disciplines, particularly those from the College of Veterinary Science, placed more emphasis on work in the community service area (clinical work in their college). Faculty 5 from this college mentioned that not all colleges had community service work, but that his college did. In fact, interest in the field began with his experience in clinical work. Following is an excerpt from the interview with Faculty 5, who expected to balance his time equally in teaching, research, and service. But he still considered teaching his most important responsibility.

Faculty work involves three areas: academic work [the word he used to refer to teaching], which also includes updating knowledge, research, and community service. **This college, in particular, also has community service work because**

**we have a teaching hospital. But the main work responsibility still should be academic work [or teaching]. . . . Initially, I plan to balance my time equally among teaching, research, and community service.**

Faculty 6 in an applied hard discipline shared the same expectation that faculty work should involve the three areas of teaching, research, and community service. She also mentioned that research provides opportunities for faculty's professional development. She described it thus:

**A faculty member is like a person who climbs to the top of a pyramid. Essential knowledge is developed from elementary and secondary education. We serve to help students build on that foundation knowledge in order to become professionals in their field. In addition to teaching, faculty also have research, which provides professional development opportunities for faculty because it allows them to become familiar with issues in their field. In addition, we have community service work. This is especially true for faculty in my area of study; we have to diagnose parasites from samples of blood and secretions.**

She also told how she expected to balance her work responsibilities:

**I expect to start with community service work first so I will know about existing problems in the field—what are some of the parasite-related illnesses out there in the clinic? My second priority will be research and then teaching. I think we can do lower-level administrative work simultaneously with other areas of work.**

This informant restated the same idea later in the interview:

**I think service work is a good start for new faculty in doing their job. This is because, before being able to identify our area of specialization, we need to have experiences in diagnosing many kinds of illnesses. Through these experiences, we learn what kinds of illnesses are out there, as well as the strengths and weaknesses of our diagnoses. Puzzlement about the practical experiences, in turn, stimulates us to find answers through research. Then we can teach students what we have learned from our [direct] experiences in diagnosis and research.**

Neither Faculty 5 nor 6, however, identified student advising as an aspect of faculty work. In contrast, both female faculty members in the College of Pharmaceutical Science identified student advising as a type of faculty work that they expected to fulfill. Therefore, even faculty members from different colleges in the same disciplinary area

sometimes categorized faculty work differently. Another finding was that two faculty members in applied hard disciplines expected to have some administrative responsibilities.

#### Expected Work Priorities of New Faculty in the Pure Soft Disciplines

All faculty members in the pure soft disciplines expected teaching to be their main work responsibility. One of them made a distinction between the responsibility to be up to date on literature in the field and the responsibility for teaching; he expected to give higher priority to keeping current on literature in the field. Two faculty members in this disciplinary area give higher priority to student advising than to research. It is interesting how two faculty members from the College of Political Science described their teaching responsibilities. One emphasized that faculty's role in teaching is not only to impart content knowledge of the discipline, but also to instill in students ethics and morals. Here is how she put it:

First of all, [the faculty role is] teaching. The second is student advising or taking care of students. **Some people think the faculty role is limited to teaching subject matter only [in the academic area] and that they have no responsibility for teaching students about issues concerning their personal lives. But I think I need to be involved to a certain extent in teaching them about morals and ethics.** My next priority is research because if we only teach without doing any research, where can we find materials to teach? Finally, administration.

Another faculty member from this college expected the teaching role to include helping students discover their full potential and interests. He emphasized that an even more important role of faculty is to serve as role models for students. For this informant, the discipline may have partially influenced his expectations about the scope of teaching.

Another confounding factor might have been the influence of his entire educational background, in the British tradition, in which education is viewed more holistically:

Certainly, providing education is the most fundamental role of faculty. But it also includes consulting with those outside the university who request academic advice. The most important role is to help each student discover his or her interests and potential for growth. Faculty members are like farmers who water plants. Farmers want their plants to grow as much as they can, but how much they will grow depends on the plants themselves. . . . I think all faculty need to provide knowledge to the students. But an even more important role is to serve as a good role model, such as in terms of behavior and philosophy.

The responses of these two faculty members reflect that faculty in the pure soft disciplines expected their teaching role to have a broad scope and recognized the importance of advising students. However, one cannot make a hasty generalization that either the discipline or the educational tradition in which new faculty were socialized influenced their expectations about work priorities or the scope of each activity.

In fact, my interview with one faculty member in a pure soft discipline showed a contrasting expectation about faculty's role in student advising. The previous educational experience of this person was in a pure soft discipline at a Thai university. Whereas the aim of higher education in Thailand traditionally has been to prepare professionals to serve in government offices, the relationship between professors and students actually is more personal and hierarchical (in a family-like manner) than in the western model. As one faculty member in an applied soft discipline described it, Thai faculty tend to emphasize student advising more than do western faculty. The point here is that a faculty member's previous socialization is not necessarily the key determinant of that individual's work orientation. Faculty's expectations about their roles and work priorities also depend a great deal on their personal predilections. For example, this

faculty member in a pure soft discipline, whose entire educational background had been in Thailand, did not expect student advising to be his priority. In fact, he mentioned that one thing he liked about being a university faculty member was that he could deal with students mainly in the academic area, as opposed to serving as another parent to them, like a schoolteacher. He said:

I expect to have extensive opportunities to do academic work, that is, teaching and producing academic work. I also expect to have lots of freedom. I expect not to have to be involved too much with students and social activities. . . . I expect to like being a university faculty member because we do not have to take care of the students too much, like a parent. Primary school and high school teachers, in contrast, have to take care of students a lot. As university faculty, we can devote our time to students mainly in academic-related areas. We do not have to develop a special close bond with them. We do not have to be constrained by parentlike role expectations. That is, we have contact with students mostly on academic-related matters. . . . Although, theoretically, as faculty advisors, we need to take care of students, . . . in practice, they are adults so we need to treat them accordingly. That is, we need to let them make their own decisions. We serve only as their mentors who give suggestions when students ask for them.

#### Expected Work Priorities of New Faculty in the Applied Soft Disciplines

In the applied soft disciplines, all faculty expected teaching to be their main priority. All but one faculty member expected research to be another main work priority. Faculty 14 said teaching was the main responsibility for which she had been hired: “Teaching has to be the priority because it is like an employment agreement—the university hires faculty mainly to teach.”

More faculty members in the applied soft disciplines gave a higher priority to student advising than did those in any of the other disciplinary areas. In fact, Faculty 14 from the College of Education expected student advising to be as important as teaching. It needs to be noted here that this individual’s strong commitment to holistic teaching and



student advising may have stemmed from the influences of her area of study in education, as well as her previous experience as a high school teacher. Here is how she expressed her expectations about the importance of teaching and student advising:

Teachers' work responsibilities go beyond simply imparting knowledge to students in class. Some students bring with them personal and family problems, and teachers need to get involved in helping them. This makes being a teacher distinct from being simply an academic. The work of academics is done when their projects are finished. Teachers, in contrast, need to follow up on whether what they teach or suggest to students is helpful to them.

Another faculty member in an applied soft discipline (education) expected his role in teaching to go beyond imparting disciplinary content knowledge. It also should include helping students learn to think systematically and develop a desire to improve themselves and others.

Certainly, content knowledge is important. But what is even more important is to be able to think systematically [because], even though you graduate in this field, you may not end up working in this field. You may have your own business. But at least what you get from your education here is that you know how to organize your thoughts; you have a desire to keep improving yourself and others. For these next 4 years, in serving as faculty advisor, this kind of development is what I want to see in my students. Even after their graduation, I want to see how they progress.

#### Expectations of Interrelationships Among Multiple Academic Responsibilities

Another theme that emerged from the interviews across disciplines was faculty expectations of interrelations among teaching, research, and service. At least one faculty member across the four disciplinary areas talked about the interrelations among teaching, research, and community service. A faculty member in a pure hard discipline and one in a pure soft discipline pointed out the inevitable interrelation between teaching and research. For example, Faculty 2 in a pure hard discipline pointed out that teaching at the

graduate level and research are interrelated because, without graduate students' assistance, faculty would have a hard time conducting research. Another informant in a pure hard field also pointed out the connection between teaching and research, explaining that the research experience and the resultant findings could be used in teaching. Faculty 13 in a pure soft discipline shared the same expectation about the interrelations between teaching and producing academic work. He said:

I expect to give equal weight to teaching and producing academic work. What we teach needs to come from what we know through our [direct] inquiry or investigation. So, I think teaching and producing academic work need to go hand in hand. In terms of administrative work, I think faculty should have few or no administrative responsibilities at all.

Whereas some faculty in the pure disciplines expected to see interrelations of faculty work mainly in the areas of teaching and research, those in the applied disciplines (one in an applied hard and one in an applied soft discipline) who mentioned interconnections among different areas of faculty work added community service as another component of that mix.

For example, in an applied hard discipline, a faculty member from the College of Veterinary Science explained the interconnections among teaching, research, and community service as follows. She perceived community service as a good start for new faculty in their teaching and research.

I think service work is a good start for new faculty in doing their job. This is because, before being able to identify our area of specialization, we need to have experiences in diagnosing many kinds of diseases. Through these experiences, we learn what kinds of diseases are out there, as well as the strengths and weaknesses of our diagnoses. Puzzlement about the practical experiences, in turn, stimulates us to find answers through research. Then we can teach students from what we have learned from our [direct] experiences in diagnosis and research. I believe that good teaching requires more than simply reading textbooks to students. Instead, I think, to teach well, we need to have solid knowledge

grounded in our real experiences. I think problem-based teaching is better than teaching that emphasizes memorization.

With a similar expectation, a faculty member in an applied soft discipline advocated the idea of connecting teaching, research, and community service:

I developed a belief that faculty work should go beyond doing research. From my observation of faculty in this college, faculty vary in terms of academic activities that they engage in. Some do a lot of research; others only teach and do not do research. This makes me wonder how we can both teach and do research, and then use our research to contribute to social development. **I expect faculty work to involve all three areas of teaching, research, and community service as being a part of the university mission.**

This person also tried to be involved in student affairs activities, so that he could help students learn to link theory and practice, which he found to be a limitation of education at this institution:

I [also] try to be involved in student affairs activities. . . . I think students certainly get theoretical knowledge through learning from and with us [in the classroom]. . . . But what I have found missing and want to encourage is how to help students connect their learning [in the classroom] with their student activities. How can we teach students something and give them opportunities to have some hands-on experiences, instead of just learning in the classroom? The problem that I often hear is that we produce academic experts who are not adept at dealing with practical applications.

Some faculty members' descriptions of expected faculty work also revealed the interrelations between different aspects of academic work and professional development. For example, Faculty 6 in an applied hard discipline talked about her expectations of an interrelationship between research and professional development. She also mentioned that community service work enabled new faculty to discover their area of specialization:

In addition to teaching, faculty have research, which also provides professional development opportunities for faculty because it gives them a chance to become familiar with issues in their field. In addition, we have community service work, . . . [which] is a good start for new faculty in doing their jobs.

Similarly, Faculty 10 in a pure soft discipline mentioned that teaching and updating knowledge are important faculty work responsibilities. But, personally, he did not see updating knowledge as an aspect of the work because he considered that a part of his nature.

### Final Note

I observed that, although many faculty reported that they expected to prioritize their work in certain ways, many of them remarked that they were not the only ones who could determine their work priorities. Instead, institutional policy was an important factor influencing what would be faculty's work priorities. For example, one informant mentioned that, although she considered teaching her first priority, her work priorities also depended on the assignments that her chairperson and the head of her division gave her.

### Summary of Expectations About Faculty Work

Almost all of the participants in this study expected faculty work to involve primarily teaching and research. Most of them also recognized that faculty work also included other responsibilities, which they expected to be lower priorities, such as community service and student advising.

In comparing faculty's expectations about academic work across four disciplinary areas, I found that faculty in different areas had similar expectations about certain aspects of academic work and different expectations in other areas. In terms of similarities, all faculty members expected teaching to be their main work priority and administration to be a low priority. All faculty members except those in the pure soft disciplines also

expected research to be as important as teaching. Some faculty members across disciplines expected interrelations among different areas of faculty work.

With regard to differences in work expectations across disciplines, faculty in the pure soft disciplines had a unique expectation in that all but one of them expected teaching to be their only work priority. In contrast, faculty members in the three other areas expected both teaching and research to be their priorities. More faculty members in the pure and applied soft disciplines than those in the hard disciplines expected broader teaching roles. Some faculty members in the pure soft disciplines even expected to give more priority to student advising than to research. In comparison with faculty in the pure disciplines, those in some colleges within the applied disciplines expected community service to be particularly important.

### Expectations About Teaching

From my interviews with faculty members, I observed some similarities and differences in the expectations about teaching held by faculty in different disciplines. In general, most faculty members across disciplines expected to use a student-centered approach. However, there were some variations among faculty in different disciplines with regard to the popularity of this approach and the specific teaching strategies of the student-centered approach that fit the characteristics of particular disciplines. Some of these observations are discussed in the following pages.

### The Student-Centered Approach

In this study, more new faculty in the soft disciplines than in the hard disciplines expected to use a student-centered approach. In fact, all new faculty in the pure soft disciplines expected to use a student-centered approach. Three of them expected to use a discussion or seminar format. For example, here is how Faculty 9 in a pure soft discipline expected to teach:

I intend to use a student-centered approach. I also want to emphasize using class discussion. I will serve as a facilitator who will initiate the discussion and redirect the discussion when it gets out of hand. But this method can be used only in a small class. This term I can use this approach as initially intended because there are only five students in my class.

Faculty 10 in a pure soft discipline also expected to use mainly discussion: “I plan to use a student-centered and participatory approach. I want to teach in such a way that I will try not to limit students’ ideas. I want to use lectures as little as possible, or not at all.” Faculty 11 in a pure soft discipline described his expected method of teaching, which emphasized students’ development in the affective domain. He wanted to deemphasize grading; instead, he wanted to help students discover their real potential and interests:

Grading should not be the emphasis, such as in midterm and final exams, or even term papers. I want to use only a pass/fail system. I want to emphasize class discussion. I do not want students to have to compete against one another. Instead, I want to make them feel that they are doing their best in things that interest them. I want them to have fun with what they are doing. . . . The most important role [of faculty] is to help each student discover his or her interests and potential for growth.

Faculty 13 in a pure soft discipline expected to use a slightly different approach, which can also be characterized as student centered. He wanted to teach students by having them do practice exercises, on which he would give them feedback.

Most faculty members in the applied soft disciplines shared the same expectation about using a student-centered approach in their teaching. For example, Faculty 15 expected to use a humanistic approach. That is, his goal was for students to feel happy with their learning, as well as with themselves. He stressed building confidence and self-awareness, and reaching out to others. He wanted to treat his students as adults and let them identify or negotiate what they wanted to learn. This informant's expected approach emphasized students' development in the affective domain:

First of all, I want to see students who are happy with themselves develop self-confidence and self-awareness. I want them to learn what their strengths are and how they can use their strengths to help others and contribute to society. Before teaching, I talk with my students about what they want me to add to the syllabus. This draws on the idea of adult education—that is, good teaching stems from giving learners opportunities to say or negotiate what they want to learn. I try to treat them as adults. In sum, I emphasize learning that makes students happy and confident, and involves them in the teaching and learning process as much as possible. To be able to achieve this, a faculty member needs to be prepared to serve as a resource person whom students approach for advice.

Whereas most faculty in the soft disciplines expected to use a student-centered approach, the expectations about teaching held by faculty in the pure hard disciplines showed a greater mix of student-centered, teacher-centered, and discipline-centered approaches. For example, Faculty 1 in a pure hard discipline characterized her ideal way of teaching as including good preparation and clear communication, as well as highly interactive class discussions. Faculty 2 in a pure hard discipline expressed the same expectation about having highly interactive class discussions. Faculty 4 in a pure hard discipline expected to help students with all levels of talent to understand the lessons. This expectation can be characterized as student centered in the sense that it emphasizes students' learning outcome, regardless of their ability levels. Faculty 3, on the other

hand, described her expected way of teaching in a way that can be characterized as discipline centered—to provide learners with background knowledge about the discipline that students in that field should know. She also wanted students to keep up with the literature in the discipline.

Much like their colleagues in the pure hard disciplines, faculty in the applied hard disciplines expected to use a mix of teacher-centered and student-centered approaches. In fact, many of the expected approaches to teaching described by faculty in this area reflected what was said about an effective lecture approach; some of them were teacher centered. For example, Faculty 6 characterized the teaching approach that she expected to use as follows: The solid content should be grounded in the direct experiences of the instructors, clear verbal communication, good teaching preparation, and efficient use of innovative media to highlight important points. She put it this way:

I want to help students understand the lesson from the classroom, [which can be achieved through] effective explanation, highlighting important points for students, and effective use of media (such as slides and PowerPoint) to enhance students' understanding. Faculty need to know how to use innovative technology effectively in order to highlight important points for students. . . . I have seen some faculty try to use innovative technology, but fail to use it to emphasize what they want to highlight.

Faculty 7 expected to be able to transmit knowledge naturally. Similarly, Faculty 8 talked about her expectation for a good presentation of materials. Many of the expected teaching approaches described by faculty in the applied hard disciplines were lecture oriented, but two faculty in this area mentioned that their teaching expectation was to have students actively search for knowledge. This expectation is more consistent with the student-centered approach.



## Practical Instruction

More faculty members in both the applied hard and soft disciplines than those in the pure hard and soft disciplines expected to emphasize the practicality of teaching—for example, selection of subject content that has practical value and involving students in learning activities in which they have hands-on experiences. Many faculty in the applied hard and soft disciplines emphasized the importance of both faculty and students having practical hands-on experiences. For example, a faculty member in the College of Veterinary Science (categorized as an applied hard field) said that faculty need to select content that has practical value for students to learn. This expectation about his ideal way of teaching stemmed from his own experience as a student.

From the time that I was a student until now that I'm a faculty member, I have made several observations [about teaching and learning here]. We [often] pour everything into students' heads and have them take an exam. Once the knowledge has been tested, we discard it. [As a result], by the fifth and sixth years of the academic program, students have forgotten what they previously learned. I think [we should teach] what students should understand and the content should be practical [in their professional practices]. Theory is essential, but it is not necessary that students memorize every detail.

He emphasized that faculty themselves need to have a certain amount of practical experience before teaching. He promoted the idea of teaching from experience more than directly from a textbook, commenting that "It will be better when we have some previous experience in dealing with certain diseases [in veterinary medicine] for a couple of years. Thereby we will be able to help students understand better."

Similarly, Faculty 6 in the same college pointed out that faculty need to have adequate practical experience to be able to identify diseases frequently found in the clinical work, which therefore is essential to teach or emphasize to students. She said:

Through many diagnostic experiences, new faculty will have opportunities to learn about effective and ineffective diagnostic techniques. Dilemmas that new faculty face during these practical experiences stimulate them to have questions in their research. From then on, they can use what they found from research and learned from practical experience to teach. I believe that good teaching requires more than simply reading a textbook to students. Instead, good teaching needs to come from [faculty's] solid knowledge grounded in their real experiences. I believe learning from real problems is better than learning through memorization.

[To be able to teach well], we need to have enough [diagnosis] experiences to know which parasite-related diseases always occur and therefore need to be emphasized. We will know that answer only after we have accumulated a lot of experience from community service [or clinical] work. That way, we can tell students, "This illness is rarely found, so you don't have to focus on it, or you need to pay a lot of attention to this illness because it is frequently found in the clinic."

Faculty 15 in the College of Education, which was categorized as an applied soft discipline, expected to be able to link students' activities with theoretical content knowledge. He also expected to use a case study approach to teaching:

I want students to have hands-on experiences. **I think in this field students need not only theoretical knowledge, but also need to have real world or practical experiences.** I insist that learning [theoretical knowledge] needs to go hand in hand with practice because these students will graduate to be developers of educational projects.

[To achieve this], I [also] try to get involved in student affairs activities. . . . I think students certainly get theoretical knowledge through learning from and with us [in the classroom]. . . . But what I found missing and want to encourage is how to help students connect learning [in the classroom] with student activities. How can we teach students something and give them opportunities to have some hands-on experiences, instead of just learning in the classroom? The problem that I often hear is that we produce academic experts who are not adept at dealing with practical applications.

In comparison with faculty members in the pure disciplines, those in the applied disciplines tended to expect to focus more on practical experiences. However, one cannot overgeneralize that finding. A faculty member in a pure soft field mentioned that he expected to emphasize having students doing language exercises; his role primarily

was to give them feedback. This individual's expected way of teaching was influenced by the nature of the subject that he taught, which was dealing with language usage:

My plan is not to spoon feed students with detailed information, but to emphasize practice. It is a basic subject; students should already know how to do it. I can simply give them broad guidelines and point out mistakes that people frequently make. I want to let them do the work on their own, and then critique their work later.

### Holistic Teaching

More faculty members in the soft disciplines than in the hard disciplines expected to use holistic teaching approaches. They also expected to take into account the noncognitive domain of student development in their teaching. For example, Faculty 9 in a pure soft discipline also saw as her responsibility including morals and ethics in her teaching. She noted:

Some people think the faculty role is limited only to teaching subject matter [in the academic area] and that they have no responsibility to teach students about issues concerning their personal lives. But I think I need to involve myself to a certain extent in teaching them about morals and ethics.

Faculty 11, also in a pure soft discipline, expected to help students discover their interests and potential. Faculty 15 in an applied soft discipline wanted to use a humanistic approach to enable students to develop intellectually and emotionally. Believing in the adult learning philosophy, he intended to give students an opportunity to choose and negotiate what they wanted to learn:

Good teaching derives from giving opportunities for learners to say or negotiate what they want to learn. I try to treat them as adults. In sum, I emphasize learning that makes students happy and confident, and involves them in the teaching and learning process as much as possible.

### Independent Inquiry

Many faculty members expected to have students actively engage in searching for knowledge themselves. Two faculty in applied hard disciplines and another two in applied soft disciplines identified this expectation. One faculty member in a pure hard discipline shared this expectation. No informants in pure soft disciplines directly mentioned this point. Faculty 8 in an applied hard discipline explained that, because of the rapid growth of knowledge these days, she wanted students to be able to search for knowledge themselves. Similarly, Faculty 3 in a pure hard discipline planned to give students some foundational knowledge of the field that all students should know, and then encourage them to keep up by searching for knowledge in the field.

### Emphasis on Critical Thinking

Another recurring theme in new faculty's teaching expectations was an emphasis on thinking rather than memorizing. Faculty in all but the pure soft disciplines said they expected to help students develop thinking skills, as opposed to having them learn through memorization. Even though no faculty in the pure soft disciplines talked specifically about intending to cultivate critical thinking skills in students, some of them expressed disappointment in students' lack of critical thinking skills. Therefore, it can be inferred that faculty in the pure soft disciplines expected their students to come equipped with critical thinking skills.

Faculty 2 in a pure hard discipline envisioned helping her students learn how to think. She pointed out that thinking skills were crucial in her discipline. In fact, one of the reasons she had chosen this profession was to help the next generation in her field

develop thinking skills. She mentioned that learning experiences in this field would be wasted if students did not know how to think:

The problem of students in our country is that they are not adequately trained to think. From my educational experiences abroad, I have found that we have a lot of content knowledge but we do not know how to think. [Our peers abroad] seem more mature because they have been trained to think.

Faculty 4 in a pure hard discipline shared the same view and planned to teach these skills to his students by modeling his reasoning process. He shared how he wanted to teach students thinking skills:

I want to be able to help students of all levels of talent to understand what I teach. I do not want to emphasize memorization; instead, I want to teach students to be able to think logically. I try to achieve this goal by modeling my thinking and reasoning approach so that students can emulate that process.

Faculty 15 in an applied soft discipline shared the same expectation in emphasizing thinking over memorizing. He explained that thinking skills benefit not only students' learning in the discipline, but also their future:

Certainly, content knowledge is important. But what is even more important is to be able to think systematically [because], even though you graduate in this field, you may not end up working in this field. . . . But at least what you get from your education here is that you know how to organize your thoughts; you have a desire to keep improving yourself and others. For these next 4 years, in serving as faculty advisor, this kind of development is what I want to see in my students. Even after their graduation, I want to see how they progress.

### Natural Instruction

One faculty member in an applied hard discipline and another in an applied soft discipline wanted their teaching to be natural and relaxed. The difference was that the former wanted to be able to lecture in a natural manner, whereas the latter (Faculty 14) wanted the climate of classroom discussion to be relaxed and natural: "I do not want the

teaching and learning climate in my class to be too serious. . . . That is, I want the teaching and learning climate to be informal and relaxed. I want to create a climate where students feel enthusiastic about interacting in class.”

#### Up-to-Date Content Knowledge

One faculty in an applied hard discipline and another in an applied soft discipline identified providing up-to-date content as one aspect of how they wanted to teach. A faculty member in a pure soft discipline concurred.

#### Summary of Teaching Expectations

In general, most faculty members across disciplines reported that they expected to use a student-centered approach to teaching. However, faculty members in different disciplines expected to use varying teaching strategies, which were characterized as student centered and appropriate for the unique nature of their disciplines. In addition, more faculty in the hard disciplines than in the soft disciplines described their expected teaching approach as a mix of student centered, discipline centered, and teacher centered. Most faculty in the soft disciplines expected to have discussion, which typically characterizes the student-centered approach. Further, more faculty members in the soft disciplines than in the hard disciplines expected to teach students holistically. Another observation regarding differences among disciplines was that faculty in the applied disciplines tended to emphasize the practicality of their teaching more than did those in the pure disciplines.

In terms of similarities, some faculty members across disciplines shared the following expected ways to teach: emphasis on thinking more than memorizing, natural

teaching, and up-to-date content. Most faculty members also expected to have students search for knowledge themselves.

### Expectations About Attractive Features of an Academic Career

The following discussion of new faculty members' expectations about positive aspects of an academic career was derived mainly from responses to two subsidiary questions of this study. In the first question, I indirectly addressed the issue by asking participants about factors that had attracted them to an academic career. In the second question, I asked them directly about what they had expected to like about an academic career before their current employment.

In the following pages, I report common themes regarding new faculty's expectations about positive aspects of an academic career. The unique characteristics of an academic career are not the only aspects that led faculty to choose this profession. Other significant factors also influenced their career choice. The findings also are reported in terms of emerging themes.

### Enjoyment of Teaching and Research Activities

In general, new faculty in the four disciplinary areas reported that they expected to like teaching and research or cited these activities as factors that had attracted them to this career. However, I observed some differences among faculty in the various disciplines. More faculty members in the soft disciplines expected to like teaching or identified teaching as the area of work that had attracted them to this career. Conversely, more faculty members in the hard disciplines reported that both teaching and research

were aspects of academic work that they expected to like or were factors that had attracted them to this career. One faculty member also mentioned community service, whereas another expected to like the interconnection of teaching, research, community service, and student affairs activities.

Faculty 1 in a pure hard discipline said she had chosen an academic career because she loved teaching and research more than any other possible choice of careers. From her explanation, one can see that a positive aspect of an academic career expected by those who chose this profession was their expectation of enjoyment from teaching and research. As she expressed it:

As a scholarship student, I had to come back to work for the government. However, I had a couple of choices, including being an academic at some institute, a governmental official, or a faculty member [in a public university]. I chose to be a faculty member because of the opportunities to both teach and conduct research.

Another faculty member in an applied soft discipline (Faculty 14) explained that her passion for teaching had led her to the academic profession:

It may be partly because I graduated from a college of education that made me aspire to be a teacher. I feel that it is a challenging job. You have opportunities to meet diverse students. Teachers' work responsibilities go beyond simply imparting knowledge to students in class. Some students bring with them personal and family problems, and teachers need to get involved in helping them. This makes being a teacher distinct from being simply an academic. The work of academics is done when their project is finished. Teachers, by contrast, need to follow up on whether what we teach or suggest to students is helpful to them.

### Autonomy and Academic Freedom

The autonomy to control one's own time, to have a flexible work schedule, to have a lot of free time, and to pursue one's own research interests was the second most frequently identified attractive aspect of an academic career cited by faculty informants.



One faculty member in an applied hard discipline mentioned another attractive characteristic of an academic career: academic freedom.

For example, Faculty 2 in a pure hard discipline explained that the freedom to choose her own research topic was one reason she had chosen to be a faculty member instead of a researcher at a research institute.

I like doing research, but most research institutes typically have predetermined topics that researchers in institutes have to follow, and their research tends to be the research and development type. I prefer to do research that deals more with theory than with research and development.

Faculty 10 in a pure soft discipline explained that he had chosen to be a faculty member because he expected to have a lot of time for reading:

I expected faculty life to be a comfortable life with a lot of time for reading. I like reading, so I need a lot of free time. I think of it as buying some free time to read [that is, he saw it as a trade-off of a relatively low salary with a lot of free time for reading]. I need time to read infinitely.

A faculty member in an applied soft discipline shared the expectation that faculty have control over their own time schedules. He expected this to be a positive feature of an academic career. He commented, “University faculty have quite a lot of control over their own time. We are not confined by official office hours. When we do not teach, we can seek experiences outside the classroom that we can later use to benefit our teaching.”

Faculty 9 was another faculty member in a pure soft discipline who shared the expectation about time flexibility and autonomy in this profession. These features had attracted her to an academic career:

**The first reason is freedom. . . . I cannot work in private enterprise, which mandates that employees come to work and leave the office at a fixed time. I enjoy freedom. I also like teaching. Ideally, I see teaching as an opportunity to “build people.” I feel that there is a lot of freedom in this profession. I can do**

**what I enjoy.** [Besides teaching], I also enjoy writing books. So my plan is to teach, and when I have time left, I will write books and do research.

Similarly, Faculty 17 in an applied soft discipline expected to have more control over her own time in this profession. She was willing to trade a much higher salary in private enterprise for more personal control over her life in the academic profession.

I did not have many expectations about academic life here. When I decided to quit my previous job in the private sector, I did not expect any high-ranking position, fame, or wealth. The salary in my previous job was also much higher than my salary here. I got about \$1,250 a month, whereas here I get about \$200 a month. In fact, I knew even before leaving my previous job that I was going to be promoted there. Anyway, I decided to quit. **What I expected from this job was to have more control over my life. . . . Part of the reason that I changed my job to work here was to have more time for my family and opportunities for personal development.**

The description of academic life expected by Faculty 6 in an applied hard discipline revealed another attractive characteristic of academic life: academic freedom. She believed that faculty members need to be free from influences of any beneficiaries and to be objective. Here is how she put it: “It is an occupation with a lot of freedom. Faculty members serve to edify people on academic matters. [Therefore], they have to be free from influences of any beneficiaries so that they can speak the truth, which can be proved through direct investigation.”

#### Idealistic Goal to Make a Difference in One's Profession and in the Larger Society

Furthermore, many of the faculty in this study envisioned opportunities to fulfill some of their idealistic goals. These expectations, in turn, had led some of them to choose academic professions. Some of these idealistic expectations included opportunities to influence the next generation, opportunities to “build people,” chances to

fill the gap of research in the research community, and opportunities to make contributions to the nation's advancement. Some simply said that the academic profession gave them an opportunity to do good deeds daily.

For example, Faculty 2 in a pure hard discipline expected to make a difference by promoting the advancement of her discipline in Thailand by teaching the next generation. She wanted to improve the quality of science education for Thai students so that they could learn to think as opposed to learning by rote. She reported that one of her reasons for choosing this profession was the opportunity it afforded to influence the next generation and to see the future of her discipline through the development of these students.

What makes this profession distinctive from being a researcher at a research institute is the opportunity to interact with the next generation, which in turn enables us to see the future of this field and our society. The problem with students in our country is that they are not adequately trained to think.

Faculty 14 in an applied soft discipline shared the view that being a university faculty member would give her an opportunity to influence a large number of students. This is because university faculty in the field of education do not just teach students like school teachers, but rather they have an opportunity to teach many students who are going to become the future teachers in this country. In her words:

My former professor always used to tell me that we need to transmit what we have learned to the next generation of students. I want to pass on this ideal to the next generation of teachers whom I teach. Teaching at this College of Education gives me opportunities to influence a larger number of teachers than being a teacher at a school. I want to teach my students what my former professor taught me about being a devoted and altruistic teacher.

### Opportunities for Professional Development and Personal Growth

Expectations regarding opportunities for professional development also were reported as positive aspects of academic life or a factor that attracted new faculty to this career. Two faculty members in pure soft disciplines and another two in applied soft disciplines shared this expectation. For example, Faculty 10 in a pure soft discipline reported that his expectation to have a lot of time for reading had drawn him to this profession. Also, Faculty 17 in an applied soft discipline explained that one reason she had changed her occupation from working at a private enterprise to become a faculty member was the opportunity it provided for personal and professional development. Another informant in an applied soft discipline said, “You can learn all the time in this profession.”

### Social Dimensions of the Academic Profession

Two faculty members mentioned opportunities for social interactions, including interactions with students and social contacts, as other positive aspects they expected from an academic career. Faculty 2 in a pure hard discipline said she expected opportunities to interact with students. This is also partly what had attracted her to this career in the first place:

Unlike working alone as a researcher elsewhere, [being faculty members] gives us opportunities to interact with the next generation and thereby enables us to speculate on the future trends of this nation. There is more social contact in faculty work than in that of researchers at research institutes.

A faculty member in a pure soft discipline expressed a similar expectation. He explained that one of his reasons for choosing this job at the university was the

opportunity it would give him to interact with individuals whose socioeconomic backgrounds were different from those of people with whom he had worked in another job. He expected that these interactions would help him learn more about differences in values among diverse groups of people. He also expected that the opportunity to exchange ideas and experiences with students would be the aspect of his academic career that he would enjoy the most.

#### Opportunities to Apply Knowledge of the Discipline Directly on the Job

Many faculty expected to have an opportunity to directly apply their knowledge of the discipline, and they expected this to be an attractive feature of the profession. Four informants, one from a pure soft discipline, one from an applied soft discipline, and two from an applied hard discipline, identified the opportunity to use their knowledge of the discipline directly in their careers as the reason they had chosen to become faculty members. For example, Faculty 12 in a pure soft discipline said she expected to be able to apply her knowledge of history, in which she had a great interest, on the job:

I chose to be a faculty member because I am very interested in history. In Thailand, there are few careers that enable me to directly use my knowledge of history. An academic career is where I can most directly use my knowledge of history in my work.

#### Other Factors That Influenced the Choice of an Academic Career

Whereas most informants described characteristics of academic work that had led them to choose this profession, a few also referred to significant others who had influenced their choice of an academic career. For example, Faculty 16 in an applied soft

discipline referred to her former graduate advisor as her role model who had led her to this career. She elaborated:

I chose to be a faculty member because I'm impressed with the way my graduate advisor treated me. My advisor helped me understand what it meant to be a faculty member—what faculty members need to do. So, I was inspired to be a faculty member because of that individual.

Two faculty members from pure soft disciplines referred to their parents as having influenced their decision to choose an academic career. One of them said that her academic career might also have been influenced by the fact that she had been socialized in a family of teachers who were civil servants. The other mentioned that his parents had encouraged him to enter this profession.

Not only the characteristics of academic work and significant others, but also individual faculty members' expectations about the compatibility of their personal characteristics with those of the profession, influenced some of these new faculty members' choice of an academic career. For example, Faculty 5 in an applied hard discipline did not think he would fit into the corporate world; therefore, he chose an academic profession. Here is how he expressed it:

I realize that my [personal] characteristics are not compatible with the business world. I do not want to bother with finance-related stuff. Such issues often give me a headache. I can live with being a civil servant, and being a faculty member gives me an opportunity to do academic work.

One faculty member in a pure soft discipline said that the social recognition in the academic profession also had influenced her choice of this career.

Expectations Regarding Demanding or Unattractive  
Features of an Academic Career

Most faculty members, particularly those in the pure soft and pure hard disciplines, expected administration to be the area of academic work that they would not enjoy. Faculty 2 in a pure hard discipline put it this way:

I expected administration to be the area of academic work that I would not like, although I realize that it is necessary for faculty to get involved in this work. But I think faculty should be the ones who do the planning or thinking part, and there should be supportive staff to carry out the jobs that faculty have planned.

She explained why she thought it was inappropriate to assign administrative work to new faculty:

Within the first 5 years, new faculty should be allowed to concentrate only on research and teaching. Ironically, most new faculty are recruited to do planning tasks. [That is inappropriate because] the new faculty's impressions about academic life are still attached to western notions. They also tend to favor the western model and want everything to conform to that model. Also, they have not been back in the Thai academic context long enough. Therefore, it is hard for them to integrate the Thai and western academic models. As a result, they tend to have unrealistic views about administrative planning in the Thai academic context. I think those who are in a good position to fulfill planning responsibilities are people who have been back from their study abroad for a while, but not too long. I think this group will be in a better position to blend the two models to benefit the planning tasks.

One faculty member in a pure soft discipline also mentioned ceremonial assignments, such as attending ceremonies welcoming important university guests or participating in graduation exercises, as other kinds of work he might not enjoy.

Fewer faculty members in the applied than in the pure disciplines expected to be discontented with their administrative responsibilities. In fact, only one faculty member in an applied soft discipline expressed this expectation. This individual expected that she might not enjoy activities other than teaching. Most of the other faculty members in both

the applied soft and applied hard disciplines responded that there was no area of academic work that they expected not to like. Rather, they talked about some aspects of their academic careers that they expected to be demanding.

Two faculty (one from an applied soft discipline and one from an applied hard discipline) expected research to be demanding because they had no previous research experience. Two faculty in applied disciplines expected teaching to be demanding. One of them, in an applied hard discipline, explained that she had little teaching experience. The other, in an applied soft discipline, had taught nearly 10 years at teacher colleges, but she shared the same view of teaching as a demanding responsibility. She had broad and high expectations about her teaching and said she thought that the shift from teaching at a college to a university setting would be demanding:

This is the first time that I have taught at the university level; therefore, I will have to spend quite a lot of time on preparation. Although I have previous teaching experience, the content of the curriculum at the college and university levels is different. [In teaching at the university level], I will have to review more literature. I will also have to get acquainted with students at different levels because I will have to teach freshmen, sophomores, and juniors.

She also expected teaching to be demanding because she had to teach a large class and carry a heavy teaching load; also, she was concerned about having inadequate knowledge to impart to her students:

**I expect teaching to be a demanding task because I have to teach a large number of students.** This is because [the subject I teach] is a foundation class [one that every student has to take]. Each section has about 200 to 300 students. Therefore, teaching is likely to be demanding. **For classes in the major, my students are going to be the future teachers of [this subject]; therefore, the content of the lessons needs to be in-depth.** I am concerned that my knowledge at the master's level may not be adequate for teaching these students. Even though they are undergraduate students, they deserve to have opportunities to learn additional things. Therefore, my current heavy responsibility is to search for more in-depth knowledge than what I had for teaching at the college level.



Teaching at the college level may not require as much in-depth knowledge as at the university level.

One faculty member in an applied soft discipline expected the nature of teaching and research to be demanding, and he also expected administrative work to be demanding because he lacked experience in that line of work. Another faculty member in a pure soft discipline responded that, to do a good job, she thought all her work was demanding.

It is important to make a distinction between the types of work that new faculty expected not to like, and those that they expected to be demanding. This is because, for many faculty members, the tasks that they expected to be demanding were also the ones that they expected to enjoy. In short, many of them enjoyed the challenges of academic work. For example, an informant in an applied soft field, while identifying teaching as the only area that she expected to like, also expected it to be the most demanding aspect of her academic work. One faculty member in an applied hard discipline and another in an applied soft discipline shared that view.

#### Summary of Expectations About Attractive Features and Demanding or Unattractive Features of an Academic Career

New faculty reported their expectations about aspects of academic life that they expected to enjoy and that had attracted them to the profession. They revealed unique positive features of the profession, including the enjoyment of teaching and research activities, autonomy, opportunities to make a difference to the profession and society, possibilities for personal and professional growth, social interactions and contacts, and social recognition. Although many faculty referred to these features as factors that had attracted them to this profession, some also mentioned significant others who had

influenced their choice of an academic career, such as a former professor and family members. In making a career choice, some other faculty members also assessed the compatibility between their personal characteristics and those of the academic profession.

Although, across disciplines, new faculty had varied expectations about positive aspects of the academic profession, most faculty members, particularly those in the pure disciplines, reported that administration was an area they might not like. Fewer faculty in the applied disciplines directly stated that they expected not to like administration. Instead, many faculty members in these disciplines talked about areas of work that they expected to be demanding. Again, it is necessary to distinguish between areas of academic work that they expected to be unpleasant or negative, and those they expected to be demanding, because many faculty members enjoyed the challenges of certain aspects of academic work. In fact, the challenges of such work may be one feature that attracted them to this career.

#### **New Faculty Members' Expectations About Their Prospective Working Environment**

In general, most faculty members in this study had graduated from the university (at least at the undergraduate level) at which they were currently employed. Although many of them left this university for a while after graduation to pursue graduate studies abroad or at other universities in Thailand, or to work at other organizations, two faculty members had gone straight from their undergraduate studies through their highest graduate education in the same program at this university. Some of the last group had been employed as faculty at this university while pursuing their graduate studies in the same program at the university. Two faculty members from the College of Veterinary

Science were employed as faculty immediately following their undergraduate education in the same program from which they had graduated. The implication of this information is that many of the new faculty members in this study had been part of the same university system for a while, at least as students; therefore, they were likely to have a preliminary understanding of the university environment and its culture in general. Most of them had had some relationship as students with their current senior colleagues.

#### Expectations About Attractive Features and Prospect of the University

To gather information for this section, I relied mainly on two probe questions to learn what new faculty had expected from the university before employment: What were the reasons you chose this university? What did you expect your academic life at this university to be like?

In responding to the first question, most faculty across disciplines reported that they wanted to come back to work at this university because it was their alma mater. Many of them explained their sense of affiliation; loyalty and gratitude to this university had drawn them back to work as faculty members at the institution. Many of these faculty members also expected that their familiarity with the university as former students would enable them to adjust better to this working environment. Several of them explained that at least they knew the locations of buildings and many faculty in their departments.

A number of faculty, particularly those in the hard disciplines, explained that they were attracted to this university because of the high quality of students and faculty, research equipment, connections with universities abroad, and the possibility of getting

scholarships to further their education. Faculty 2 in a pure hard discipline explained that she chose this university because it offered opportunities for her to focus on advanced research in her field of interest: “I chose this university because it has quite a strong foundation in the area of research that interests me. Nowadays, it is no longer viable to start in foundation research; it is better to build on what others have done.”

Concerning the quality of students, some faculty expected that having high-quality students would make it easier for them to teach. At the same time, many thought it might be a challenge to teach these students and to help them get even more out of their education.

Faculty 2 in a pure hard discipline expected that she could make a difference in improving the quality of education in her field through teaching students who were considered the best in their field. She said, “Another reason that I chose this university is because it attracts students who can be considered the cream of the crop.” According to this informant, many Thai high school students consider this institution their first choice upon graduation. Her vision was to teach the next generation of students in her field to develop thinking skills, as opposed to learning by rote (a problem she saw with Thai students in her field). She explained that she expected to be able to make a greater contribution to the nation through teaching and helping the next generation of Thai students in science, as opposed to working at a research institute.

A faculty member in an applied soft discipline reported that the prospect that this university would give her an opportunity to further her education had been a key factor in her decision to teach there. She said:

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At first I contacted this department to apply for a doctorate program, but was informed that there was a vacant non-civil service academic position available. I used to work as a teacher with civil service status [at a teachers' college]. **I decided to work here, despite acknowledging that I would lose my civil service status, because I expected to have an opportunity to further my education as I initially intended.**

To learn more about new faculty's expectations of their working environment, I asked them about what they had expected their work lives at this university to be like. Most of them talked about the type of working environment that is conducive to productive teaching and learning, as well as advancement of knowledge.

Participants' expectations about the working environment at this university were influenced a great deal by this institution's national reputation as a leading university with high academic standards and high-quality faculty and students. These faculty members' expectations about the working environment at this university also were influenced by their experiences in universities abroad.

The productive working environment that many informants expected can be characterized as follows. First, six faculty in this study saw the university as a place where talented faculty actively engaged in teaching and research. According to Faculty 8 in an applied hard discipline, "From observing faculty abroad, I expected faculty here to work actively. Western faculty are always busy with teaching, research, and finding grants. I expected to see something like that here." Many faculty members in the hard disciplines, in particular, expected a research-oriented working environment. The following response from a faculty member in a pure hard field concerning her unmet expectations at this university reflects the kind of working environment she expected to find at her employing institution:

The environment for doing research is completely different from my initial expectation. Compared with [universities] abroad, there is little research-oriented climate here. Over there, I was very happy doing research because everybody did it. So, I always felt alert and active doing my research. But when I came back, everything changed; I felt apparently idle.

Another aspect that some faculty expected to find in their working environment was an active intellectual exchange. The following is an excerpt from my interview with Faculty 2, in a pure hard discipline, who expected a working climate in which there was an exchange of academic-related ideas or conversation:

**Because there are large cohorts of new faculty, I expected to see more academic-related conversation or exchanges of ideas among faculty.** However, that is not the case. People do not have time to interact with each other, especially in terms of exchange of knowledge and ideas. Activities that enable these types of conversations, such as a journal club, are rare. Another possible reason is that my field of specialization is quite different from others.

Many faculty members talked about having expected this university to be well equipped with teaching and learning resources and facilities, as well as research equipment. Faculty 1 in a pure hard discipline talked specifically about expecting the process of loaning and borrowing equipment across institutional units to be easier:

Because I had never worked before, I expected the working environment here would be very much like abroad. **That is, I thought the procedure for using labs across departments or borrowing equipment across units or even institutions would be as convenient as in the States.** For example, in the States, if another university has very good lab equipment that my university does not have, I can send my sample for people over there to test with their equipment. The process of collaboration [across institutions] over there is very convenient. On the contrary, here if I'm at Department A and want to borrow equipment from another department, I have to go through a lot of time-consuming paper work, which requires many steps of approval from both department chairs. Borrowing equipment across institutions would take months.

Many faculty members expected to find a working environment that was collegial and cooperative. The following is an excerpt from my interview with a faculty member

in a pure hard discipline about unexpected aspects of the working climate at her institution. This response reflects the kind of working environment this faculty member had expected to find.

As a former student here, I knew roughly about the working climate at this university. But I did not expect it to be this tough. The unexpected aspect of the academic climate here is the undercurrent of conflict among colleagues who are divided into cliques. This is because this [department] or field is divided into many subfields or areas of study. There is a lot of conflict among many faculty members, which is not obvious to an outsider and which I did not initially know about. It is like there is always an undercurrent of conflict, which makes me uncomfortable because I do not know how to behave in such a situation, where even a small error can end up as a big problem.

A faculty member in a pure soft discipline made this comment:

I expected all faculty to be talented, active, and well rounded, like when we think about faculty abroad. In terms of teamwork, I did not expect to encounter any problems. I expected that each of us would respect one another and cooperate in carrying out research or whatever projects would benefit the students.

Because most of the faculty members in this study were alumni of their departments at the university, most of them had expected to find a supportive and informal working environment. Many informants described the expected working environment as being like a family, with bonds of brotherhood and sisterhood among colleagues. Some expected the relationship with colleagues to be informal and supportive, like that of teacher and students. A couple of faculty described their expectation of their department as a kind of homecoming. However, some of these faculty members also expressed a concern that, as new faculty members, they might feel constrained from expressing themselves fully because of their former status as students of their current colleagues. One faculty member in a pure soft discipline noted:

As a former student of these faculty members, I was afraid that I would feel constrained and be like a child around here. But when I actually became a faculty

member in this department, faculty members here were very generous and supportive. It made me feel better. In fact, my relationship with these faculty as their former student makes me feel more at ease in approaching them for help when I have problems. I am completely new to the department; I might not know whom to turn to for help.

Later in the interview she made this point again:

Because I am an alumna of this department, most of my colleagues now are my former professors. Initially, I was concerned that I might not be able to fully express myself. This is because if my colleagues were of the same age, it would be easier to talk to them straightforwardly. On the contrary, when our colleagues have more seniority, there is an issue of *krengchai* [hesitance to impose] involved.

One faculty member reported that she had expected the working environment in her department to be highly autonomous and, at the same time, supportive.

At the time of the study, this university was undergoing a change in its status from a public university under the direct control of the government to a more autonomous institution. Although I did not directly ask these new faculty about their expectations of the university in its current state of transition or about the faculty-shortage problem, two faculty mentioned their expectations in relation to these issues.

Faculty 14 in an applied soft discipline reported that she had known even before beginning work at this university that she would be hired as a university employee, as opposed to a civil servant. Assuming that the new system would already be well established, she decided to relinquish her civil service status at her previous college to work in the new system:

I expected that in this new system, which is independent from the government, control would be better. Unlike the old system, which is full of bureaucratic procedures, this new system is supposed to be better. . . . Before being employed, I was also informed by the university's administrative support staffs that the university had started to employ new cohorts of faculty as university employees



during the last 2 years. Therefore, I expected that the new system would be quite well established.

Faculty 6 in an applied hard discipline talked about her expectations related to the faculty-shortage problem. As a student in this department, she had had some preliminary information about the faculty shortage in the department. Therefore, she expected to have a heavy workload.

### Summary of Expectations Concerning Attractive Features and Prospect of the University

Most faculty members expected this university to have high-quality students and faculty members and to be well equipped with teaching and research equipment and facilities. Some faculty members expected their prospective working environment to be cooperative and academically rigorous, providing many opportunities for intellectual exchanges. Partly because many of these faculty were alumni of their departments within the university, they also expected the working climate to be familial—that is, informal but hierarchical, and supportive.

### Expectations About Evaluation

From my interviews with new faculty across the four disciplinary areas concerning their expectations about evaluation, I discovered that, in general, faculty in the pure hard, applied hard, and applied soft disciplines expected both teaching and research to be taken into account in the evaluation process. Most faculty members in the pure soft disciplines expected only teaching to be considered.

Faculty members in the pure hard disciplines gave more specific responses about whether they expected teaching or research to be given higher priority in the evaluation

process. Two faculty members in pure hard disciplines expected teaching to be emphasized; only one expected research to be given greater emphasis. Faculty 2 in a pure hard discipline explained how she expected each activity to be evaluated. She expected that faculty's pedagogical competence would be evaluated through student evaluations, as well as other course and examination materials. In terms of research, she expected the quality to be emphasized more than the quantity. She stated:

In terms of teaching, at least 50% of students should understand the lesson, and faculty should be able to stimulate students' interest in learning. [Faculty's achievement of] these goals can be evaluated through the exam materials and student evaluations. The kinds of exams given to students should emphasize understanding more than memorization. . . . In terms of research, I expect evaluators to take into account quality more than quantity.

In the applied hard disciplines, two faculty members expected teaching and research to be taken into account in the evaluation process. Only one faculty member expected all three areas—teaching, research, and community service—to be considered. Some faculty members in the applied hard disciplines explained their expectations about the evaluation criteria for each activity. For example, Faculty 6 in an applied hard discipline expected all three areas to be taken into account. Like Faculty 2 in a pure hard discipline, she expected teaching to be evaluated through student evaluations, and research to be evaluated through publications. Faculty 7 in an applied hard discipline expected many factors to be taken into account in the evaluation process. Such factors included teaching load, the frequency and number of publications, whether faculty conformed to the faculty code of conduct and discipline (such as attendance and promptness in addressing students' complaints), the degree to which they engaged in professional development (such as attending conferences), and committee work.

However, she did not expect these activities to be evaluated simultaneously. Instead, she thought teaching should be evaluated first because it is the work that new faculty members do the most during the early period of employment. Faculty 8 reported that she expected faculty evaluations at this university to resemble evaluations in other government offices—that is, the performance evaluation would not be taken seriously. She expected evaluators basically to look at whether each individual faculty member taught.

In the applied soft disciplines, one faculty member expected teaching and research to be taken into account in the evaluation process. Another (Faculty 14) expected teaching and whatever task she was assigned to do to be considered. She also expected that compliance with the code of ethics would be evaluated. Here is how she put it:

For faculty, I expect teaching to be the main activity that will be taken into account in the evaluation process. That is, they will look at how well they transmit knowledge to students and their teaching techniques. Beyond that, I expect that they will look at morals and ethics of the faculty. I have heard that, in the future, in order to be a faculty member, one has to have a professional license like that of a doctor. This issue has been a topic of discussion for a long time.

In the pure soft disciplines, some faculty expected only teaching to be taken into account in the evaluation process. Others expected both teaching and research to be evaluated. I observed that hiring conditions might have influenced these differences in faculty's expectations about activities to be considered in the evaluation process. In the pure soft disciplines, faculty members who had been hired as civil servants expected only teaching to be taken into account, whereas those who had been hired as university employees expected both teaching and research to be evaluated. In fact, Faculty 12 in a pure soft discipline reported that the university expected more research from faculty who

had been hired as university employees than from those who had been hired as civil servants.

Some faculty in the pure soft disciplines explained how they expected different activities to be evaluated. Like Faculty 2 in a pure hard discipline, the faculty member in a pure soft discipline who described her expectations about evaluation criteria expected quality also to be considered. For example, Faculty 12 explained that she expected teaching would be evaluated through student evaluations and course materials such as course syllabi. In terms of research, she expected that evaluators would first consider the significance and social contribution of the research. The second criterion she expected to be used in evaluation research was the number of publications per term or per year. She described it thus:

My expectation about the evaluation criteria [for teaching was that] they would look at student evaluations. Other than that, they could look at such materials as course syllabi. . . . In terms of research, I expected that they might look at the significance of the topic of your research—how popular it is, how it contributes to society, whether it is redundant with other existing research. . . . These kinds of things can be evaluated through academic standards. The second criterion, I thought, might be the quantity of research each year or semester.

Another observation is that faculty members in the pure soft disciplines were more likely to cite faculty's personal characteristics and interactions with others as factors that affected evaluations. For example, Faculty 9 expected that evaluators might look at how individual faculty members expressed themselves in department meetings. She stated:

There is a student evaluation form, which the department will process later. Because I just came to work here, I'm not sure how they will evaluate my teaching performance because there is no teaching audit. **Maybe the evaluator will ask students who took my class about how I teach. In addition, when there is a department meeting, they may look at how we express ourselves,**

**whether we have our own standpoint on issues, whether we have a personality that enables us to work with others effectively, and so on. That is, each of the participants in the meeting evaluates one another in the process. This is because meetings are sites where everybody will express his or her opinion. This is not a kind of formal evaluation. However, through the meeting the chair will see who has a personality that is appropriate for each task.**

Another faculty member in a pure soft discipline expected that, beyond teaching and research, evaluators might also consider how well a new faculty member got along with others. As he put it, “It is important not to make enemies in the department.” Both of these faculty members in pure soft disciplines expected evaluators to take teaching into account. Faculty 9 stated that there was a student evaluation, but she was skeptical about whether it was taken seriously. Instead, both of these faculty members in pure soft disciplines expected that evaluators might obtain information on new faculty’s teaching performance through informal feedback from students because their teaching was not audited.

#### Summary of Expectations About Evaluation

In general, new faculty members in the pure hard, applied hard, and applied soft disciplines expected both teaching and research to be taken into account in the evaluation process. In contrast, most faculty members in the pure soft disciplines expected only teaching to be taken into account; the exception was the faculty member who had been hired with university employee status. Another observation of the uniqueness of the pure soft faculty members’ expectations about evaluation is that they mentioned the possibility that informal evaluations would be taken into account.

## Chapter Summary

Most faculty across the four disciplines expected faculty work to involve mainly teaching and research. However, many recognized that they had other work responsibilities, as well, such as community service, student advising, and administrative tasks. In general, most faculty members expected teaching to be their main responsibility and administration to be the lowest priority (if expected at all).

When I compared faculty in the four disciplinary areas, I found that all those in the pure soft disciplines shared the same expectation that teaching would be their first priority, whereas expectations about work priority (especially between teaching and research) held by faculty in the three other disciplinary areas (pure hard, applied hard, and applied soft) were more varied. One observation is that more faculty members in the soft disciplines than in the hard disciplines expected a broader scope of teaching roles; that is, they perceived teaching more holistically. Some faculty members across the four disciplines expected to see interrelations among multiple areas of faculty work. Many of them also talked about institutional priorities having a strong influence on what they expected to be their own work priority.

The attractive aspects of an academic career included opportunities to teach and conduct research; autonomy; opportunities to make a difference in the discipline and in society; and opportunities for personal growth, social contacts, and recognition. Conversely, administrative work was most frequently identified as an undesirable aspect of faculty work. Several faculty members mentioned the demanding work of an academic career, although they did not necessarily view this as negative.

With regard to new faculty's expectations about teaching, most faculty reported that they expected to use a student-centered approach. Discussion was most frequently identified as the student-centered teaching strategy that these faculty members wanted to use. Many faculty members also expected to emphasize students' learning through thinking rather than memorization.

Faculty in different disciplines had varying expectations about particular teaching strategies. For example, faculty members in both the applied hard and applied soft disciplines tended to emphasize practicality in their teaching. On the other hand, faculty members in the pure and applied soft disciplines expected to use a mostly holistic teaching approach, which takes into account not only students' knowledge of the content but also their personal growth. The study findings also indicated that almost all of the teaching strategies that faculty in the pure and applied soft disciplines expected to use reflected a student-centered approach. In contrast, faculty in the pure and applied hard disciplines expected to use a blend of student-centered, discipline-centered, and teacher-centered approaches.

In terms of the working environment, new faculty members in general expected to be in a working environment that was conducive to the advancement of knowledge. Such an environment can be characterized as being well equipped with teaching and research equipment and resources, having high-quality students and faculty, and a cooperative and intellectually stimulating work environment, in which faculty were autonomous and supportive of one another. Because most of these faculty members were alumni of the university, they expected the working environment to be informal and to have a kind of supportive and familial relationship with colleagues.

Concerning evaluation, in general, faculty across disciplines expected evaluation to take into account both teaching and research. The exception was faculty members in the pure soft disciplines, most of whom expected teaching to be the main criterion. The condition under which new faculty had been employed also affected their expectations about institutional priorities and evaluation criteria. For example, a faculty member in a pure soft discipline had been hired as a university employee with a higher institutional expectation on research. Therefore, unlike the majority of others in the pure soft disciplines, who expected teaching to be the main formal evaluation criterion, this faculty member expected both teaching and research to be equally taken into account in the evaluation. Some faculty in the pure soft disciplines also thought that informal dimensions of the evaluation might be taken into consideration for promotion.



## CHAPTER 6

### THE EXPERIENCES OF NEW FACULTY ON THE JOB

#### Introduction

In looking at the on-the-job experiences of new faculty, I asked the following questions: What experiences do new faculty have early in their careers? How do new faculty's experiences vary by discipline? I also probed with subquestions, which in turn guided the analysis in this study. (See probe questions in the interview protocol in Appendix C.)

In Chapter 5, I reported new faculty's expectations about academic careers in general and their institution of employment in particular. In this chapter, I discuss the aspects of participants' academic careers and their institution of employment that had met or had not met their initial expectations. In addition, I address the sources of satisfaction with and challenges of an academic career. The major topics in Chapter 6 follow this sequence: (a) satisfaction with the academic career (including satisfaction from the nature of academic work and satisfaction from social interactions), (b) challenges and unexpected experiences in the early career (including the challenge of academic tasks and the challenge of a new working environment), and (c) variations in the experiences of new faculty in different disciplines (including preference for and time

spent on multiple academic tasks, opportunities for doing contract research and service work, patterns of social interactions, collaboration on research, general collaboration within the college, and emphasis on research). Quotations are included to illustrate various aspects of new faculty's experiences. Some quotations are in boldface to emphasize the relevant points of the theme within an excerpt.

### Satisfaction With the Academic Career

In responding to the questions about aspects of academic life that these new faculty enjoyed, most of them said they found intrinsic satisfaction from academic activities, such as teaching, research, community service, and student advising. Besides academic activities, a few informants also identified other aspects of an academic career that they enjoyed, including relationships with and recognition from students, social contacts, social recognition, and opportunities to exchange ideas with students inside and outside the classroom.

### Satisfaction From the Nature of Academic Work

A majority of the new faculty members across disciplines predominantly identified teaching and research as activities they enjoyed. This was especially the case for faculty in the pure hard disciplines, none of whom mentioned community service. Faculty 4 in a pure hard discipline expressed his intrinsic enjoyment of research activity:

I enjoy teaching and research. . . . Research enables us to translate our ideas into reality. This is especially the case in my field. When we have some ideas, we do an experiment. If the findings match our initial hypothesis, that's considered a success at a certain level. That's challenging! At every step of the experiment, if the results match the hypothesis, I feel encouraged and excited.

More faculty members in the applied disciplines than in the pure disciplines included community service as a type of work that they enjoyed. For example, Faculty 6 in an applied hard discipline explained why she enjoyed community service work. “I think I like community service work because it gives me opportunities to improve the accuracy of my diagnostic skills all the time.” Similarly, Faculty 17 in an applied soft discipline found enjoyment in community service and described the satisfying aspects of such work:

Student advising and consultancy for external agencies [are areas of work that I enjoy]. Those external agencies are mostly investors. They contact us for consultations through our department’s or the college’s projects. Sometimes, there are collaborative projects between our department or college and the Ministry. These are the kinds of jobs that I enjoy. I enjoy consultancy work because it is an opportunity to exchange knowledge. I share my professional knowledge with those who seek consultations; they, in turn, bring me a fresh perspective in viewing issues.

Three faculty members (9, 15, and 16) said they enjoyed the interconnections among different areas of academic work. Faculty 16 in an applied soft discipline enjoyed the multidimensional aspects of an academic career. Faculty 15, also in an applied soft discipline, found satisfaction in integrating different types of activities:

I’m happy when I am able to integrate teaching, research, and service. For example, [in my teaching], I use the case study approach. I have students develop cases. Next, I have them get involved in the community to interview people. Then I have them brainstorm about how they would solve certain problems that occur in that community. Finally, I have them write about the project based on those cases they directly experienced.

### Satisfaction From Social Interactions

Some new faculty across disciplines mentioned interactions with students and the public, as well as other aspects of academic life that they enjoyed. For example, Faculty 2 in a pure hard discipline reported that social contact was a distinctive and attractive aspect of an academic career that she liked. Faculty 10 in a pure soft discipline said he enjoyed exchanging ideas with students inside and outside the classroom. Faculty 17 in an applied soft discipline enjoyed the opportunity to exchange knowledge with people in the public who sought her professional advice. She stated:

Student advising and consultancy for external agencies [are areas of work that I enjoy]. Those external agencies are mostly investors. They contact us for consultations through our department's or the college's projects. Sometimes there are collaborative projects between our department or college and the Ministry. These are the kinds of jobs that I enjoy. **I enjoy consultancy work because it is an opportunity to exchange knowledge. I share my professional knowledge with those who seek consultations; they, in turn, bring me a fresh perspective in viewing issues.**

New faculty from different disciplines (Faculty 1 in a pure hard, 7 in an applied hard, and 9 in a pure soft discipline) reported that they enjoyed the recognition they received from students and the public through this profession.

In sum, a majority of new faculty enjoyed the nature of teaching and research activities. Some reported that they enjoyed the interconnections and multidimensional aspects of academic work. A few informants enjoyed social contacts along with recognition from students and the public.

## Challenges and Unexpected Experiences in the Early Career

### The Challenge of Academic Tasks

#### Lack of Adequate Understanding and Unmet Expectations About Academic Work

Several new faculty reported that academic work was different from their initial expectations. From example, most of them had not expected to have administrative responsibilities. Some of them, such as Faculties 1, 2, and 17, found teaching more difficult than they had expected. Almost all of the informants reported that they had encountered unexpected extra work, such as administration and student advising. The exception was Faculty 6, who had expected academic work to include teaching, research, and service, and that teaching would be her main work responsibility. However, in practice, she was assigned mostly to assist in teaching and fieldwork. She had been disappointed at first, but later she was relieved because of the heavy load of her existing work assignment. Here is how she put it:

In terms of teaching, now my work is only assisting with lab preparation. I have not been assigned to teach yet, but I may have to brief [students in my] lab [class] next semester. In general [at this department], new faculty are allowed to teach only after they earn a master's degree. This is the case only in this area of study. In other areas of study, I see new faculty who just finished their undergraduate education being allowed to lecture. At first, I was quite disappointed about not being allowed to teach. I thought, how can you be a faculty member without teaching? But when I actually began working here, I felt relieved not to have a teaching assignment yet because my workload now is quite overwhelming.

Some faculty pointed out that one of the challenges for new faculty during the early period on the job is that they do not understand the academic job description or the work they are supposed to do. Only Faculty 12 reported that early adjustment to the academic career had not been difficult for her because the nature of her work was not

very different from the academic work she had done during graduate school. In contrast, other new faculty tried to make sense of what academic work involved. One possible reason for this is that academic work has multiple dimensions and the job description often is unclear (unlike in the business world). Another possible reason is the autonomous nature of the academic profession—theoretically, faculty do not have a boss to tell them what they are supposed to do, even though the chairperson typically is the one who assigns work to new faculty. What follows are some quotations from informants who reported a challenge in defining faculty work at the beginning of their jobs.

Faculty 1 in a pure hard discipline stated: “At the beginning, I admitted that I could not do anything much [to get settled on a task]. I can say it was very difficult. I had to observe what other faculty were doing. It took me about a month to get settled. After that, I observed what other faculty did and asked them.” Similarly, Faculty 5 in an applied hard discipline said:

The most common problem for new faculty is that they often do not know what they are supposed to do. New faculty often are assigned tasks without guidance. As a result, they often have to learn to do their jobs through trial and error. There should be some mentoring support.

Faculty 8 in an applied hard discipline also commented on a lack of direction in academic work during her first year on the job. She said, “Last year, I had no job description. Nobody briefed me about my duties. So I had to observe what other faculty did. This year, I was given a course assignment.”

Faculty 14 in an applied soft discipline, who was hired with non-civil service status, mentioned the same problem of inadequate understanding of the academic job description:

**When I signed the employment contract, I had no clear job description.** Even the institutional expectations concerning article writing and research were not mentioned. I heard about institutional expectations in the orientation.

. . . I had **a rough idea** that there would be other work besides teaching. At the very beginning when I started my job, the head of this area of study told me that I might have to do other miscellaneous work, for example, secretarial work such as writing meeting reports and preparing lecture handouts for students. I have started to do some of these chores.

. . . The head of this area of study informally told us what we were supposed to do. But **I do not have a clear picture yet because I have been working here for just 3 to 4 months. It might be a good idea if we had some kind of outline or job description telling us what our main responsibilities are and what are the lower priorities.** It has not been a common practice for institutions to do so. Actually, I think it is a good idea for new faculty to be well informed about the other activities they are supposed to do besides teaching so that we can respond effectively to the institutional demands.

In sum, one of the challenges that some new faculty reported was that they lacked an adequate understanding of what academic work involved.

#### Balancing Time for Multiple Aspects of Academic Work and One's Personal Life

Balancing multiple aspects of academic work was challenging and exhausting for most of the new faculty across disciplines, who reported that they could not balance these responsibilities as well as they initially had expected. Several informants commented that unexpected interruptions in their offices made it difficult for them to follow their planned work schedules.

The majority of faculty attributed the obstacle of managing time to the unexpected, overwhelming administrative loads. Almost as many faculty identified the

large amount of time required for teaching preparation as a barrier to managing time as they wanted. Only one faculty member, in an applied hard discipline, identified the heavy community service load as a barrier to effective time management.

Although new faculty in general perceived administrative work and teaching preparation to be major barriers in balancing their time, there were some subtle differences among faculty in various colleges regarding the type of work they perceived as an obstacle. These subtle differences reflect the unique nature of faculty work in different colleges or the types of activities in which they engaged. For example, both new faculty in veterinary medicine reported that clinic work (which was considered community service) was time consuming and hindered them from balancing their time as they initially had expected. Many faculty who taught skill-related courses identified giving students feedback and grading papers as their major barriers in time management.

Because they were busy with teaching, teaching preparation, and administrative assignments, many faculty members said they postponed doing research. One faculty member expressed concern that sinking in the flood of routine work might cause her to lose concentration in finding an area of specialization.

Challenges from balancing multiple areas of work. Here is how Faculty 16 viewed her challenges in balancing multiple areas of academic work:

Because my job is multidimensional, it sometimes makes me very tired. I have a lot of different kinds of work to do. For example, first of all, new faculty members have to do a lot of teaching preparation. Sometimes new faculty members are also assigned to do work that others expect us to do, such as administration. So we have a heavy workload. Then, when all this work piles up, it makes me exhausted.



Similarly, Faculty 1 described the first year of her academic career, in which she had to juggle teaching, research, and administrative work. As a result, she was not satisfied with her performance in any area:

I was assigned to do administrative work as soon as I was employed. As a result, every other activity came to a standstill. For example, my research is very stagnant. Teaching is also very stressful. This is particularly true during the close of the annual budget period [when] I need to take a break from my other work. As a result, [with limited time], our teaching is not good, not to mention research. My administrative work also does not go well because I do not have experience in that area.

Administrative work as an obstacle. A majority of new faculty across disciplines perceived administrative work to be the greatest barrier to balancing their time. Faculty 1 in a pure hard discipline found that the overwhelming administrative load impeded her from achieving the balance she had planned in terms of work priorities:

At first, I planned to spend 45% of my time on teaching and 55% on research. But lately, it is the opposite; that is, I spend 40% of my time on teaching, 55% on administration, and 5% to 0% on research. So my first 3 to 4 months here have been very frustrating. . . . For example, my [administrative responsibility] is accounting. I have no knowledge in this area and I'm not adroit with it. At the beginning when I was assigned to do these tasks, it was unbearable. . . . As an accountant in this department, I always have to be in my office so that students can drop in any time when they want to request funds for buying lab chemicals. This [responsibility] is very time consuming. My situation is even worse during the close of the annual budget period. I am stressed for weeks because I have to collect all the receipts and submit them. There are financial staffs who can help, but I need to supervise them. During this period, I can rarely do anything else. . . . After you are assigned one administrative job, a series of them follows. For example, once I was assigned to do accounting work, and when there was a certain international conference, they called on me to help [in organizing this event]. This is because they thought I had some experience with administrative work. When new faculty members are given one administrative assignment, they tend to be selected to do other administrative work. As a result, their research falls behind. If it were only one administrative job, it would be all right. But mostly the administrative work comes in a series.

Similarly, Faculty 2 in a pure hard discipline found balancing time to be her biggest challenge. Like Faculty 1, she could not balance her time as she initially had expected. She stated:

In general, the ratio of faculty work should be 60% research and 40% teaching. I think this ratio should be possible in Thai universities. The typical ratio of faculty work in western countries is research 70% and teaching 30%. For example, in the U.S., faculty teach a course per quarter or a maximum of two courses. In contrast, in practice, I spend 60% of my time on teaching and 10% to 20% on research, at maximum. Another 10% of my time is spent on administrative chores and paper work. Time management is my biggest problem.

This problem was not unique to faculty in the pure hard disciplines; several faculty in the pure soft disciplines also reported not being able to balance their time as planned because of administrative overload. For example, Faculty 10 reported that, even after adjusting his idealistic expectations about his work priorities, he still could not achieve this because of the unexpected overload of administrative work. Before his employment, he had expected teaching to be his first priority, followed by updating knowledge, book writing, and finally, research. Once he assumed a faculty position, he made a slight adjustment in his expectations regarding work priorities. That is, he wanted to balance his time equally among teaching, administration, and research and updating knowledge. Yet he still could not balance his time as he wanted. The obstacle for him was his overwhelming administrative load. He explained further that he had been assigned administrative work immediately upon assuming his faculty position.

Here is how he put it:

I want to equally balance my time to fulfill work responsibilities in four areas: teaching, administration, research, and updating knowledge. . . . **[In practice], I cannot balance my time as I want to because of a lot of unexpected administrative work. I was assigned administrative work as soon as I was**

**employed, so everything is totally different from what I initially had expected.**

Similarly, Faculty 16 in an applied soft discipline was surprised at having to do administrative work. Partly because of the unexpected administrative work, she did not have time left to do academic research, her second expected work priority before her employment.

**From my perspective, faculty work can be divided into four areas, that is, teaching, research, academic work, and administrative work. Initially, I planned to focus only on teaching and academic work. By academic work I mean in-depth academic research. By research I mean the kind of research that external organizations such as governmental offices contact us to do—research that focuses on specific issues but does not go in-depth academically. Anyway, I intended to focus 70% [of my time] on teaching, which I consider to be my main responsibility, and 30% on academic work. . . . Since coming to work here, I have devoted approximately 50% [of my time] to teaching, 25% to research, and 25% to administrative duties. I do not have time left for “academic work” as initially planned.**

Teaching preparation as a barrier to balancing time. In addition to administrative work, almost as many faculty identified the amount of time required for teaching preparation as another barrier to balancing their time. Faculty 3 in a pure hard discipline described her time-consuming experience with teacher preparation when asked whether she had been able to balance her time as she had expected:

**Not at all. As a new faculty, I will have to plan all my teaching material from the bottom up, which is very time consuming. Unlike senior faculty members, who typically already have the teaching material at hand from their previous teaching of the courses, it often takes me 1 or 2 whole days of preparation to prepare to teach a course. This is because I have to review the literature from many sources as well as prepare teaching equipment such as slides, handouts, and so on. If I plan to do my teaching preparation and other tasks on a certain day, I often cannot follow my plan. There are always interruptions, such as a phone call [asking me] to help on other tasks, or someone dropping by for my advice. Therefore, I always have to do my teaching preparation at home late at night or very early in the morning.**

Similarly, Faculty 7 in an applied hard discipline found teaching preparation so time consuming that she experienced difficulty in balancing time effectively during her first year of employment. She reported that she could not adequately balance her work priorities as expected. Initially, she had expected teaching to be her main priority, followed by research. But, in practice, she spent a lot of time on teaching preparation.

Here is how she put it:

I cannot [quite balance my work priorities] adequately. The first year is a period of adjustment, in which [new faculty] have to do a lot of teaching preparation. Because we are not familiar with some topics, we have to spend a lot of time in teaching preparation. As a result, it is quite difficult to find time for research. This is my second year, so I am trying to achieve better time management. I did some of my teaching preparation during my first year, so it should be easier to prepare for teaching this year. I already have some of my teaching materials [from last year], so I can just review them and update some information.

Faculty 12 in a pure soft discipline spent so much time on teaching preparation that she did not have time for research:

My research still has not progressed, but I think that is normal. The main problem is a lack of time. That is, there is too much work that needs to be done. I try to devote time to teaching, but I still feel it is not enough because I still have other work to do. Because of my inexperience in teaching, teaching preparation is time consuming for me. . . . Everything is about time. Teaching is time consuming because I'm still new to it. I have to start everything anew, from preparing a course outline to finding new content. It takes me a week of preparation for each three-credit course. This semester, I have to teach two courses, so I have less time for research.

Even though he was in a different field, Faculty 4 in a pure hard discipline had the same experience as Faculty 12 in having to spend so much time on teaching preparation that he had to postpone doing research:

The teaching schedule is fixed, even though we may need some time for teaching preparation. In fact, we need a lot of time for teaching preparation during our first couple of years because of having to teach many new courses that we never

taught before. We then have less time for research because it is the time left over from teaching and administrative work that we would spend on doing research.

Giving students feedback as a barrier to balancing time. Giving students

feedback is another work activity that some new faculty members identified as being so time consuming that it impeded them from balancing their time effectively. Most faculty who had this experience were those who taught skill-related courses. For example, Faculty 13 in a pure soft discipline reported that new faculty members generally do not have time to work on disseminating knowledge to the general public because they typically need a lot of time for teaching preparation. In his case, because he taught skill-related courses, he had to spend much time giving students feedback. He stated:

I expected my work to include not only production of academic work or teaching but also dissemination of academic work through different forms, such as seminar discussions and television or radio documentary broadcasts. I also expected to have many opportunities to increase knowledge in many ways, such as through different kinds of training. . . . In practice, we rarely have time to become involved in doing those activities [dissemination of knowledge to the public through the media]. If we engage in those activities, we have less time for teaching and giving students feedback. In fact, such opportunities are rare, unless you are a “pro” [professional or expert]—that is, if you are so well versed in your area that you do not have to do much teaching preparation. . . . **The most time-consuming tasks are teaching preparation and giving students feedback on their homework. I spend even more time on giving students feedback because I teach skill-related courses—speaking, listening, reading, and writing.**

Faculty 14 in an applied soft discipline, who also taught skill-related courses, reported that she increasingly faced challenges in balancing her time because of the amount of time she spent on giving feedback and grading papers.

Recently I have started to write my own lecture notes and student handouts, so I need some time to review the literature. Hence, during this period, I have to spend time beyond my working hours reviewing literature. **Before, I could manage my time adequately for teaching preparation because I did not have to develop and grade exams. Now that I have been teaching for a while, I**

**have begun to have tasks like grading papers and giving students feedback for a large class. In some classes, there are as many as 100 students and I have to teach three sections of these large classes. I teach two classes each week, so my work is starting to accumulate. As a result, I have less time for preparing lecture notes. I often do my teaching preparation 2 days before class and often have to continue doing my teaching preparation on Saturday at home.**

Other obstacles to balancing time. A majority of new faculty members mentioned administrative work and teaching preparation as obstacles to balancing their time the way they had expected. Two faculty in a college within the applied hard disciplines had not had any community service loads yet. Conversely, Faculty 5 in the other college within the applied hard disciplines said community service was the type of work that was most time consuming and an obstacle that hindered him from balancing his work priorities the way he wanted. (His case reflects the unique situation of faculty in the College of Veterinary Science, who also have to share some of the workload in the veterinary teaching hospital. It is worth noting here that, whereas faculty in his college had to carry a heavy workload in clinical work, which was considered community service, the two new faculty in the pharmaceutical college, which also is an applied hard discipline, had not done any community service work. The point here is that new faculty in different colleges, even within the same disciplinary area, prioritized work differently.) In Faculty 5's words:

**Before working here, I expected to balance teaching, research, and community service equally. But, in practice, most of my work is community service work. That is, approximately 60% of my work is in the community service area, 30% in academic work [the term this interviewee used in referring to teaching], and the remaining 10% in research. The main problem is time management. The reason is that this department happens to be strongly affiliated with the [teaching] hospital. Therefore, most of our work has to be service. The management here is unsystematic. When the hospital falls short of staff, we have to replace them. It's as though we serve to fill the void, and once we start to do that, we have to continually fill that void. Therefore, we**

**have a lot of service work. At the same time, we still have to do academic work; that's our responsibility. [Because of this situation], some days we rarely do academic work [teaching].**

Faculty 6 in an applied hard discipline (from the same college as Faculty 5) expressed her concern that being immersed in routine daily work without time for intellectual inquiry might distract her from finding her own area of specialization. She had assumed her academic position just 4 months earlier, after finishing her undergraduate program. She was trying to find an area of specialization, which she would pursue in her graduate study. According to Faculty 6:

I do not have time to find a focus in an area that particularly interests me. Most of my daily work is spent on regular routine tasks, so I do not have time left to study in the areas that interest me. One barrier to developing skills in my area of interest is the lack of time. Another barrier is that I do not know how to get started. In fact, there are people whom I can consult, but there are some gaps because I do not have colleagues in my age range who are going through the same experiences.

The challenge of balancing work and personal life. Not being able to balance time to do the multiple jobs involved in an academic career, most of the new faculty in this study spent their personal time completing their work. Some faculty even noted that, in academe, the line between professional and personal time was blurred. This statement is consistent with what has been written about faculty life in the western literature.

For example, Faculty 2 in a pure hard discipline initially had expected to spend 3 days a week on undergraduate teaching and the rest of the week on research and working with graduate students. In practice, however, her daily schedule was filled with routine work. Only after her official work hours ended could she start working on her research, which then continued until late in the evening. As a result, she had little time for

recreation. This informant concluded that the blurred line between one's work and personal lives is what makes academic life unique:

In principle, I typically work beyond the regular official office hours. My regular full-time hours are filled with routine work such as meetings, student advising, teaching, and supervising in-class exams. It is not until after 4 p.m. [after regular official office hours] that I start to work on my research, which then goes to 10 p.m., when I return home.

When I asked whether she had been able to balance her personal and work life, Faculty 2 responded:

**Not at all. Since I came back, I have spent all my time on work. Concerning time for recreation, there is not a certain time that we can say is reserved as personal time. This is what makes being a faculty member distinct from being solely a professional researcher. A researcher's life is more individualistic. The only kind of work that requires researchers to cooperate with others is a meeting. That's all. In contrast, faculty work requires us to deal with a large number of people. And the most important people we have to care about are students. When students come to seek my advice, I feel that I need to be available for them, even if that means sacrificing my personal time. This is especially the case when students want to consult me on academic-related matters. I do not want to block their enthusiasm to learn. As a result, I mostly spend my personal time on work that I enjoy doing. This is in contrast to my life before coming to work here. During that time, I could spend my personal time on recreation, such as skating or swimming. In fact, I should have more time for personal recreation than I currently do.**

Likewise, Faculty 4 in a pure hard discipline reported that, in order to be able to fulfill multiple work obligations, he had to let his work responsibilities spill over into his personal time:

Mostly I feel I can [balance my work as I want]. But I have to spend my personal time [to get all my work done]. For example, staying up late is common for me. I typically work until 1 or 2 a.m. The reason is, it is difficult to balance the three areas of work simultaneously. Various work spills over into my personal life quite a lot.

Faculty 10 in a pure soft discipline reported that excessive administrative work on his daily schedule gave him less personal time. "Because of administrative



responsibilities, I have to work 6 days a week. So I have only 1 day left for my personal life at home. Sometimes I have to use that only free day to do some reading to update my knowledge of literature in my field.” Faculty 16 in an applied soft discipline shared the same experience of a busy academic life in which work always spilled over into her personal time. When asked whether she thought she could balance her work life and personal life adequately, she said, “Not at all.” Because of numerous interruptions at work, she had to do her teaching preparation at home:

I have to take work home with me every night. In the course of a week, I have only Saturday to take a break from work. . . . Most of the work that I have to do at home is teaching preparation. This is because, during the day, there are always interruptions at the office, such as students coming for advice, administrative tasks that need immediate responses, meetings, and so on. There is so much of this kind of work that I have to do my teaching preparation at home.

In general, most faculty experienced a spillover of work into their personal time. However, not all faculty saw the blurring of the lines between their professional and personal lives as a problem. In fact, two new faculty members said they enjoyed flexible time schedules. Faculty 6 in an applied hard discipline stated:

Sometimes I cannot balance my time as planned because of unexpected interruptions such as meetings. Anyway, I have control to a certain extent. In general, we have a quite flexible time schedule. It depends on how devoted we are to our work. . . . I have a more flexible schedule. I do not have to come to work on time in the morning and punch a time clock. But this does not mean I leave the office on time at 4 sharp [the end of the official governmental office hours]. I work until 6 or 7 in the evening. Besides, my work is not limited to the office. I can work anywhere as long as I have my computer with me. We decide for ourselves where and when we are going to do our teaching preparation. Sometimes I come to teach or consult on weekends.

This informant was satisfied with her flexible time schedule. She explained further that there is a trade-off between working in the private sector and working as a faculty member:

**I'm quite satisfied [with this lifestyle]. There is a trade-off. If you work as an employee in private enterprise, your work ends at the end of the week. [Working in the private sector], you have your personal time on weekends. That's not the case for faculty work; you have to keep updating yourself 24 hours a day. But your work is not necessarily limited to the office. You can search for knowledge anywhere.**

Faculty 13 in a pure soft discipline said he did not mind that work typically spilled over into his personal time because he enjoyed his work:

**Personally, it does not bother me that my work spills over into my personal life. . . . Although my work takes away my time for sleep and reading for recreation, this does not affect me much. I enjoy what I'm doing, so I do not consider it a burden or a load.**

Summary. In summary, one of the challenges that a majority of these new faculty members faced was how to balance multiple work responsibilities. Most of them attributed this problem to overwhelming administrative work and the large amount of time they needed for teaching preparation. A few faculty mentioned other activities that were obstacles to balancing time, such as community service and giving feedback to students. This small number of cases reflected the unique mission of some colleges or the nature of certain courses. For example, a faculty member in the College of Veterinary Science needed to spend significant time doing clinical work, and a few faculty members who taught skill-related courses had to spend time giving feedback.

Having to fulfill multiple work responsibilities, almost all faculty members found that their work spilled over into their personal time. In fact, some faculty shared the same perception as that found in the literature on new faculty in the U.S.—that the line between one's professional and personal lives is blurred in an academic career.

## The Challenge of Administrative Work

A majority of faculty across disciplines said their administrative work was unexpected, and they found it challenging to balance such work along with their academic responsibilities as they had planned. Moreover, many of these faculty members did not enjoy the nature of administrative work itself, including the inconvenience this kind of work imposed on them. Most of the informants described administrative work as stressful and time consuming. In this study, fewer faculty in the applied disciplines than those in the pure disciplines expressed their dislike for administrative work. For example, Faculty 1 in a pure hard discipline experienced administrative work overload early in her career:

Unexpectedly, there is administrative work, public service, service to the college and the department; this is very stressful. . . . For example, I currently serve as a department accountant; I am responsible for taking care of the budget concerning expenses for educational materials, field trips, and so on. . . . **I do not like administrative work.** I always feel tortured having to sit in meetings. For example, now I am serving as an accountant in this department. I always have to be in my office so that students can drop in any time when they want to request budget funds for buying lab chemicals. **This [responsibility] is very time consuming.** My situation is even worse during the close of the annual budget period. I am stressed for weeks because I have to collect all the receipts and submit them. There are financial staffs who can help, but I need to supervise them. During this period, I can rarely do anything else. . . .

My [administrative responsibility] is accounting. I have no knowledge in this area, and I am not skilled with it. So I feel very tortured doing it. It is also a risky task because it has to deal with the Office of the Auditor-General. Normally, new faculty are assigned to do these tasks, that is, service to the department. The senior faculty also used to do these tasks, so it became department policy to have new faculty perform these tasks. At the beginning when I was assigned to do these tasks, it was unbearable. . . . After you are assigned one administrative job, more tasks follow. For example, once I was assigned to do accounting work, and when there was a certain international conference, they called on me to help [in organizing this event]. This is because they thought I had some experience with administrative work. When new faculty members are given one administrative assignment, they tend to be selected to do other administrative work. As a result, their research falls behind. If it were only

one administrative job, it would be all right. But mostly the administrative work comes in a series.

Similarly, Faculty 4 in a pure hard discipline said he disliked administrative work because of the nature of that work and the large amount of time it often took. He commented, “[Administrative work] is time consuming. We have meetings over and over again, and nothing gets resolved. Different people come with different opinions.”

Faculty 3 in a pure hard discipline disliked administrative work, not only because of the nature of the tasks, but also the inconvenience of the bureaucratic procedures she had to go through to get the job done. She stated,

Administrative chores [are the aspect of my work I do not like]. But we have to do it because our senior colleagues previously had the responsibility for these chores. **It is very time consuming.** What I do not like about this task is not only the nature of the work, but also **the lack of convenience in doing this job.** For example, in using the copy machine, there is a limit to the number of copies that we can make.

Several other faculty in pure soft disciplines thought they were being overloaded with administrative work. For example, Faculty 10 in a pure soft discipline described his surprise and discontent with the heavy administrative load he was given when he was first employed:

**Administration is the area of academic work that I never expected to have before.** I was assigned to do administrative work since my first year of employment here. Being a faculty member at this university is not as I expected. That is, the work responsibility of faculty here is not only teaching and searching for knowledge or keeping scholarship up to date. We also have another very important work responsibility—that is, administrative work at the college as well as department level. **The administrative load at the department level is quite heavy, but the heaviest administrative loads are at the college level.** New faculty, in particular, are assigned to help with a lot of administrative work without any administrative title. For example, after being employed less than a month, I was assigned to serve as an assistant secretary to the faculty board, which is the administrative organization at the college level. In this position, I assist the dean, which is the most demanding responsibility.

Faculty 13 in a pure soft discipline also was given administrative tasks right after being hired. He explained that whether new faculty are assigned to do administrative work depends on how many faculty members currently are available to share the administrative load. He expressed his frustration with administrative work as follows:

At the beginning, I found administrative work very stressful because I do not know how to manage. [As a student], I also did not like to do student activities. So when I have to organize certain activities, **I do not know what to do and how to manage people.** For example, as the advisor of [name of a student club], I have to arrange field trips; **I do not know how to get others to help. So I end up doing all the work myself. It is very time consuming. Then I feel stressed.** . . . I was assigned to do administrative work right after I got hired. And, **because of the heavy administrative load during my first year, I missed the opportunity to sit in on other senior faculty members' classes to observe their teaching.**

Some new faculty from different disciplines commented that they had to do administrative work that support staff should have been able to do or were actually doing. Faculty 8 in an applied hard discipline shared this opinion:

Most secretarial and committee work will be assigned to new faculty. This work is not that troublesome. . . . Anyway, the new quality assurance policy may increase the workload of department secretaries in report writing. In fact, I do not think faculty should have to do this secretarial work, such as writing meeting reports. **At present, the faculty member who serves as the department secretary writes the meeting reports, which in turn are typed by administrative support staff. This practice creates redundancy.** Other new faculty members in the college also have expressed this concern to me.

A majority of the faculty not only reported that administrative work was the area of work they had never expected and found time consuming, but also expressed their dislike for such work. At the same time, however, some of them recognized certain benefits of administrative work. For example, Faculty 7 in an applied hard discipline and 9 in a pure soft discipline saw it as an opportunity to build connections. Others, such as Faculty 1 in a pure hard discipline, 12 in a pure soft discipline, and 16 in an applied soft

discipline, viewed it as a learning opportunity. Faculty 1, who served as an accountant in the department, reported that she had learned to be more careful as a result of having that responsibility:

My [administrative responsibility] is accounting. . . . It is also a risky task because it has to deal with the Office of the Auditor-General. **The good thing in doing this task is that I have learned to be more careful.** But the shortcoming is that these tasks are very time consuming. Normally, new faculty are assigned to do these tasks—that is, service to the department.

Although Faculty 12 in a pure soft discipline disliked administrative work, she saw it as an opportunity to learn how to contact other offices and other people to get things done:

There are some benefits for new faculty in engaging in administrative work. That is, it provides an **opportunity for faculty to learn ways to contact other offices or people, which is very important in order to be able to elicit support for the department.**

Faculty 16 in an applied soft discipline viewed administrative work as an opportunity to learn how faculty work is connected to the whole organizational operating system. She explained:

Administrative work takes away time that we are supposed to spend on academic work. But **there are some benefits in doing administrative work. That is, it gives us a wider perspective about academic work. For example, it helps us to know the [organizational] working procedures, and that faculty work involves not only teaching. It helps us learn how teaching relates to other functions of the organization.**

In sum, a majority of the new faculty in this study found administrative work time consuming and stressful. They disliked not only the nature of the work, but also the inconvenience accompanying it. Despite these downsides of administrative work, however, some faculty acknowledged that they learned from it.

### The Challenge of Research

Several faculty members, particularly those in the pure hard disciplines, reported obstacles that they faced in fulfilling the responsibility of research. Among these obstacles were (a) lack of time, (b) limited resources along with cumbersome bureaucratic procedures for getting the necessary resources, and (c) a working climate that was not conducive to doing research. In addition, some informants talked about the prospect of a research-oriented environment under the new government-supervised system, in which research would become one of the workload requirements. However, in the current state of transition to the new system, many new faculty encountered mixed messages between the existing system, which seemed to be predominantly teaching oriented, and the new system, which was intended to be more research oriented. This was particularly the case for faculty who had been hired under the regulations of the new system as university employees or non-civil servants. These faculty reported that the institution expected more from them than their civil service colleagues in terms of research.

Lack of time for doing research. A majority of faculty across disciplines reported that they could not focus on research as much as they wanted because they did not have time for it. As mentioned in the discussion on balancing time, many informants across disciplines tended to postpone doing research. Because of the large amount of time many of these faculty needed for teaching preparation and administrative duties, their research agenda had fallen behind.

For example, Faculty 1 in a pure hard discipline reported that she was frustrated and disappointed that she still could not do as much research as she wanted, due to a lack of time and administrative overload. She described her situation as follows:

Ideally, they want to see research as [the faculty's] priority. But in practice, faculty members, particularly new faculty, are assigned lots of community service and administrative loads. These duties include community service, service to the department and university, taking care of accounts and teaching equipment and facilities, secretarial work, serving on a curriculum drafting committee, [and] serving on a teaching evaluation committee. . . . **At present, I cannot achieve my self-expectations in any area, especially . . . research. It is, in fact, opposite to what I expected. Currently, my rate of research production is very slow. One of the reasons is the lack of time. I would be very happy if I could find an hour a day to do research.**

I just started doing research. It is not going so smoothly. When I was [a student abroad], I could devote all my time to research. In contrast, my research is progressing very slowly here. Being able to have 2 hours a day for research is considered a lot. This is a real problem in Thailand.

This individual reported further that, even with the research incentive fund given by the university to support faculty in doing research, she still could not be productive in that area:

This makes new faculty feel quite frustrated. When I was abroad, I was active in research because wherever we turned everybody was doing research. Here, many faculty have already stopped doing research and only teach. Or sometimes faculty who want to do research will be diverted to doing community service, or service in the department. This makes our enthusiasm [for doing research] decline. New faculty, in particular, often face heavy teaching loads. In addition, because we are new to teaching, we need a lot more time for teaching preparation. As a result, we have much less time for research. I have to make a lot of adjustments at this point.

Faculty 4, also in a pure hard discipline, reported that he had to postpone doing research because of the large amount of time he spent on teaching preparation:

We need a lot of time for teaching preparation during our first couple of years because we have to teach many new courses that we have never taught before. We then have less time for research because it is the time left from teaching and administrative work that we can spend on doing research.



Faculty 12 in a pure soft discipline shared an experience similar to that of Faculty 4 in a pure hard discipline. Here is how she put it:

**My research still has not progressed, but I think that is normal. The main problem is the lack of time.** That is, there is too much work that needs to be done. Everything is about time. Teaching is time consuming because I'm still new to it. I have to start everything anew, from preparing a course outline to finding new content. It takes me a week of teaching preparation for each week of three-session courses. This semester, I have to teach two courses. So I have less time for research.

Constraints of funding, research equipment, and support staff to assist with research. The problem of constrained resources was pointed out by all informants in the pure hard disciplines and half of those in the applied hard disciplines. This problem had been exacerbated by the economic downturn because much of the research equipment had to be imported from abroad. Here is how Faculty 1 in a pure hard discipline described her situation of limited resources for doing research: "We still have a small budget for research. We have to import chemical substances from abroad, which is very expensive. It's a pity that we have a talented faculty but still have a limitation in terms of budget."

Faculty 3, also in a pure hard discipline, mentioned the same problem of resource constraints. She described the situation in her department, in which faculty in different areas of study within the same department had to compete for limited resources:

In terms of research, I thought that I would be able to start my lab right away. However, I couldn't due to a lack of money for buying equipment, the difficult and time-consuming procedures in requesting money to buy equipment, and lack of time to do research.

At [present], when there is a certain department budget for buying research or teaching equipment, there will frequently be a conflict of opinions on how to spend it. This is because [our department] is divided into areas of study that want to use money for different purposes. All areas of study want that money. As a result, instead of having a large sum of money to buy big

equipment, that money has to be divided. Therefore, we can buy only the same small equipment as we used to.

She pointed out that the economic crisis had aggravated the problem of limited budget and resources:

It [economic crisis] affects research. [Because of the devaluation of the Thai *baht*, it costs more to buy the same things.] For example, in purchasing chemicals and equipment for research, we have to pay twice as much for a 100-*baht* chemical because most of these chemicals have to be imported. In addition, [due to the economic downturn], we did not get the budget we expected, or we got a reduced budget. Research is affected a lot by this circumstance. . . . Because of this economic situation, they also do not want us to turn on the air-conditioner [in order to save electricity costs]. This is sometimes problematic in doing lab research because some scientific experiments need to be done at a low temperature. This is also sometimes a problem.

Faculty 8 in an applied hard discipline experienced the same constraint of limited resources. She stated:

I have not started doing research yet. The obstacle is that I still cannot find adequate time for doing research. In terms of funding for research, although I want to do research, I'm not sure whether there will be available research grants. In addition, the research that I can do is confined by availability of existing research equipment. The reason is that it is very difficult to buy new research equipment, especially in the current economic situation.

Difficulty in recruiting students to assist with research projects is another problem that a few faculty in the pure hard disciplines mentioned. For example, Faculty 1 discussed this problem as follows:

In doing research here, we need to recruit graduate students to help us. We assign them tasks and then supervise them. [It is assumed that graduate students can alleviate some of the faculty's burden.] It is very difficult to find Thai faculty [who] can devote time to research. The reason is that we have a small number of faculty members. **We try to solve this problem by recruiting [graduate students] to help with [the research] and then we supervise them. [The problem is that students are overly grade conscious.] Students here are very concerned about taking classes and grades. So during midterms and final exams, students will disappear [from working on research in the lab]. This is particularly the case in their first term; they will not do research at all**

**because they are afraid that they will not get an A [because they don't have time to study].** To a certain degree, I understand these students; grades are very important for their future. If they want to apply for a scholarship or a job, grades are the main consideration. Unlike abroad, once one gets into graduate school, publication is the most important criterion and grades are the second priority. In job applications [abroad], employers will look at publications. So students abroad do not care much about grades. Even during the exam period, they will come to the lab to work on research. This is a sharp contrast [between the two systems]. I understand our students. Our social system is different from that abroad. **We cannot tell students to completely devote themselves to research because grades are important to their future.** In the job interview, the first thing that Thai recruiters and employers will look at is the grade.

Many faculty members, particularly those in the pure hard disciplines, reported that another obstacle impeding their research was the cumbersome bureaucratic procedures involved in requesting funding, borrowing equipment, and so on. For example, Faculty 1 in a pure hard discipline stated:

I expected the working environment here would be very much like abroad. That is, the procedure for using a lab among departments or borrowing equipment between units or even institutions would be as convenient as in the States. For example, in the States, if another university has very good lab equipment that my university does not have, I can send my sample to people over there to test with their equipment. The process of collaboration [across institutions] over there is very convenient. **Here, on the contrary, if I'm at department A and want to borrow equipment from another department, I have to go through a lot of time-consuming paperwork, which requires many steps of approval from both department chairs, to say nothing of borrowing equipment across institutions. That would take months. The paperwork here is very time consuming.**

Working climate unconducive to research. Some new faculty, mainly in the pure and applied hard disciplines, reported that the working climate in their departments was not conducive to doing research. For example, few colleagues shared their interest in research, there were few collegial exchanges of academic ideas, and so on. Faculty 1 in a pure hard discipline described the working climate in her department, which she found not to be conducive to active research:

The working climate for doing research is not as I expected at all. In comparison with the working climate abroad, the climate here is less conducive to doing research. When I was a student in the States, I felt very happy doing research because everybody was doing it. Such an environment pushed me to always be active. When I came back here, everything changed; I feel inert. Initially, when I came back here, I was quite frustrated with the research environment. I admire faculty here who can remain active in research. In my department, there are 40 faculty members; only 1 out of 8 or 10 is very active in research.

Mixed messages on faculty research emphasis. Several faculty members reported that the university increasingly tried to encourage faculty to conduct research, such as by providing a research incentive fund for all new faculty with doctorate degrees. When this institution becomes a government-supervised public university, research will be officially taken into account as another required part of the workload. However, some informants reported that, at present, research was not mandated. As a result, there were variations in the extent to which faculty engaged in research activity. Several new faculty across disciplines speculated that research would be increasingly significant under the new system. Here is how Faculty 1 in a pure hard discipline explained it:

I can suggest two ways to look at the cost and benefits of this change. On the one hand, it will make everybody more alert and active. I think it will be like the system abroad. . . . There is an impression that the university is a “search engine” of the country. For one thing, the advancement of the nation depends on research. Those who do research in the university are faculty members. Therefore, **this change will be one impetus that leads faculty to do more research. This is because the survival of the government-supervised public universities will depend on research productivity. Hence, everybody will do research.** I see this as a good thing. Even though I came to work here while the university was still under the government’s control, I can see the advantage of this new system in that it will motivate everybody to be active. I think the U.S. is advanced because of their strength in research. [Similarly], Japan can develop itself because of its ability to draw people to do research. So if we can attract more people to do research, we will get better. **To achieve this, faculty members need to be in a working environment that requires them to do research. At present, faculty**

**members are not in [that type of] working environment. That is, they can choose to do or not to do research, and as such, some choose not to do it.**

Faculty 9 in a pure soft discipline also speculated that research would be increasingly important under the new system:

Now our university is in a state of transition. Research used to be considered a faculty member's personal activity. In the old days, because the university had limited financial support for faculty to do research, each person had to find his or her own external funding for research. But now the university is moving toward becoming independent from the government. In the new university bill, faculty will be required to devote a certain percentage of their total workload to each activity.

The university is in the process of changing toward a new system that will be more research oriented. However, in its current state of transition, there is still a widespread perception in many colleges across disciplines that research is faculty's personal work. This perception can constrain some new faculty. Most faculty members who mentioned this prevalent perception personally did not agree with it. Here is how Faculty 4 in a pure hard discipline expressed it:

Research is sometimes perceived as personal work. I do not agree with this idea. I think research is work that benefits the public or the common good. This is because the reputation resulting from successful research and research products is beneficial to both the university and the nation. It is not only a personal advantage.

Understanding this predominant perception, some new faculty members hesitated to spend all their official working hours at the office on research. For example, Faculty 8 in an applied hard discipline described the constraining effect of the prevalent perception that **"because research is often perceived as faculty's additional personal work, we are not supposed to spend all our official working hours doing research. So I do my research on the weekends."** It must be noted here, though, that not all faculty's work

behavior was affected by this perception, even though many informants across disciplines shared this understanding.

Faculty 1 in a pure hard discipline pointed out the conflicting message that faculty were given concerning institutional expectations about doing research:

**Both the university and the department want very much for faculty to emphasize research. However, among 40 faculty members in this department, fewer than 5 so completely devote themselves to research that they leave other activities behind. But such overemphasis on research can be problematic because when someone devotes all of his or her time to research, other faculty in the department will feel discontented. The reason is that such practice leads to an unequal distribution of departmental administrative work to other faculty in the department. Research activities sometimes are perceived as personal work. Most faculty in the department see it that way because research work contributes to individual faculty members' academic promotion.**

Summary. New faculty reported several factors that impeded them from actively engaging in research. These obstacles included time and resource constraints, cumbersome bureaucratic procedures for obtaining resources, few colleagues sharing an interest in research, and conflicting messages about expected research emphasis. The university was in a state of transition to a new system in which research would be increasingly emphasized. At the same time, the perception of research as personal work still was prevalent.

### The Challenge of Teaching

In this section, I discuss challenges in teaching that new faculty faced. These include (a) time-consuming teaching preparation and giving feedback on students' work, (b) heavy undergraduate teaching loads and unexpected teaching assignments outside one's area of specialization, (c) challenges in using a student-centered approach, (d) attracting students' interest in learning, (e) students' lack of thinking skills, (f) inadequate

teaching resources, (g) communication problems, (h) building comfort in teaching and facing high expectations, (i) curriculum constraints, and (j) inadequate emphasis on learning outside the classroom.

Time-consuming teaching preparation and giving feedback on students' work.

Most new faculty members in this study spent much time on teaching preparation because they had to start from scratch. Teaching preparation was even more overwhelming for faculty members who had heavy teaching loads.

The nature of the course also affected the amount of time faculty needed for teaching preparation. Some faculty, such as Faculty 10, 11, and 13 in the pure soft disciplines, said they had to spend a lot of time on preparation for a lecture course. In skill-related courses, on the other hand, they needed only a one-time teaching preparation, which they could use throughout the term. However, for skill-related courses, they had to spend a lot of time giving students feedback and grading their papers.

The amount of teaching preparation also varied depending on faculty's familiarity with the subjects they were assigned to teach. Some faculty members were assigned to carry the teaching loads of retired instructors, in fields outside their area of specialization. Therefore, they had to start their teaching preparation from the bottom up. However, although most faculty described teaching preparation as being time consuming, most of them optimistically believed that the time needed for teaching preparation would decline as they gained experience. As Faculty 16 in an applied soft discipline said, "Teaching preparation is time consuming, but I expect it to decline over time."

Faculty 2 in a pure hard discipline had been given a heavy undergraduate teaching load and spent a great deal of time on teaching preparation. Discussing teaching preparation, she said:

I have to teach courses outside my area of expertise or courses that I do not want to teach. One out of five is a course I was assigned to teach [as opposed to choosing to teach]. Each term, I have to teach some sections of five to six subjects, although not the whole courses. I have to spend a lot of time on teaching preparation. For example, it takes me 3 to 5 days to prepare for a 3-hour lecture.

A few faculty members who taught skill-related courses had to spend time, not only on teaching preparation, but also on giving students feedback and grading their papers. For example, Faculty 13 in a pure soft discipline, who taught a course on reading, writing, and speaking, reported that he spent all his time on giving students feedback, grading papers, and teaching preparation:

The most time-consuming tasks are teaching preparation and giving students feedback on their homework. There is even more work involved in giving students feedback because I teach skill-related courses—speaking, listening, reading, and writing.

. . . These days, I rarely have time to do any activities other than giving students feedback on their homework, grading their papers, [and] doing teaching preparation. I have to do this work continuously. The thing is that, as a new faculty member, I have to do a lot of teaching preparation.

. . . The lack of time is a big problem. With inadequate time for preparation, I feel bad and under stress. This is because, in teaching at the university level, students' ages are not very different from ours. So when I do not prepare my teaching well, I feel uncomfortable. [The reason is that] I'm afraid of losing face when students ask a lot of questions that I cannot answer.

Faculty 14 in an applied soft discipline had the same experience as Faculty 13 in a pure soft discipline—being overloaded with the tasks of giving students feedback and teaching preparation:

Recently I have started to write my own lecture notes and student handouts, so I need some time for reviewing the literature. So during this period, I have to



spend time beyond my working hours on literature review. Before, I could manage my time adequately for teaching preparation because I did not have to develop and grade exams. Now that I have been teaching for a while, I must grade papers and give students feedback. In some classes, there are as many as 100 students, and I have to teach three sections of these large classes. I have to teach two classes each week, so work is starting to accumulate. As a result, I have less time to prepare lecture notes. I often do my teaching preparation 2 days before class and often have to continue doing my teaching preparation on Saturday at home.

Other faculty reported that they spent a lot of time on teaching preparation because of their self-imposed high standards for teaching. As a result, they spent much time perfecting their teaching. Faculty 12 in a pure soft discipline illustrated this point: “I try to devote a lot of time to teaching, but I still feel it is not enough. This is because I still have other work to do. Because of my inexperience in teaching, teaching preparation is time consuming for me.” Faculty 17 in an applied soft discipline described the same self-imposed pressure:

I’m the kind of person who, when I do something, will devote all my effort to doing my best. Being a good teacher is much harder than I initially thought. I have to devote a lot of time to it. When I lecture, I do not just read from my preparation notes. Instead, everything has to be in my head. I have to gather examples from many sources, such as hot news and issues that interest my students. So I always have to keep up to date with current news. I also prepare my own teaching materials using PowerPoint. In addition, I want to write exams that require students to think, which is a difficult task.

Heavy undergraduate teaching loads and unexpected teaching assignments outside one’s area of specialization. Almost half of the informants reported having heavy teaching loads, especially at the undergraduate level. Whereas several of them had come to the university expecting to teach graduate- or advanced-level courses in their area of specialization, many instead were assigned to teach undergraduate foundation courses. As a result, these disappointed faculty members faced difficulties because the foundation

courses required a broad base of knowledge, as opposed to in-depth knowledge that they had studied in graduate school. Many faculty members had to teach courses outside their areas of expertise because they had been hired to replace retired faculty. Therefore, they had to carry the retirees' teaching loads, which sometimes were not in their areas of specialization.

The following are quotations from new faculty who faced the challenge of teaching courses outside their areas of expertise. For example, Faculty 2 in a pure hard discipline had expected to teach mainly advanced graduate courses, but instead had a heavy undergraduate teaching load:

Now I have the opportunity to teach students at the graduate level, but not as many courses as I had wanted to. I still have to teach a lot of undergraduate courses. And I face the problem that these undergraduate students do not have adequate background knowledge. . . . I have to teach many courses that are out of my area of expertise or that I do not like. About one out of five of the courses I teach is an assigned course that I do not like teaching.

Similarly, Faculty 13 in a pure soft discipline expressed disappointment at not having an opportunity to teach courses in his specialty. The department had not let him develop his own course based on his area of specialization. According to this individual, there was a discrepancy between his graduate education, which had focused on specialized knowledge of the discipline, and the foundation courses he was assigned to teach. These foundation courses required the instructor to have broad knowledge of the field. Here is how he expressed it:

We still cannot teach the subjects that we want to teach. But most new faculty share this same experience. Sometimes we have to teach courses that the department assigns us to teach first, instead of being allowed to develop courses in our area of specialization.

. . . There are some problems. I'm a new faculty member and have to teach foundation courses. The scope of content knowledge of these foundation

courses is very broad. One foundation course covers many areas of study. Some of those areas I have never studied before, so I'm not quite familiar with them. This is a challenge. If I had an opportunity to teach topics that I studied in my area of specialization, such as my thesis topic, teaching would be easy. However, in 2 to 3 years I will be more skillful in teaching these [foundation] courses. But by that time, I may have gotten bored with them.

A faculty member in an applied hard discipline had been hired to replace a retired faculty member. She therefore had to carry that individual's teaching load, the subjects of which were outside her area of expertise. In addition, she had courses in which she shared teaching duties with other faculty. Although these faculty members tried to share responsibilities so that she could teach material related to her specialty, sometimes she had to teach courses outside her area of expertise. As a result, she found it difficult to teach as naturally as she wanted. She explained further that new faculty usually did not have much opportunity to choose the courses they wanted to teach, although in some subjects they were able to choose topics to teach. Here is how she described her difficulty: "[When] I was assigned to teach [course] outside my area of expertise, I felt like reading the book to the students. In such a situation, sometimes I do not remember all of the content or do not have enough in-depth understanding of the topic."

Challenges in using a student-centered approach. As reported in the preceding section, a majority of the faculty in this study wanted to use a student-centered approach and wanted to have interactive discussions. However, more than half of them reported that they had not been able to use this approach as much as they initially had expected. These faculty mentioned several obstacles to using a student-centered approach, especially the discussion strategy. Most of them attributed the lack of interactive discussion to students' passivity. Other obstacles were students having inadequate

knowledge of English to understand the readings, most of which were in English; large class sizes; content being too complicated for students to understand; and examinations that were aimed at testing students' memorization of the lecture content. Informants' elaborations on specific challenges they had experienced in using a student-centered approach are presented in the following pages.

**Student passivity:** Faculty 1 in a pure hard discipline wanted to use active discussion, the strategy that had been used in her graduate study abroad. However, in her own classroom in this Thai university, she discovered that her students preferred the passive learning approach. Here is how she described it:

I like students to do a lot of thinking. In the advanced courses or seminar courses abroad, students would bring papers to discuss. But here, students feel very tortured when we teach that way. Students here enjoy lectures—that is, they write down what the instructor wrote on the blackboard. Most courses typically are in lecture format, but there is an increasing number of discussion courses. But there are still problems [with regard to discussion courses].

. . . Sometimes I want to get instant feedback on students' learning through questions that they ask in class. But unlike western students, Thai students do not like to ask questions. [For example], this term I am teaching a seminar class at the graduate level. It is evident that the students do not like to ask questions. Therefore, the teaching and learning climate of the seminar class here seems not to be as academically rigorous and interactive as that in the West. For example, in western classrooms, at the end of student presentations, if no one asks any questions, the students may wonder whether their presentations were good or not. In contrast, in such situations, Thai students would feel relieved because they are concerned about lowering their grade if they cannot answer their peers' questions following their presentations.

In like manner, Faculty 2 in a pure hard discipline expressed her disappointment that the classroom discussions were not as interactive as she had hoped.

I expected to see more interactive discussions or debates in class. I want to see more two-way communication. Right now, it is a one-way communication. I expected students to have more background knowledge and to be more responsive. I did not expect teaching to be this hard.

Both Faculty 8 in an applied hard discipline and Faculty 9 in a pure soft discipline thought the main obstacle to interactive discussion was students' passivity. Faculty 10 in a pure soft discipline explained it this way: "The problem I face is that, by nature, Thai students tend to be passive. They often just wait for us to transmit knowledge." Faculty 15 and 17, both in applied soft disciplines, believed students' lack of active participation stemmed from their previous educational experience, which had been mainly passive. As Faculty 17 said, "Students do not engage in the discussion much. The problem comes from the limitations of students' previous education, which failed to teach them to express themselves." Faculty 15, who wanted to use a case study teaching strategy, another student-centered approach, described how he dealt with students' passivity:

I think I am about 70% to 80% successful in my teaching. The problem comes from both students and us. My teaching tends to lean toward an adult learning approach and fails to look at students' [preferences]. Students are used to a spoon-feeding approach. So when I stimulate them to think, there are problems at the beginning. I try to encourage them to think by using case studies. . . . [Another barrier is that] students in this college are quiet. When I encourage them to think, they think but sometimes hesitate to talk. So the big challenge is how to push them to think and speak up. I want them to be confident to speak from theoretical perspectives.

**Constraints on students' reading preparation:** Several faculty members mentioned some constraints on students' preparation for discussion classes. Most of them said there were inadequate reading materials in the library for students to use in preparing for class. Others thought students lacked enthusiasm to prepare for class discussion by reading the material. A few faculty mentioned that students lacked adequate English skills to read and understand the discussion materials, many of which were in English. Still others thought the content of the discussion materials was too

complicated for the students. The following excerpts illustrate the above-mentioned problems.

Four faculty members from different disciplinary areas reported **constraints on students' reading preparation and students' lack of interest in reading preparation** as obstacles to effective class discussion. For example, Faculty 1 in a pure hard discipline and Faculty 12 in a pure soft discipline used reading materials that were in English. But class discussions did not go as well as they had expected because students had limited English proficiency. Specifically, in the case of Faculty 12, students in her class inevitably had to read references in English because there was a limited amount of literature in her field in Thai. She also mentioned that her students lacked enthusiasm for doing the reading preparation for class discussion. Many other faculty members, such as Faculty 17 in an applied soft discipline, faced the same problem. Here is how Faculty 12 described her challenge:

The course that I teach is European history. **Most books, documents, and references on this subject are in English. I know that it is hard to expect or demand students to do the reading preparation for the class discussion themselves. I understand that not everybody is good at English. So I have had to go back to using the information-laden, spoon-feeding approach. . . . The second problem is that the students themselves are not enthusiastic about doing their reading preparation in advance for class. Another problem is that few books are available on this subject in Thai. There are even fewer high-quality ones.**

Faculty 9 in a pure soft discipline believed that the **overly complicated reading materials** were a barrier to discussion:

**Content is also a[n] [impeding] factor. When the topic is too difficult, students have nothing to say.** But if the topic of discussion is something they are familiar with, issues that affect their daily lives, they will have a lot to say. However, sometimes we have no choice because the curriculum mandates that we include a certain topic that students are supposed to learn.

Faculty 17 in an applied soft discipline mentioned another problem—that students do not have adequate theoretical background knowledge to be able to engage in class discussions. She put it this way:

I teach two courses. In one course, I can teach as planned to some extent. The other course is a theory course with a lot of content that students need to know. **[In the latter course], students need to have adequate theoretical background knowledge in order to be able to debate the issues. Students do not engage in the discussion much.**

**The nature of examinations:** Only one faculty member (Faculty 15 in an applied soft discipline) pointed out that the purpose and nature of examinations also undermined her success in using a student-centered approach, in which knowledge that students construct should be taken into account. That is, most examinations test how well students absorb the information that instructors transmit. She stated:

**Students should be actively involved in the teaching and learning process. . . . However, it is difficult to change because we still evaluate students by the extent to which they memorize the content that we present. If possible, I want students to become actively involved in teaching and learning activities. I want students to be at the center of the teaching and learning process rather than passively waiting for the teacher to transmit knowledge.**

**Teaching audits as a constraint:** Faculty 15 in an applied soft discipline described how an external force, the teaching audit that is a policy of the new government-supervised system, affects interactions in student-centered class discussions. Teaching audits are part of the new system's quality assurance effort. This faculty member was hired with university employee (non-civil service) status. She said she wanted the teaching and learning in her classroom to be relaxed and natural; however, teaching audits interfered with natural interactions in the classroom. Here is how she described the situation:

I do not want the teaching and learning climate in my class to be too serious. . . . That is, I want the teaching and learning climate to be informal and relaxed. I want to create a climate in which students feel enthusiastic about interacting in class. . . . But in the new system [a university under government supervision], there are regular evaluations. The evaluation processes vary. In my division, there are teaching audits. On the one hand, this is beneficial because we will get some feedback on our teaching performance. On the other hand, **this audit sometimes can be a constraint. It sometimes makes me feel ill at ease when I teach. The class observation by an external auditor [academic administrator] also makes students feel stiff or constrained. Students become more hesitant to express themselves in class because they are not sure whether their actions will affect how our performance is perceived.**

Attracting students' interest in learning. Almost half of the faculty informants complained that their students showed little interest in learning. Some of them reported that students often talked and slept during class. Several of these faculty across disciplines faced challenges in trying to maintain students' interest in learning, especially in lecture classes. Faculty 14 in a pure soft discipline reported her challenge in maintaining students' attendance. She taught a prerequisite course that students in the program had to take before enrolling in courses in their major, so she could not drop students who showed no interest in the class. Therefore, the challenge for her was enticing these students to attend class regularly.

Many faculty also were disappointed at students' lack of interest in inquiry or in reviewing the literature. For example, both Faculty 9 and 11 in pure soft disciplines reported that students showed little interest in learning in lecture classes. According to Faculty 9,

Sometimes students lack self-discipline. For example, they sleep and chat in class. Almost every faculty member tells me this is a common student behavior. In contrast, I do not have much of this problem in the seminar class because it requires students' participation. However, sometimes we cannot use the seminar format because of having to teach a large class.



Similarly, Faculty 11 described his situation as follows:

It depends on the subject. In lecture class, I do not feel that I succeed at all. Many students get bored. I try to think about ways to make the lesson more interesting. I'm more satisfied with my teaching performance in the seminar classes. At any rate, I think I can make it even more interesting and can involve the students more in active learning.

Faculty 12 in a pure soft discipline faced the same challenges. She stated:

It is demanding. I feel I still haven't done a good enough job in attracting students' interest. I admit that part of it is my fault for not being able to present the subject interestingly enough. But students nowadays do not have much interest in learning. They tend to be self-absorbed.

Many faculty in different disciplines mentioned their students' lack of interest in reading inquiry. For example, Faculty 14 in an applied soft discipline stated, "So far, I have observed that when I assign our students to review literature [in preparation] for writing a paper, they often search through only one or two books. They still lack enthusiasm to search through various sources." Faculty 17, also in an applied soft discipline, described a similar problem in her class:

Students do not show much interest in keeping up with news, which is important for this class. . . . In addition, their youth and lack of work experience also are barriers that impede them from seeing the importance of certain issues that I discuss from my previous work experience. As a result, they show no interest in these issues.

Students' lack of thinking skills. Many faculty members across disciplines expressed disappointment in students' lack of thinking skills. For example, Faculty 2 in a pure hard discipline mentioned that her greatest disappointment with students was their lack of thinking skills, which are particularly important to thrive in her field:

In this field, you will never be able to use knowledge in the field for any good if you don't know how to think. This is the aspect of teaching that disappoints me the most. . . . In terms of interaction with students, the problem is that students

cannot follow my line of thought. They have not been adequately trained to develop thinking skills.

Faculty 12 in a pure soft discipline alluded to the same problem:

Our students still lack critical thinking skills. In comparison to students abroad, the level of critical thinking skills of our college students can be considered equal to that of western high school students. This creates difficulties in teaching at the college level here. I want to use a seminar format. I expect students to prepare for class discussion in advance. But seminars are not possible because students are not ready.

Inadequate teaching resources. A majority of faculty across disciplines reported the problem of inadequate teaching facilities, equipment, and literature in the library. For example, Faculty 1 in a pure hard discipline mentioned the limited number of computers in her college and the university:

Before now, I had no idea what kinds of problems were out there. I drew an idealistic picture [about teaching]. But when I actually came to work, there were lots of problems. For example, in universities abroad, computers are readily available and students can use PowerPoint to do slides. It is convenient to get equipment at a low price abroad. Ninety percent of students have their own personal computers or else the department has them available for students. Here, there are only a few computers. For example, I supervise 17 graduate students; our department has about three computers, which are very old. Hundreds of undergraduate students have to use computers at the university computer lab, which has about 20 computers. In calculating the ratio of students per available computer, the student-to-computer ratio is very high. So when students have to do a presentation, they are in a difficult situation. They have to ask faculty to use their computers. This is always a problem. Some students are *krengchai* [reluctant to impose by asking faculty].

Many faculty across disciplines, such as Faculty 2 in a pure hard discipline, Faculty 11 and 12 in pure soft disciplines, and Faculty 17 in an applied soft discipline, raised the issue of limited reading materials in the library. Faculty 2 observed:

There are inadequate [teaching and learning] resources for students. For example, I want students to learn to search for knowledge through reviewing literature. But the library does not have resources for students to search for information [beyond the class lesson].

Faculty 12 mentioned a closely related problem. In her course in European history, most sources were in English and there were few high-quality Thai texts. Also, the library did not stock many texts on this subject.

Communication problems. A few faculty had difficulty with oral presentations. For example, Faculty 1 in a pure hard discipline stated her problem in lecturing as follows: “I admit that sometimes my language usage is not very clear. I do not clarify certain terms well enough for students to understand.”

Others voiced a dilemma concerning the use of English in Thai classrooms. Thai is the medium of instruction; however, English is playing an increasingly important role. Many factors have contributed to the increasing importance of English in Thai classrooms, such as the fact that most advanced readings in some disciplines are in English.

Furthermore, recognizing the importance of English at advanced levels of education, a few of these faculty, many of whom had graduated from western universities, expressed a desire to improve their students’ English skills. In addition, two of the informants said they had been socialized into their disciplines through the medium of English; therefore, they found it more convenient to use English in many aspects of their teaching, such as preparing lecture notes or lesson handouts in English. These two faculty also reported having difficulty translating English technical terms into Thai. Four faculty said that, although they tried to incorporate English materials into their lessons, things sometimes did not go as well as they expected because students lacked English proficiency.

For example, Faculty 12 in a pure soft discipline reported that, because most of the reading materials in her subject were in English, particularly the high-quality ones,

she had to incorporate English into her classes. However, she noticed that students lacked proficiency in reading material in English:

The course that I teach is European history. So most books, documents, and references on this subject are in English. I know that it is hard to expect or demand students to do the reading preparation for the class discussion themselves. I understand that not everybody is good at English. So I have to go back to using the information-laden, spoon-feeding approach. . . . The second problem is that the students themselves are not enthusiastic about doing their reading preparation in advance for class. Another problem is that few books are available on this subject in Thai. There are even fewer high-quality ones.

Some faculty incorporated English into their teaching. For example, Faculty 7 in an applied hard discipline gave her students lesson handouts in English, partly because she thought this would be beneficial to them. Similarly, Faculty 1 in a pure hard discipline intentionally had incorporated reading assignments in English, but eventually had to curtail the practice because students did not like it. She explained:

Another problem is that in the seminar class I try to encourage students to use English because it will be useful for them in the future when they have to read papers [in English] to do research. But students do not like that idea. They feel it is torture to use English. This is a problem that always occurs. We need to acknowledge their problems and negotiate with them to find a common ground that satisfies both of us.

Two faculty, influenced by their previous educational experiences in the West, said they found it easier to use English than Thai in preparing their lessons. For example, Faculty 7 in an applied hard discipline preferred writing her lesson handouts in English, partly because of the difficulty of translating technical terms into Thai:

At first I faced a lot of problems with language usage. It is sometimes difficult to translate English technical terms in this discipline into Thai. Sometimes I feel that I use too many English [technical] terms. . . . I still write most of my teaching handouts in English because it is sometimes difficult to translate [English technical terms] into Thai. But I also think students will benefit from [English handouts]. I try to use common English terms in my lecture handouts. Anyway, I lecture in Thai.

Building comfort in teaching and facing high expectations. A few faculty reported the challenge of establishing self-confidence in teaching. Some said they felt pressure from students and others who sought their advice and expected them to have all the answers in their disciplines. The pressure was even worse when faculty also imposed high expectations on themselves, which is often the case for new faculty. Faculty 5 in an applied hard discipline identified building confidence in teaching as a typical challenge for new faculty in general:

Most faculty do not have much confidence when they first start to teach. In lecture courses, I prefer coming to teach with some previous practical experience because if we teach right after graduation, it is as though we teach students directly from the textbook. [In contrast], if we accumulate experience in dealing with certain kinds of illness for a couple of years, we will be able to help students understand better. This is a better approach than teaching students directly from the book.

Faculty 13 in a pure soft discipline explained his personal experience of protecting himself from appearing academically incompetent:

**In teaching at the university level, students' ages are not very different from ours, so when I do not prepare my teaching well, I feel uncomfortable and stressful. [The reason is that] I'm afraid of losing face when students ask a lot of questions that I cannot answer. Losing face or seeming to have inadequate knowledge is another issue of concern for university faculty. Students tend to expect us to have all the answers. But it is not necessary that we are good at everything. University faculty tend to have more in-depth or specialized knowledge than broad knowledge. For example, as a faculty member in [language department], many people ask me all kinds of questions about [the language], many of which I cannot answer. Then people are surprised that I cannot answer them. They do not understand that we are specialized in only certain areas of our field. . . . It is unrealistic to expect us to have both broad and in-depth knowledge at this age.**

Like Faculty 13, Faculty 14 in an applied soft discipline felt pressure to be knowledgeable not only in her field, but also in other fields because her students came from many disciplines. Because this university had a reputation as being academically

rigorous and having talented students, she questioned whether her educational background was adequate:

The prestige of this university is such that I feel pressure to be academically more active. With a master's degree, I feel even more pressure to increase knowledge. This is sometimes stressful. For example, students here are talented, so sometimes they ask questions I cannot answer. So I need to be quite well prepared. My students come from many disciplines because I teach required courses, so the pressure is not only to increase knowledge in my discipline, but also to develop broad general knowledge.

Curriculum constraints. Some new faculty members faced constraints in the content as well as sequence of the curriculum. These constraints impeded them from teaching the way they had expected and from achieving their educational goals. The two faculty who cited a problem with the sequence of the curriculum were in the applied disciplines. These individuals shared the view that it was too late for students to have hands-on practice at the end of the program. Here is how Faculty 15 in an applied soft discipline put it:

I want students to have hands-on experience. The problem that I see, not only at this college, is that we teach them only theory but do not have them practice [or provide practical experience very late in the program]. For example, it is not until the fourth year that students in the College of Education engage in a teaching practicum. . . . The current problem is the failure to link theory and practice. Students study just for tests. I try to think about ways to integrate teaching and student activities. For example, after teaching a certain theory, we could coordinate with our college community development camp [to help students learn to integrate theory and practice]. In fact, our college has funding available that we could use to do these projects. The problem is that there is no one serving as a role model for students. Even faculty themselves fail to integrate teaching and community service.

Faculty 5 in an applied hard discipline made a similar comment:

From the time that I was a student until now that I'm a faculty member, I have made several observations [about teaching and learning here]. We [often] fill the students' heads with information and then have them take an exam. Once that

knowledge is tested, we discard it. [As a result], by the fifth and the sixth years of the academic program, students have forgotten what they had previously learned.

Another pressure that a few faculty experienced was the challenge of covering the entire content of the required curriculum. The tight sequence of courses in students' class schedules further complicated this problem. Faculty 14 in an applied soft discipline described the difficulty of covering the curriculum content, which is determined by the department each academic term:

In teaching a large class, students often come to class late. As a result, I have less time for teaching. The problem that follows is that if I planned to complete a lesson at a certain time in order for students to ask questions at the end, this cannot happen. In such a situation, I have less time for students' questions because I have to cover all the content as required in the curriculum. The situation can become even worse when there is a midterm for some courses or there are a lot of holidays. For a large class, it is very difficult to find time to schedule alternative meetings to catch up on the lesson.

The pressure to cover the required content also limits the possibility of using a variety of student-centered teaching strategies. For example, Faculty 9 in a pure soft discipline explained her difficulties in using class discussion. Specifically, she had to incorporate certain required content that was too complex for students or too distant from their experience; thus, it was difficult for them to discuss. Here is how she stated it:

Content is also a [constraining] factor. **When the topic is too difficult, students have nothing to say.** But if the topic of discussion is something they are familiar with, issues that affect their daily lives, they will have a lot to say. **However, sometimes we have no choice because the curriculum mandates that we include a certain topic that students are supposed to learn.**

Inadequate emphasis on learning outside the classroom. Two faculty members, Faculty 15 in an applied soft discipline and Faculty 1 in a pure hard discipline, addressed the issue of learning outside of the classroom. As mentioned earlier, Faculty 15 pointed out his inadequacy in helping students link learning inside and outside of the classroom.

Faculty 1 said that, because of the small number of students in each subfield, they did not have a rich learning environment in which to exchange diverse ideas with peers. In her words:

We have a small number of students. This field can be divided into many subfields. So the number of students in each subfield or specialty is very small. In some specialized fields, there are only three students. So when students [in each area] get together to discuss ideas, they will have only a few ideas. [At universities] abroad, there are a lot of students in each area of specialization, so in seminars there is much exchanging of ideas.

Summary. To sum up, several of the informants faced numerous challenges in teaching. Nearly half of them had heavy teaching loads, especially at the undergraduate level. Some were assigned to teach courses outside their areas of specialization. As a result, they had to spend much time on teaching preparation. Besides such preparation, other time-consuming tasks, particularly for those who taught skill-related courses, were giving feedback to students and grading papers. As discussed in Chapter 5, several faculty initially had expected to use student-centered strategies, especially discussion. However, when they actually began to teach in the classroom, almost half of these new faculty encountered obstacles, such as students' passivity, reading materials for discussion that were too complicated for students, and examinations designed to test students' memorization of content. Informants also saw the institutional practice of quality assurance through teaching audits as a constraint on natural classroom discussion.

Almost half of the faculty in this study also faced the challenge of maintaining students' interest in learning, especially in classroom lectures. A few also were disappointed that students lacked critical thinking skills and enthusiasm to search for knowledge themselves. Inadequate resources, particularly the limited amount of



literature in the library, were also a problem for a majority of faculty across disciplines. Some informants mentioned communication problems and the difficulty of incorporating English (which they saw as important and impossible to omit) in their teaching. Others mentioned that new faculty face a challenge of building confidence in their teaching and dealing with pressures from high expectations. Finally, faculty pointed out constraints of the existing curriculum.

### Self-Imposed High Expectations

In general, new faculty members across disciplines did not think they had achieved their own expectations. For a few of them, the high expectations they imposed on themselves seemed to contribute to their sense of inadequate achievement. For example, even though Faculty 12 in a pure soft discipline received good evaluations from her colleagues and students, she still was not satisfied with her own performance:

The feedback from my student evaluations is considered quite good. According to the evaluation, my colleagues in this department are also satisfied with my performance. But I'm still not satisfied with my performance. I think I need more improvement. For example, I want to teach with a more concise concept.

Even in her second year, Faculty 7 in an applied hard discipline still felt pressure to improve her teaching materials. She saw a need to perfect her teaching techniques to reach her self-imposed standards. This contradicts some new faculty's notion that their second year of teaching would be easier because they would already have teaching materials from the previous year:

[I still can] not [balance work and personal life] as I wanted to. For example, in the area of teaching, because I just started my job, I want to do my best. As a result, even though I already have my teaching materials from last year, I still want to add something more for next year's classes. . . . Initially, I got quite stressed with teaching. I had never taught, taken care of students, or supervised

theses or dissertations before. These tasks are quite time consuming and stressful. [The reason is that] I expect everything to reach a certain high standard. At least, I need to be satisfied with my work to a certain degree.

The following excerpt from Faculty 17 in an applied soft discipline also indicates that new faculty are pressured by their own self-imposed standards:

I achieved less than I initially expected. . . . I'm the kind of person who, when I do something, will devote all my effort to doing my best. Being a good teacher is much harder than I initially thought. I have to devote a lot of time to it. When I lecture, I do not just read from my preparation notes. Instead, everything has to be in my head. I have to pick up examples from many sources, such as hot news and issues that interest my students. So I always have to keep up to date with current news. I also prepare my own teaching materials using PowerPoint. In addition, I want to write exams that require students to think, which is a difficult task.

Similarly, Faculty 1 in a pure hard discipline still struggled to realistically assess her level of research performance in the context of constraints in her working environment. The following quotation shows the high expectations she imposed on herself:

**At present, I cannot achieve my self-expectations in any area, especially in the area of research. It is, in fact, opposite to what I expected. Currently, my rate of research production is very slow. . . . [However], my research productivity is not completely zero. I have [published] a small number of papers, such as those published in the journal of sciences. I also have had some papers published abroad. I'm quite satisfied with my performance in the current situation of time constraints. Recently, I had a six- to seven-page article published, as well as research that I collaborated on with my boss, and other research with another colleague. However, this is not spectacular, large-scale research like that of westerners. Ours is mid-range or small-scale research. I did my best with what the opportunity allowed. But, in fact, I should be able to do better than this.** For example, my [recently] published research article does not solely report the findings of my research. Instead, this article is a kind of integrated work, in which the findings of my research are incorporated with those from many other research reports. The article integrates the results of many studies, rather than solely reporting my research findings.

In sum, as mentioned in the U.S. literature, new faculty members at this Thai university were similarly pressured by their own self-imposed high working standards. Therefore, the majority of them were disappointed with their own performance.

### The Challenge of a New Working Environment

In Chapter 5, I discussed the new faculty members' expectations about their new workplace. In this section, I examine how well those expectations about the workplace had been met, along with challenges of the new working environment. Most faculty members expected their working environment to be conducive to the advancement of knowledge, well equipped in terms of personnel and material resources, collegial, and informal. Because of their relationships as former students to existing faculty and the institution, most faculty expected their relationships with senior colleagues to be supportive and informal. In addition, some faculty anticipated hierarchical and paternal relationships. As they expected, new faculty members across disciplines generally found their senior colleagues to be supportive and their relationships with those colleagues to be hierarchical. Even when some new faculty found themselves in a conflict-laden working environment, most of them found at least a few faculty with whom they could consult, as a result of their having been students in the department.

Many faculty members reported that the working climate was quite good in terms of promoting teaching. Here is how Faculty 1 in a pure hard discipline described it:

The teaching climate at our university is quite good. Our emphasis on teaching can be considered quite high. In general, everybody teaches, does their teaching preparation, and cares about their teaching responsibility. But in terms of the working climate being conducive to research, it still needs improvement.

In the following sections I discuss some challenges that the faculty members in this study faced in the new workplace.

#### Limitations of the Working Environment in Promoting Academic Achievement

Seven faculty across disciplines reported that the working environment was not as conducive to academic achievement as they had expected. More than half of the faculty in the pure and some in the applied hard disciplines reported that the working climate was not as conducive to research, in particular, as they wanted, even though this university was increasing its efforts to foster new faculty's research productivity. For example, the university provided a research incentive fund for new faculty with doctorate degrees. Several informants reported that factors undermining their research productivity included a lack of exchange of academic ideas, few colleagues who shared their research interests, inadequate resources, and conflict within the department.

For example, a faculty member in a pure hard discipline expressed her disappointment with the research climate in her department, saying she had few colleagues who shared her interest in research:

The working climate for doing research is not as I expected at all. In comparison with the working climate abroad, the climate here is less conducive to doing research. When I was a student in the States, I felt very happy doing research because everyone was doing it. Such an environment pushed me to always be active. When I came back here, everything changed; I feel inert. Initially, when I came back here, I was quite frustrated with the research environment. I admire faculty here who can remain active in research. In my department, there are 40 faculty members; only 1 out of 8 or 10 is very active in research.

Another faculty member in a pure hard discipline reported that the working environment was not as intellectually stimulating as she initially had expected because of

the lack of exchange of academic-related ideas or conversations. She also pointed out that the existing seniority system sometimes hindered junior faculty from having authentic academic debates or discussions with senior colleagues:

In terms of the social climate in general, it is quite a friendly working environment. But, academically, there are fewer academic-related interactions than I would like. The first reason is that my area of specialization is very different from that of my colleagues. The second reason is the lack of time. Third, seniority issues are also involved, particularly because I graduated from here. The Thai culture is another barrier [that impedes having a working climate in which faculty at all levels of seniority can engage in academic debate]. The academic discourse that I have been socialized into is the American style. That is, in academic discussions, everybody can equally express his or her opinions. But that's not the case in the Thai culture, in which reverence for those with higher seniority is a must. Therefore, you have to be tactful in choosing words that convey your intended message without disturbing the feelings [of senior colleagues], which is sometimes difficult. . . .

Because, increasingly, there are many newly recruited faculty, I expected to see more academic-related conversations or exchanges of ideas among faculty. However, that's not the case. **People do not have time to interact, especially in terms of exchange of knowledge and ideas. Activities that enable such conversations, such as a journal club, are rare. Another possible reason is that my field of specialization is quite different from the others.**

Faculty 7 in an applied hard discipline reported that her lack of motivation and limited equipment constrained her from being active in research. Faculty 8 in an applied hard discipline and Faculty 15 in an applied soft discipline mentioned variations in the extent to which individual faculty in their departments engaged in various academic tasks. Here is how Faculty 8 put it:

From observing faculty abroad, [it seems to me that] western faculty members are always busy with teaching, research, and finding grants. I expected to see something like that here. . . . Here, there are great variations among faculty in terms of the extent to which they engage in research. In the current system, it is individual faculty's personal choice of what activities they want to engage in. However, in the future when the university becomes a government-supervised public university, research activities will be increasingly important.

Faculty 15 made a similar observation:

From my observation of faculty in this college, faculty vary in terms of the academic activities they engage in. Some do a lot of research; others only teach but do not do any research. This makes me wonder how we can both teach and research, as well as use our research to contribute to social development.

#### Inadequate Integration Within the Institution

Five faculty across disciplines, except for those in applied hard disciplines, described the working environment at the department and university levels as highly individualistic and nonintegrated. Although some faculty perceived such a working climate as isolated and not well integrated, not all of them were completely dissatisfied with such a setting. In fact, three of the five faculty who described their working climate this way were satisfied with the high level of autonomy in such an environment.

The informants varied in the levels of support they received from colleagues and the department. Almost all of them reported that their current sources of support and professional relationships were derived mostly from contacts they had made as former teachers and students, or from peer relationships.

Here is how a faculty member in a pure hard discipline described the working climate in her department:

To a certain extent, there are cliques. This may be part of the Thai social system where people like to live together in cliques. The expectation to work together [in the organization] as a team, like in Japan, seems to be a far-reaching goal. I admire the Japanese working style. Sometimes 10 people work together to produce one research paper. Such cases are rare among Thais. Even in the case of westerners, their work management is better than ours. In the working domain, they can work together as a team. For westerners, after finishing the work, each individual separately does his or her own thing. . . . **Not until coming to work here did I realize how difficult it is to work as a team. Here, most people do their own individual work; they do their own thing. Or even if there is group work, it is a very small group. Most research here is individual research. Group research is rare. For example, this department has no group research at all. In general, each faculty member does his or her own research.**

My relationships with colleagues can be described as average. It is easier to describe the collegiality here at the individual level than as a whole department. The relationships depend on the compatibility of personalities between individual faculty members. **In general, everybody lives rather in isolation. It is not like the whole department to stick together, so it is difficult to describe my overall relationship with colleagues here.** For this reason, it is difficult to rate my overall relationships with all colleagues in the department. . . . **It is the working climate that each [new] faculty member has to help oneself. Support is a matter of personal relationships between individuals. It depends on compatibility in personality between individuals.** This is different from westerners; that is, even when there is a personality difference, in work-related matters they will still help you. I'm quite impressed with the working styles of westerners. In the area of research, we can always find help. That is, if we do not know something, we can ask a postdoc or other graduate student who has more experience than we do. They will try to help us. If they do not have time to help us now, they will show us that they will help us later. **But here, I feel that I have to help myself. We mostly work in isolation, so we have to learn to do our jobs by ourselves. It is difficult to find a mentor.** This is especially the case in the area of teaching and administration.

Faculty 9 in a pure soft discipline also described the working climate from the department to the university level as not being well integrated. She said:

**When I said faculty members here have a lot of freedom, I meant it is also very individualistic—each one does his or her own thing separately. This is the working climate here. Those who want to teach, teach. Those who want to research, research. There is no “sign-in/sign-out” practice. Everybody has a lot of freedom.** Collegial relationships have been developed mostly long before working here. Or we may get to know new colleagues through introductions by those whom we already know personally. [Our relationship with our existing colleagues] is not based on the line of work at all. Each faculty member has his or her own office. We do not even know who enters or leaves his or her office.

Faculty 12 in a pure soft discipline described the working climate in her department as supportive and relatively autonomous. On the whole, she was satisfied with the level of cooperation she received from her colleagues:

It is like the character of Thai society in general. That is, it is hierarchical in accordance with age. **But we have a lot of freedom in this department. Nobody interferes with others' business.** . . . Being a former student of this department helps me make adjustments quicker because I am already familiar

with those who used to be my professors and who are now my colleagues. In general, I see these previous relationships as having a more positive than negative impact.

A faculty member in an applied soft discipline reported that faculty members' lives at this university were autonomous, but cooperation at all levels still was insufficient. She stated:

The working environment here allows a relatively high level of individualism. We have relatively great control over our lives. . . . However, I would like to see more cooperation and less egotism. People here are highly egotistical. I would like to see the product deriving from the solidity of the college and the university. I would like to see more coordination and cooperation at all levels, from the department to the university level. At present, there is still little coordination.

#### Conflict-Laden Working Environment

Another unexpected challenge that faculty in some departments faced was a conflict-laden working environment. Six faculty from five different colleges said their colleagues in the colleges or departments divided up into cliques. In a few departments, faculty even encountered underlying conflicts among cliques. These faculty commented that this type of working environment made it difficult for them to understand appropriate ways to behave with and relate to different groups within the department. They also pointed out that these rivalries undermined the institution's reaching its full potential for academic excellence through the mutual efforts of faculty in the institution as a whole. However, almost all of the faculty in this study reported that the fact that they had been students in their current department had facilitated their early adjustment, even within a contentious working environment.

A faculty member in a pure hard discipline described the undercurrent of conflict in her department and how it affected her:



As a former student here, I had a rough idea about the working climate here. But I did not expect it to be this tough. The unexpected aspect of the academic climate here is the [undercurrent] of conflict among colleagues who are divided into cliques. This is because this [department] or field is divided into many subfields [divisions or areas of study]. There is a lot of conflict among many faculty members, which is not obvious to outsiders, and initially I did not know about it. It is as though there is always an undercurrent of conflict, which makes me uncomfortable because I do not know how to behave in such a situation. In such a situation, even a small error can unexpectedly turn out to be a big problem. . . . Faculty members here avoid confrontation. For example, one faculty member saw another do something that did not follow department policy. Instead of speaking to the other faculty member directly, that person took the issue to the chairperson.

. . . [The department space] is divided into zones or turfs. There are certain rooms that some faculty members always sit in, so it is difficult to just go and work in that room. You can feel the tension.

. . . Anyway, the fact that I'm an alumna here helps a lot. At least, I know the location and some of the faculty. I know where things are located. . . . There are clashes in work due to the conflict of interest on budgets and funding.

Another faculty member in a pure soft discipline also encountered a conflict-laden working environment. Here is how she described it:

University faculty have big egos and too many fixed ideas. When there are conflicting ideas or personal conflicts, they do not try to compromise or find a middle ground to resolve the problems in order to get work done. I understand that a disagreement in opinions is a common thing. But, as faculty members, we need to be role models in accepting differences and finding ways to compromise to get something done. Instead, what is happening is that, if one person does not agree with another person's idea, he or she will not cooperate.

. . . There are conflicts in the department. When I first came here, some faculty thought I was aligned with one of the other cliques. This is a difficult situation, but I try not to think too much about it. Luckily, I'm familiar with this department as a former student here. I feel like it is my home. But such circumstances would be very tough for those who did not graduate from here. They may wonder why a small issue that should get resolved in a few minutes winds up as a serious, long argument. When I first came here, my friend told me about this situation in the department, so I felt prepared for it. Even so, it made me frustrated at first. . . .

When asked about how such a conflict-laden working environment affected her teaching, research, and administrative work, this individual responded that it had affected some

aspects like the issue of distribution of resources, such as assignment of teaching assistants.

Another faculty member in a pure soft discipline described the conflict-laden climate of this department as follows:

It is not a very good working environment. . . . At the college level, there is no central shared mission guiding the organization as a whole. It reflects the current politics in Thailand in which each individual competes for benefits and power. There are many conflicts of interest and power struggles. . . . The effect is that, instead of concentrating the little time we have on work that will benefit this university the most, we have to involve ourselves in unnecessary politics in the college. This is a waste of time.

Yet another faculty member in a pure hard discipline described the effects of contentions in the department:

One impact is that we will not arrive at any authentic mutual resolution. There will be no mutually agreed-upon policy. For example, even though a department policy is established according to department vote, another clique within the department will say, "This policy comes from the ideas of another clique, so I won't bother with it." As a result, there is no cooperation and the work progresses slowly. Furthermore, this circumstance undermines the effectiveness of the work because we fail to make the most of the talent of our entire faculty. For example, we may have two groups of faculty who are good in different areas. If these two groups cooperate, we will get high-quality work. Other universities won't be able to compete with us. But because these two groups are in conflict, we can only be second class in both areas. We won't be able to maximize the results of our mutual efforts.

#### Generation Gap, Strong Seniority System, and Former Affiliation as Students in the Department

The seniority system is strongly valued in the Thai culture; in turn, it influences how new faculty interact with their senior colleagues. This is especially true at this Thai University, where almost all of the faculty in this study were former students in their current departments of employment and of their current senior colleagues. Therefore,

they tended to express reverence for their senior colleagues, not only because of their seniority but also because of the new faculty's affiliation as former students. As a result, some new faculty tended to defer to their senior colleagues because of the Thai value of *krengchai*.

Whereas the seniority system and the former student-teacher relationship were distinct issues, the effects of both factors overlapped and were interrelated in several ways. For example, customarily people with less seniority tend not to argue with those having greater seniority. Because of their former student-teacher relationship, some junior faculty hesitated to debate with or refuse the demands of senior colleagues. This was not only because of the seniority system, but also out of former affiliation with, respect for, and gratitude to their former professors. Although it is difficult to talk about the seniority system without also mentioning the former student-teacher relationship, for the sake of the organization of this section, I have tried to discuss the issues separately. However, it should be noted that the two factors have overlapping effects.

Influence of the seniority system and effects of the generation gap on the nature of interactions between new and senior faculty. A majority of new faculty across colleges reported that they noticed a large generation gap between new and senior faculty. In general, seniority by academic and administrative rank does not necessarily correlate with age. That is, younger faculty may have a higher academic or administrative rank. It is also possible to find professionals just starting their academic employment due to a career change, and therefore having less tenure (years of employment at the university), even though there were only a few such cases at this university. In the Thai culture, seniority, especially by age, must be taken into account in

interactions across generations. Some faculty in this study reported that those with higher seniority, by age and years of experience, often held the higher level administrative positions.

**Influences of the seniority system:** Most faculty in this study characterized the working climate in their departments as hierarchical, with a strong seniority system. This hierarchical working climate did not surprise most of these faculty. According to several of them, the seniority system sometimes shaped the nature of interactions between senior and junior colleagues, so that they seemed less equal. Generation gaps sometimes affected the nature of interactions between junior and senior colleagues, as well as the socialization of new faculty. Almost half of these faculty reported that they sometimes hesitated to debate with their senior colleagues straightforwardly. A few also found it difficult to refuse the demands of their senior colleagues. Although the seniority system was part of the reason why several new faculty hesitated to disagree with or refuse the demands of their senior colleagues, the former student-teacher relationship between new and senior colleagues also largely contributed to such hesitation. This point is discussed further in the next section. A few faculty noted that, in a working climate with a strong seniority system, their voices were inadequately heard. Furthermore, some faculty also said that seniority (by age and years of tenure) also complicated the interactions between faculty and support staffs. Finally, two faculty shared their views on how the generation gap affected the socialization of new faculty. These points can be supported with the following evidence.

1. More than half of the faculty in this study reported that they had difficulty expressing disagreement with their senior colleagues. Some of them reported that this

difficulty sometimes constrained academic discourses or debates. For example, a faculty member in a pure hard discipline stated:

Seniority issues are also involved, particularly because I graduated from here. The Thai culture is another barrier [that impedes a working climate where faculty at all levels of seniority can engage in academic debate]. The academic discourse that I have been socialized into is the American style. That is, in academic discussions, everybody can express their opinions equally. But that's not the case in the Thai culture, in which reverence for those with higher seniority is a must. Therefore, you have to be tactful in choosing words that convey your intended message without disturbing the feelings [of senior colleagues], which is sometimes difficult.

Similarly, Faculty 1 in a pure hard discipline compared the western discussion style with that of Thailand, in which seniority affects the nature of the discourse:

[Here] we can share our professional knowledge. But [the nature of discourse] will not be exactly like that of westerners in that they can say [directly] or do whatever they think is right. They can argue forthrightly for what they believe to be right. Here we can do so only to some extent. It is a matter of Thai etiquette. This is one thing that I have had to adjust to.

Faculty 3 in a pure hard discipline explained that she had a good relationship with colleagues who were close to her in age. She explained that she could work well and talk straightforwardly with them. With some senior colleagues, she could not speak candidly. Instead, she had to use tact in conveying her message. In a similar way, Faculty 4 in a pure hard discipline described the situation:

There was a generation gap when I first came here. I was about 29 or 30, whereas most faculty were in the 40- to 50-year range. It was beneficial when we needed to consult them. But when working together, it was difficult having to debate them. However, recently I have been feeling better because there are more new faculty cohorts, which enables us to work together in a closer relationship.

2. Four faculty members commented that, in this hierarchical working environment, their voices were inadequately heard at the department or college level.

(This does not mean that their views were completely ignored. In fact, the university has

increasingly tried to take into account new faculty's opinions concerning policies in the new government-supervised public university system. For example, in the new faculty orientation, this university gives novices an opportunity to express their concerns about rules and regulations of the new system. This topic is discussed in detail in Chapter 7.) New faculty's complaints about their voices not being heard are elaborated in the following paragraphs.

A faculty member in an applied hard discipline reported that she was the youngest in her department and thus encountered a generation gap within the department. The faculty member closest to her in age was 10 years older than she was. As a result, she sensed that sometimes she was not perceived as an adult. This informant explained that, at the college level, most committee work involved those in the same cohort, so things proceeded quite smoothly. However, there was more hierarchy in the department, so she tried to do the work she was assigned to do. At the same time, she tried not to express her opinions too much because of her concern that it might have a negative effect.

When probed further about how this situation affected her, this informant responded that she sometimes thought her voice went unheard. Here is how she described her circumstance in the Thai academic culture in contrast with that of the West:

There are some downsides [of this generation gap]. For example, when I want to propose some ideas, sometimes [my colleagues] do not listen. This is different from westerners. Westerners tend to be more open to novices' sharing their ideas. They tend to accept a more diverse world view. That's not the case here. If there were more sharing of ideas, things would get better.

She further pointed out that this university was experiencing a large generation gap because, from now until 2003, a large cohort of faculty would be retiring. She explained that new faculty would be the ones who were most affected by the policies that were

currently being made. Therefore, she thought new faculty's voices should be taken into account equally in the college policy-making process.

Similarly, another faculty member in an applied hard discipline expressed his discontent with being unheard by senior academic administrators:

In some aspects, the working climate is what I expected, but sometimes they [senior faculty who also serve as academic administrators] are unreasonable. Most new faculty are idealistic and energetic. They are willing to take risks and speak their minds. We are sometimes pushed aside. Sometimes we may seem impulsive, but sometimes things [the institutional operating system] are illogical. Administrators sometimes do not respond to the problems that we point out. Instead, they care more about protecting themselves.

3. The seniority system also complicates interactions between faculty and support staffs. According to Etzioni (1964), in professional (academic) organizations, professionals have the major authority, whereas administrative or support staff have secondary authority. However, in the Thai culture, where seniority is highly valued, Faculty 3 in a pure hard discipline and Faculty 6 in an applied hard discipline encountered a challenge in finding appropriate ways to interact with support staff with higher seniority. For example, a faculty member in a pure hard discipline commented that the support staff did not treat junior faculty members the same way they treated senior colleagues:

It is, in fact, their duty to facilitate our jobs and help us [do some tasks]. But they see me as a young person, so they tend not to help me perform the tasks. Instead, they tell me how to do it myself. [They treat faculty unequally.] For example, it is their duty to type letters for us. [Instead of doing their job], they tell me to type it [myself]. On the contrary, senior faculty can just write a draft and have the staff type it for them. . . . It is not [only] because of age. It also has to do with the fact that [the staff] have been here a long time and they have known me since I was a student here.

4. A few faculty reported that a wide generation gap was an obstacle to smooth socialization across generations. For example, Faculty 9 in a pure soft discipline pointed out that the generation gap disrupted the continuity in socialization from one generation of faculty to another. She described it thus:

The problem that I see in this department, as well as at this college, is that there are two groups of faculty: One is the small number of very senior faculty, and the other is the new faculty of my age group. The generation that is missing is those in the middle range. As a result, the process of transmitting experiences [across generations] gets disrupted. I think organizational socialization requires some kind of ongoing informal interaction, such as having meals or meetings together. But the very senior faculty do not have time to attend meetings or to be present to give advice. So new faculty have to learn their way around by themselves. It takes time for us to learn the ropes, and sometimes we get lost.

Others, such as Faculty 11 and 13 in pure soft disciplines said they lacked colleagues in their age group with whom they could discuss certain challenges.

Faculty 11, who was not an alumnus of that department, explained that, because of the generation gap, he hesitated to approach his senior colleagues for help. Faculty 13, who was trying to find an area of interest on which she could focus, commented on the lack of colleagues with mutual experiences whom she could consult.

Although the seniority system and the generation gap can shape the nature of interactions among faculty and cause them to be less-than-equal colleagues, not all new faculty saw this as problematic. The relatively high autonomy of the academic profession and the former student-teacher bond between new and senior faculty helped mediate some constraints that could occur because of those gaps. For example, Faculty 12 in a pure soft discipline saw the working climate in her department as hierarchical, but also supportive and autonomous. Therefore, she was satisfied with it. She said, "It is like the character of Thai society in general. That is, it is hierarchical in accordance with



age. But we have a lot of freedom in this department. Nobody interferes with others' business."

**The nature of interactions between new and senior faculty with previous student-teacher relationships:** As mentioned, almost all of the new faculty members had been students of their present senior colleagues, mostly during undergraduate study. As a result, many of them still described their relationships with these colleagues as hierarchical, like that of a student and a teacher, in a family-like manner. In general, new faculty members described their senior colleagues as supportive. Even among the few faculty who characterized their working environment as highly individualistic or full of contention, because of their former relationships in the department they could find at least a few existing faculty who could be sources of support. In addition, according to two faculty members, they knew the area of expertise of each senior faculty member in the department because they themselves had once been students in that department.

What follows are general descriptions of the nature of interactions between new and senior colleagues with previous student-teacher relationships. One new faculty member initially had expected that her status as a former student of her present senior colleagues might constrain her from exercising her role as a collegial equal. However, in practice, she, like most other new faculty, found that her senior colleagues treated her respectfully as one colleague to another. Most faculty members, in fact, found their former relationships as students to be beneficial because their senior colleagues tended to be supportive and offer them suggestions.

In general, most faculty across disciplines described their relationships with senior colleagues as informal and supportive, but hierarchical. Several described their

relationships with their senior colleagues as those of family members, or like teacher and student. For example, Faculty 16 in an applied soft field described her relationships with colleagues who mostly had higher seniority as follows: **“In general, the working climate here is informal. We have a kind of kinship or student-and-teacher relationship.”** Here is how Faculty 13 in a pure soft discipline described his relationship with his colleagues:

**There is a strong seniority system in this department. My relationship with my colleagues is like that of a student to his teachers. Unlike in the western culture, we do not argue with those of higher seniority. There is not much conflict. Most of the time, I tend to obediently do what senior faculty tell me to do. . . .**

**Our relationship is more like that of teacher and students than that of colleagues. This is only at the department level. With colleagues outside the department, I consider them as equals. For example, I do not have to *wai* [a Thai way of greeting and paying respect to elders] every time that we meet. In general, we have a good relationship, like a family. They help and support me a lot. When I face problems, I can turn to these [senior] faculty for advice like they are my relatives. They are very supportive!**

Faculty 15 in an applied soft discipline had dual status in his department: He was both a student and a faculty member. He tried to balance these two roles. His familiarity with some senior faculty facilitated his adjustment. He stated:

**Having been in this department for a long time as a student and now as both student and faculty member, I find the working climate of this department informal and relaxed. . . . Right now, I am both a new faculty member and a student. They treat me respectfully as one of the faculty. However, when I consult with the chair on my thesis, I’m his student. But when I’m in a meeting, I also can express my own viewpoint. Anyway, I always treat them respectfully. I’m quite a compromising type of person.**

He had a close relationship with the chairperson and some senior faculty; therefore, he did not seem to have a problem balancing these dual roles. As he explained it,

**“Fortunately, I have quite a close relationship with the chair. We are like brothers.”**

He also mentioned that being a student there made him understand the personal character of each faculty member better.

***Benefits of the former student-teacher relationship.*** A majority of new faculty reported that they benefited a great deal from their former relationship as students of their senior colleagues and in their department. Only one informant was not an alumnus of his department at this university. He reported that he had experienced a generation gap in his department, which made him hesitate to approach senior colleagues for advice. In contrast, most other new faculty were alumni of their departments. They reported that they benefited a great deal from some of their senior colleagues. Because of the former student-teacher relationship with their senior colleagues, they found these colleagues particularly supportive of them and less hesitant to offer them suggestions.

In addition, these alumni also benefited from knowing the different areas of expertise of senior faculty in the department. Even in the context of a great deal of contention, new faculty who were alumni of their departments could find at least a few current faculty (former professors, peers, or support staff) who could be sources of support. The following excerpts illustrate the benefits of previous student-teacher relationships.

1. Relatively high level of support from senior colleagues. As a result of former student-teacher relationships, a majority of the new faculty received a great deal of support from their senior colleagues. Some said these colleagues offered them suggestions and support. For example, both Faculty 1 in a pure hard discipline and Faculty 16 in an applied soft discipline received a lot of support from their senior colleagues because of their status as former students of those colleagues. Similarly,

Faculty 7 in an applied hard discipline pointed to the advantage she had gained from her former affiliation as a student:

As the youngest faculty member in this department, I think every faculty member has been generous to me. But I do not have colleagues whose ages are close to mine. [Being the youngest] is beneficial in the sense that everybody is willing to teach, guide, and support you until you can do the job on your own. . . . I get a lot of support from my colleagues. Everybody is friendly, so I do not hesitate to ask them questions when I face problems.

Initially, Faculty 14 in an applied soft discipline was concerned that being employed in the department from which she had graduated might constrain her in exercising her faculty role. However, in practice, she experienced a positive surprise that eased her adjustment:

Now that I have become a faculty member here, most faculty interact with me informally [as opposed to authoritatively] and treat me respectfully. They do not treat me as their student but as one of their faculty colleagues. **In fact, it is beneficial for me in having them as my colleagues because I have colleagues who can give me good advice. They also try to involve me as a part of their community; for example, they invite me to have lunch together. This has helped me adjust better.**

Similarly, Faculty 12 in a pure soft discipline reported that her previous affiliation as a student in the department had eased her adjustment:

Being a former student in this department helped me adjust more quickly because I was already familiar with those who used to be my professors and who now are my colleagues. In general, I see these previous relationships as having a more positive than negative impact.

2. Knowing the area of expertise of senior faculty. Faculty 4 in a pure hard discipline and Faculty 15 in an applied soft discipline pointed out another advantage of their former affiliation as students in the department: They already knew the areas of expertise of faculty in the department. Therefore, it was easier for them to know whom to consult on what issues.

***Complications related to the former student-teacher relationship.*** Despite many benefits from this former relationship, some new faculty reported drawbacks of that relationship in terms of the nature of their interactions with senior colleagues. In reality, many of these drawbacks resemble those of the seniority system in general. For example, some new faculty hesitated to argue with their senior colleagues, and as a result the nature of academic discourse and interactions became less straightforward and simple. Many of them hesitated to refuse the demands of senior colleagues, and a few mentioned the high expectations from those colleagues. Excerpts illustrating these challenges follow.

1. As with drawbacks of the seniority system for some new faculty with previous student-teacher relationships, several informants hesitated to argue with their senior colleagues. For example, Faculty 13 in a pure soft discipline described how the seniority system in his department affected him:

With senior colleagues outside the department, I may feel that I can argue [when there is a disagreement]. But with senior colleagues in the department, even though I sometimes have my own opinion, I tend to follow what my senior colleagues say. This may also be because we have no serious disagreements, so we get along fine. They are very supportive and compassionate.

In an applied soft discipline, here is how Faculty 16 put it:

With my relationship as a former student of these senior colleagues, there are both advantages and disadvantages. The benefit is that, seeing us as their former students, the senior colleagues tend to be supportive of us. In contrast, the downside is that sometimes I tend to *krengchai* [hesitate to impose my needs on them]. Sometimes I get used to the old ways of interacting with them. That is, even though I occasionally disagree with them, I sometimes hesitate to express it.

2. Another challenge that several new faculty expressed was the difficulty in refusing requests from senior colleagues with whom they had had a student-teacher

relationship. For example, Faculty 2 in a pure hard discipline stated, “My status as a former student [in this department] influences how I behave around here. It is more difficult for me to refuse some [assigned] tasks that I do not want to do.” Similarly, Faculty 1 in a pure hard discipline described her constraint as follows:

New faculty members are often assigned to participate in these [student-related] activities, and it is often difficult for them to refuse. This may be one shortcoming of coming back to be a faculty member in the institution from which one graduated. This is because when we face requests from our former professors, it is often difficult to refuse. In addition, our former professors will always see us as students. We can use our knowledge to make contributions. But it will not be exactly like in the West; that is, there they can do whatever or argue for whatever they think is right. Here, we can do so only to some extent because of the Thai culture [that reveres seniority].

3. One faculty member in a pure hard discipline reported that the hierarchical nature of former student-teacher relationships complicated the procedures for getting work done. Here is how she described it:

[It makes] the working climate less professional. As a former student here, the level of interactions in the workplace tends to be so personal that it sometimes makes it difficult to work. . . . For example, when I am put in charge of arranging a certain activity, [I cannot fully exercise my authority]. For instance, in inviting [senior] faculty to attend a meeting, I cannot just circulate letters inviting faculty in the department to attend. This is because these faculty members were my former professors. If I invite them that way, they might not come. So I have to invite them directly in person or through phone calls. As a result, it takes 2 hours for a 15-minute task to get done.

4. Some informants reported that they faced higher work expectations from their senior colleagues who used to be their professors. For example, Faculty 2 in a pure hard discipline and Faculty 6 in an applied soft discipline pointed out that, because of their former affiliations as students of senior colleagues in their departments, they thought they faced higher expectations from their colleagues. Faculty 2 noted, “As a former student, they also give particular attention to me and have high expectations for me.”

Summary. This section was focused on aspects of the academic environment that matched new faculty members' initial expectations, such as a climate that was oriented toward teaching, and the informal but hierarchical relationships with senior colleagues. Unexpected aspects and challenges of the academic environment also were discussed.

One of the disappointments that some faculty experienced was that the working environment was not as conducive to academic advancement as they initially had expected. They cited a lack of intellectually stimulating discussions and of colleagues who shared their research interests.

Other faculty described the working climate from the department to the university level as highly individualistic and not well integrated. Not all new faculty were dissatisfied with such a working environment, however. Departmental conflict was another unexpected challenge for some new faculty.

Finally, according to several new faculty, the seniority system and their status as former students in the department were other factors that complicated the nature of interactions between new and senior faculty. However, in general, faculty across disciplines reported that it was to their advantage to return to work at the department from which they had graduated. This is because they benefited a great deal from the support of senior colleagues who used to teach them.

### The Challenge of an Unsystematic Administrative System

Many challenges that more than half of the new faculty encountered stemmed from ineffective human resource management in the departments and colleges of this university. These frustrations included unclear job descriptions and delineation of

administrative and academic work, unsystematic distribution of workload and resources, and cumbersome bureaucratic procedures.

Unclear job descriptions and delineation of administrative and academic work.

As mentioned, a majority of these faculty stated that they were overloaded with administrative work. This problem occurred because of ambiguous job descriptions and unclear delineation of responsibilities between administrative support staff and academic staff. Faculty 15 in an applied soft discipline described the difficulty this way:

**Faculty are so overwhelmed with committee work that it interferes with the faculty's main work responsibilities—that is, teaching and research. This is a problem that faculty in Thai universities are facing. It is because the line between academic and administrative personnel is not as clearly delineated as in universities abroad. Therefore, faculty here do not know which direction to take.**

Not only was the ambiguous delineation of responsibilities between administrative and academic staff problematic, a faculty member in one of the applied hard disciplines reported an additional problem of separating the responsibilities of academic staff (faculty) and of practitioners who worked in the teaching hospital.

Faculty 5 described this challenge:

**The main problem is the management system. The reason is that this department happens to be strongly affiliated with a [teaching] hospital. Therefore, most of our work will have to be service. The management system here is unsystematic. When the hospital falls short of staff, we have to replace them. It's as though we serve to fill the void, and once we start to do that, we have to continually fill that void. Therefore, we have a lot of service work. At the same time, we still have to do academic work; that's our work responsibility. [Because of this situation], some days we rarely do "academic work" [teaching].**

Faculty 2 in a pure hard discipline described the problem of ineffective human resource management as follows:



I feel that the system of this university is not professional enough. So even though we have some staff who can alleviate our [faculty's] work, we do not make the most of them because we do not deal with them professionally. This is the problem in administration as well as other areas. [For example, our TA system is less professional than that of westerners.] In the system abroad, in some courses they do not have faculty supervise lab classes. Instead, they assign TAs to supervise labs. They invest in developing a TA evaluation system and high-quality TA training. In contrast, we use up the time of all of our almost 30 faculty members on lab supervision. Even though we have TAs, we never think about how to evaluate them. There is no planning. So I feel this redundancy is a waste of time. We waste money in hiring TAs without achieving our intended purpose in hiring them [that is, to alleviate faculty overload]. At the same time, faculty still waste their time [on lab supervision]. So, why do we have TAs?

This individual also pointed out a problem in the hiring process:

This is the most severe problem in our administrative system: When we hire somebody for a certain position, the [official] job description indicates that that person has to be able to do 1, 2, 3, 4. . . . But when they actually are on the job, it sometimes turns out that they cannot fulfill those duties. Then we compromise by saying, it's the Thai culture to help each other by giving these people opportunities to continue staying on their job. . . . We need to have a system that enables us to evaluate people. That's professional! We should not make [the system] so personal.

Some faculty reported that they had not been informed of their job descriptions when they were hired. This can be particularly problematic for faculty who are hired under the new system as university employees because these people will face regular performance evaluations that determine whether their employment contracts will be extended.

Faculty 8 in an applied hard discipline, who was in her second year of employment, reported the situation when she was first hired as follows: "Last year, I had no job description. Nobody briefed me about my job duties. So I had to observe what other faculty do. This year, I got a course assignment." Here is how Faculty 9 in a pure soft discipline described her similar situation:

When I first came here, I did not even know what I was going to teach. My friend [from my college years], who was hired before me, is the one who told me. . . . This is the situation; my department is in a state of chaos. There is going to be an election of a new department chair. Because of problems in the department, there seems to be no direction or any code of conduct in the department.

Faculty 14, who was hired as a university employee, was in a particularly risky situation without a clear job description. She described her circumstance as follows:

**When I signed the employment contract, there was no clear job description.** Even issues [institutional expectations] concerning article writing and research were not mentioned. I heard about those institutional expectations in the orientation. . . .

**At present, the head of my area of study informally tells us what we are supposed to do. But I do not have a clear picture yet because I have worked here for just 3 or 4 months. It may be a good idea if we had some kind of outline or job description telling us what our main responsibilities are and what are lesser priorities.** It has not been a common practice for [this] institution to do so. Actually, I think it is a good idea for new faculty to be well informed about the other activities that they are supposed to do besides teaching. Thereby, we can respond effectively to institutional demands.

Unsystematic distribution of workload and resources. Five faculty reported another set of problems having to do with the administrative system—that is, the unsystematic distribution of workload and resources. For example, a faculty member in an applied hard discipline described the problems of allocating workload in his department as follows:

It is more the fault of management and administration. Sometimes work in this area is unreasonable, such as in terms of work distribution, budget/financial distribution, or promotion. For example, the [name of division] is supposed to have a small ratio of students to faculty—that is, one faculty per five students. There are supposed to be more faculty in this area. Work in [another division], such as lab class, on the other hand, [can have a higher ratio of faculty and students]. One faculty [in a lab class] can supervise approximately 20 to 30 students. But [what actually happens is that] the ratio of faculty and students in both divisions is almost equal. In addition, sometimes job descriptions and work distributions are unclear. Some faculty members exist only in name, but do not share any workload. As a result, the workload has to be distributed among new faculty.

He also pointed out a problem in resource distribution:

All new faculty should receive equal facilities when they are employed. But [in practice], peers, even those who graduated in the same cohort, are not treated equally. For example, when I first started to work here, I had to buy these bookshelves myself. Finally, in my third year, I received bookshelves from the department. [On the other hand], my colleague who was hired at the same time as I was got these furnishings as soon as he was hired. In principle, when every faculty member is hired, he or she is supposed to receive a certain amount of furnishings, but in practice that's not the case.

Although a faculty member in a pure hard discipline did not directly address the problem of resource distribution, he did mention that information about available grants sometimes was not widely distributed, which was a problem:

The department has research grants for new faculty. At the college level, there are also frequent announcements about available research grants. However, sometimes when the college has grants available, that information will be sent to a certain specific faculty member. [In that case], the information will not be accessible to everybody. This sometimes happens. It depends on who sends out this information. This creates some problems, in that we do not have access to all information. It depends on timing and opportunities or chance.

Cumbersome bureaucratic procedures. Cumbersome bureaucratic procedures were another major problem that five faculty from different disciplines mentioned. For example, the section on challenges of research included an excerpt from Faculty 1 in a pure hard discipline, who depicted the cumbersome process of loaning research equipment across institutions or even across units within the university. Faculty 2 in a pure hard discipline also talked about the burdensome bureaucratic procedures, which deterred new faculty from collaborating and taking initiative:

Another problem arises when new faculty come back [from their study abroad] with certain innovative ideas and are not able to get anything done. They get fed up and do not want to get involved anymore. This is one thing that I see occurring here. It takes longer to get certain work done than I had supposed. There are a lot of meaningless procedures that we have to go through. [For example], . . . when I first came back here, I am the kind of person who likes to

think and suggest ideas and speak my mind. But the problem is that, once you [suggest something], you have to do the work yourself, too. Once you initiate an idea, you have to push that idea further, draft it out, and then propose it. You have to carry it out on your own from beginning to end. This situation is discouraging because it is not our personal business and we do not have full control of the whole process. Although the work requires personal initiative, we have no direct control over the whole process. Approval is required at every step, but after approval, there is no further support or help. A lot of people face this situation. This is very frustrating for everyone.

Another faculty member in a pure hard discipline talked about constraints and difficulties in using departmental facilities and getting reimbursement:

I have to pay the copying expenses for most of my handouts for my students. This is because of the inconvenience of departmental reimbursement for the Xerox cost. When you have to buy something or make copies, you have to ask for permission from the chairperson. But if you have to ask permission every time you want to make copies like that, you will never make any handouts for students.

In sum, in this section I talked about the challenges new faculty faced as a result of ineffective administrative systems. These constraints included unclear job descriptions and delineation of work responsibilities between administrative and academic staff, unsystematic distribution of resources and work, and cumbersome bureaucratic procedures.

#### Mixed Messages and Unclear and Unmet Expectations About Institutional Priorities

Four faculty in pure hard disciplines seemed to receive mixed messages about institutional priorities. These mixed messages included a discrepancy between workload assignments or resource allocation and the expressed policy, and a discrepancy between departmental and university priorities. In addition, these faculty generally found the institutional priorities to be slightly different from their initial expectations. For

example, both Faculty 1 and 2 in pure hard disciplines reported that they had thought the university expected faculty to consider research their priority, but in reality they were assigned heavy teaching and administrative loads (or committee work). Here is how Faculty 1 put it:

Faculty and the chair want very much for faculty to emphasize research. . . . **Ideally, both the university and the department want faculty to consider research their first priority. But in practice, even teaching is not the first priority. [In fact], the institution still does not have a clear priority.** For example, among 40 faculty members in this department, fewer than 5 devote sufficient time to research to leave behind other work. But there are some problems with such a practice because when someone devotes all of his or her time to research, other faculty in the department feel discontented because it leads to unequal distribution of work in the area of service to the department. Research activities are sometimes perceived as personal work. Most faculty in the department see it that way because research contributes to academic promotion for individual faculty.

Faculty 2 made the same point as Faculty 1:

Rhetorically, research seems to be the university's priority. But policy and practice are different. That is, in its policy, the university wants faculty to emphasize research, but in practice, faculty are assigned a heavy teaching load and a lot of committee work.

[In terms of evaluation], I had only one evaluation after the first year of my probationary period. In that evaluation, theoretically, teaching and research were evaluated. But in practice, the degree to which one cooperates with the institution is also taken into account.

Faculty 4 in a pure hard discipline talked about a discrepancy between the new institutional emphasis on research and the scarce resource allocations for research. As a result, he assumed teaching was still the institutional priority. He stated, "In practice, teaching is still the institutional priority. There is some emphasis on research, but not much. The college and department still provide inadequate facilities for doing research."

Faculty 3 in a pure hard discipline talked about the discrepancy between departmental and university priorities:

In western universities, the percentage of faculty workload is clearly specified. Here, the percentage of faculty workload has not yet been clearly specified. But for this department, teaching and supervising a lab are considered faculty work priorities, followed by research. . . . Teaching is still the department's priority, despite the fact that now the university is trying to change into a research university. The university wants research to be faculty's work priority.

Exposed to conflicting messages regarding institutional priorities, some new faculty, such as Faculty 1 and 10, described their department as lacking a priority or central mission. Faculty 10 stated, "At the college level, there is no central shared mission guiding the organization as a whole. It reflects current politics in Thailand, in which each individual competes for benefits and power. There are many conflicts of interest and high power struggles."

In general, the observations of most new faculty, across disciplines, about institutional priorities did not match their initial expectations.

#### Adjustment to New Institutional Priorities

Although the perception of research as personal work still prevailed, several faculty members across disciplines recognized the institution's increasing emphasis on research. Many of them (Faculty 1, 6, 8, 9, and 12) speculated that research would be increasingly important in the new system. In that system, research would no longer be optional, but a mandate. In particular, some faculty who had been hired as university employees seemed to be aware of the possible effect that this new demand for research would have on them. According to one non-civil service faculty member, this was partly because research is expected more from university employees or non-civil servants than from civil service faculty. Faculty 1 speculated about the new emphasis on research as follows:

This change will be one impetus that leads faculty to do more research. This is because the survival of the government-supervised public university depends on research productivity. So everybody will have to do research. At present, faculty members are not in a working environment that mandates that they do research. That is, they can choose to do or not to do research, and as such, some choose not to do it.

Faculty 9 shared the same speculation:

Now our university is in a state of transition. Research used to be considered faculty's personal activity. In the old days, because the university had limited financial support for faculty to do research, each faculty member had to find his or her own external funding to do research. But now the university is moving toward becoming independent from the government. In the new university bill, faculty will be required to devote a percentage of their total workload to each activity.

Faculty 12 (a non-civil service faculty member) explained her understanding of the emphasis on research in the new system, particularly for faculty who were non-civil service or university employees. She stated, "What is increasingly demanded of university employees [faculty] is research. This is because [this university] wants to become a *research community*."

Here is how Faculty 6 in an applied hard discipline, who had been hired as a non-civil service faculty member or university employee, related what she had been told about institutional priorities:

When I actually came to work here, I thought research was the institution's main priority. This is because, in the new faculty orientation, I learned that the university's policy is moving toward becoming a research university. This does not mean that other missions will become less important, but it is just that this university increasingly will emphasize research.

One faculty member, Faculty 5 in an applied hard discipline, speculated that, in the new system, community service will be increasingly important when the university

becomes independent from the government. He mentioned that colleges that provide community service may increase their institutional income through service and training.

In sum, concerning work priorities, some new faculty reported that they received mixed messages about institutional priorities, such as a discrepancy between the ideal institutional expectation for faculty to place more emphasis on research, and daily workloads that were filled with administrative chores. One faculty member reported a discrepancy between the department's priority and that of the university. Amid these mixed messages, there was speculation that research and, according to one faculty member, community service would be increasingly important under the new system of a university under government supervision.

#### Unmet Expectations, Unclear Information About Evaluation Criteria, and Limitations of Evaluation

In general, many new faculty across disciplines reported that the actual evaluation criteria did not match what they had expected before their employment, especially in terms of the criteria for evaluating each activity. In this section, I report other problems related to evaluation, including variations across departments in the degree to which new faculty were informed about evaluation criteria, discrepancies between workloads and evaluation criteria, inadequate constructive feedback from evaluations, and limitations of student evaluations. The section concludes with a discussion of new faculty members' concerns about evaluation in the new system of a government-supervised public university.

Unmet expectations regarding the broad evaluation criteria. Most faculty expected only teaching and research to be evaluated, but many of them were surprised



that evaluators also took into account such activities as administration, their level of cooperation with the department, and community service. For example, Faculty 16 in an applied soft discipline had expected only teaching load and publications to be taken into consideration. But, in practice, the university evaluated faculty members based on the minimum-workload form, which took into consideration virtually all aspects of faculty work, including teaching, academic research, student advising, community service, and other commissioned research. Faculty 8 in an applied hard discipline shared Faculty 16's surprise about the application of a minimum-workload requirement in the evaluation. These faculty with civil service status who had been hired under the system of a university under government control therefore did not expect a minimum-workload form, which is used for evaluation in the new system. This can be another challenge for new faculty who were hired under the conditions of the old system but will need to adjust to the prospective new system.

One faculty member in a pure soft discipline stated that initially he had expected only teaching to be taken into account, but in practice it was personal relationships that were considered. Faculty 2 in a pure hard discipline expected only teaching and research to be taken into account, whereas cooperation or assistance with other tasks within the institution also were considered in the evaluation. She stated, "I had only one evaluation after the first year of the probationary period. In that evaluation, theoretically, teaching and research were evaluated. But in practice, the degree to which one cooperated with the institution was also taken into account."

Unmet expectations regarding specific criteria for the evaluation of different academic activities. Not only were new faculty surprised about general criteria that were

taken into account in the evaluation process, but most of them also were surprised at how each specific academic activity was evaluated. For example, Faculty 2 in a pure hard discipline expected to be evaluated on the basis of pedagogical competence: whether the content of the class was up to date, whether the exam tested students' understanding more than memorization, whether at least 50% of the students understood the lesson, and whether the teaching stimulated students' interest. In terms of research, she expected quality to be emphasized more than quantity. But in practice, she reported, student evaluations were used, and she was skeptical about whether the results were taken seriously. In terms of research, she reported that, in practice, quantity was taken into account more than quality.

Faculty 12 in a pure soft discipline also reported that the criteria for evaluating research were slightly different from those she initially had expected:

My expectation about the evaluation criteria is quite close to what they actually do. That is, they will look at student evaluations. Other than that, they can look at such materials as a course syllabus. . . . In terms of research, I expected that they might look at the significance of the topic of your research: how popular it is, how it contributes to society, whether it is redundant with other existing research. . . . These kinds of things can be evaluated through academic standards. The second criterion, I thought, might be the quantity of research per year or semester.

Although this individual said her expectations about the evaluation criteria were similar to the actual criteria, there were slight differences. For example, in terms of research, she expected that the significance of the research topic would be taken into account. In contrast, academic writing was considered as one category on the minimum-workload form, which included different types of academic writing, research, article writing, and book writing. Each type of academic writing was rated differently, according to a

predetermined scale on the minimum-workload form. For example, a piece of academic research might be given more weight on the evaluation scale than part of a synthesis article. In describing the actual evaluation criteria, Faculty 12 said, "There is a minimum-workload form, which identifies the amount of workload that faculty need to fulfill in four areas: teaching, research, administration, and community service." In terms of whether each activity was given equal weight, she noted, "There is a system for calculating these loads. For example, this kind of teaching will be counted as 72 or 48. Community service work may be given less weight because this kind of work benefits those outside the university more."

With regard to the evaluation procedure for each activity, the evaluation of teaching was close to what she had initially expected; that is, student evaluations and course materials were taken into account. The evaluation of research, however, was slightly different from what she had expected. She described it this way:

In practice, faculty work in this area is evaluated based on the type of work [academic writing]. For example, they will look at whether this is a research or an academic article. Different types of work will be given different weights in the evaluation process. They will not look at how significant the topic of this article is. They will evaluate based on the [predetermined] scale on the workload form. Everything goes back to the minimum-workload form.

Variations in the availability of information on evaluation criteria. A problem that some new faculty members experienced is that they were not clearly informed at the time of employment about the evaluation criteria. This is important because the university is making the transition to a university under government supervision. In general, there were still variations among departments and colleges in terms of how well they had informed their new faculty about evaluation criteria. For example, whereas

Faculty 12 in a pure soft discipline and Faculty 7 in an applied hard discipline reported that their chairpersons had informed them and ensured that they had fulfilled all the minimum-workload requirements, others had not been that well informed. However, without a clear understanding of the evaluation criteria, new faculty, particularly non-civil service faculty in the new system, can be in a precarious position because in the new system they will be evaluated periodically. This evaluation will also determine whether they are given an extended employment contract. For example, here is how Faculty 14 in an applied soft discipline, who had been hired as a university employee, described the situation when she was first hired:

Before being employed here, I knew that there would be evaluations. But I did not know that we would be evaluated every 6 months and that this evaluation would be used as a basis for determining whether we would get extended yearly employment contracts. People are not well informed about this issue.

I have not been told about the basis that will be used to evaluate. According to my current understanding, evaluators may look at how well we carry out the work that the department or the college assigns us to do. . . . When I signed the employment contract, there was no clear job description. Even the issues [institutional expectations] concerning article writing and research were not mentioned. I heard about that institutional expectation in the orientation. In the orientation, I learned that the next generation of faculty should [put more emphasis on] research and article writing. However, it is not said to be a mandate.

Nobody said anything about the evaluation criteria. It may be because this is a new system, so the university does not have explicit expectations for faculty. There is no set of rules telling what they expect from us besides teaching. Anyway, teaching is expected for sure.

Discrepancy between workload and evaluation criteria. In addition to not being well informed about evaluation criteria, new faculty also faced an ironic contradiction between the criteria that the institution used in evaluation and their daily workload assignments. This discrepancy can affect new faculty's performance on the evaluation. For example, here is how Faculty 1 in a pure hard discipline put it:

During the first year, everyone is assigned a lot of administrative work. But in the [formal] evaluation, teaching is given the most weight, followed by research and finally community service. The work that we spend the most time on is the work that is given the least weight in the evaluation. Ironically, we have little time left for work [research and teaching] that has a higher priority in the evaluation process.

Faculty 2 in a pure hard discipline pointed out this same problem as follows:

[In terms of evaluation], I had only one evaluation after the first year of the probationary period. In that evaluation, theoretically, teaching and research were evaluated. But in practice, the degree to which one cooperates with the institution is also taken into account. . . . In practice, faculty are assigned a heavy teaching load and a lot of committee work.

Inadequate constructive feedback from evaluations. Another limitation of the current evaluation procedures is that, in only a few instances did the evaluation results enable faculty to improve their performance. For example, Faculty 17 in an applied soft discipline did not even receive her student evaluation results back from the department. Faculty 13 in a pure soft discipline already had gone through an evaluation but was still unsure about the actual evaluation criteria. Across colleges and departments, teaching audits were rare, whereas student evaluations were widely used for teaching evaluation. However, the general perception among new faculty across disciplines was that student evaluations did not provide adequate constructive feedback for improving their performance. Only two new faculty (Faculty 2 in a pure hard discipline and Faculty 7 in an applied hard discipline) reported that they had benefited from using feedback from student evaluations to improve their teaching practices.

Several faculty criticized student evaluations. Specifically, Faculty 1 in a pure hard discipline pointed out that the student evaluations were not detailed enough to distinguish faculty with different levels of performance. Similarly Faculty 3 and 4 in

pure hard disciplines pointed out that student evaluations were not detailed enough to provide constructive feedback for them to improve their performance. According to Faculty 4, these evaluations were used mainly for administrative purposes. Faculty 17 in an applied soft discipline reported that she never received the results of the student evaluations she had submitted to the department for processing. This was frustrating to her. She commented:

At the end of the course, students evaluate our teaching. I think they look at these student evaluations. [But] I have never received the results of the student evaluations that I sent to the department to process. So, at the end of the year, I never knew the overall results of the student evaluations. This is what I don't like. When I worked at a private enterprise, at the end of the year my boss would discuss with me my performance that year. He would talk about what I needed to improve, what I already did a good job in, and what was my objective, what I wanted to learn more about. There is nothing like that here, and I also do not know who will evaluate me.

Other faculty, such as Faculty 12 in a pure soft discipline and Faculty 5 in an applied hard discipline, were skeptical about whether the results from student evaluations were reliable. Faculty 12 said she did not completely trust the results of student evaluations because some students did not take their learning seriously. Faculty 5 pointed out that some students did not realize the importance of student evaluations and therefore completed them in a perfunctory manner.

New faculty's concerns about evaluation under the new system of a government-supervised public university. The evaluation process in a university under government supervision was one of these faculty members' major concerns about the change in the university. Under the new system, it is expected that new faculty will not be civil servants; therefore, they will not have permanent job security. Instead, they will be hired on short-term employment contracts and face regular evaluations based on the minimum-

workload forms. Therefore, evaluation will be critical in the new system because it will determine whether new faculty receive an extended contract. As a result, the major concerns of new faculty across disciplines in relation to the university's change to a government-supervised public university was the evaluation system. What follows are common concerns of new faculty about evaluation under the new system.

1. Three new faculty from pure hard and pure soft disciplines believed that unless the existing human resource management improves—that is, the work responsibilities of administrative and support staffs and faculty are clearly delineated—the requirement for regular evaluation will create great challenges for new faculty. On this subject Faculty 2 in a pure hard discipline said:

So far, nobody seems to think about how to improve the current system. That is, nobody has mentioned that there will be an increased workforce to alleviate [faculty's burden] in administrative chores. In terms of human resource policy, the faculty recruitment process is still unsystematic. That is, the recruitment plan recognizes that we already have a lot of people in certain areas of expertise while there is a lack of faculty in other areas of expertise. There is no [human resource] planning in the big picture. So new faculty's workload will still be the same. I mean, teaching load. It is still unclear who will do the administrative chores in our place. Therefore, if the working system is still the same, the new system with its evaluation system [based on a minimum workload] will have negative effects on new and even senior faculty. This is because nobody or very few people will pass the evaluation. [But in reality], that's impossible. [In other words, it is impossible that the institution will accept the situation in which no faculty pass the evaluation.] As a result, as often happens in the Thai society, the evaluation standards will be scaled down, and thereby, we will fail to achieve the quality of education as planned in the university bill. The workload requirements are not totally new. But my question is who will do other work that is not designated in the workload requirements. In theory, I agree with the new system, but in practice, I still cannot see how it can happen.

Faculty 13 in a pure soft discipline expressed a similar concern:

I don't think it will affect my work life that much because I enjoy doing my work. I have no problem if they demand that we produce more academic work. At the same time, I am skeptical about whether the university will be able to reach its

ideal in managing the new system. **Will the university be able to really divide the administrative sector from the academic sector? I hope the new system will not demand that we do more academic work while still overloading us with administrative work, as it currently is. If that happens, we will face a great negative impact from this change. This is because our evaluation is likely to be bad.**

2. Of great concern to some new faculty was the fairness of the evaluation. This is because, in the new system, evaluations will have a direct effect on whether new faculty receive extended employment contracts. For example, Faculty 14 in an applied soft discipline expressed her concern about this:

According to the regulations of this new system, faculty who are university employees will be evaluated every 6 months. Talking about job security [in the system that requires frequent evaluation], we won't have it. There won't be any problem if the evaluation is fair. But if the evaluation is biased, that will be a problem, especially for new faculty who are hired as university employees because we do not have a job security guarantee [like those who are hired as civil servants]. . . . Whether I'm a civil servant or a university employee, I will always have a strong determination to work hard. My only concern is about the fairness of the evaluation system. The system is supposed to be good if the evaluation is unbiased.

A faculty member in an applied hard discipline commented on issues on fairness and the quality assurance system:

I do not think it will affect me that much. It may push us to be more active. That's good. [In this new system], there will be a minimum-workload requirement that indicates how much work we are supposed to do and produce each year. We will have to indicate the work that we have done on the minimum-workload form. My concern is that we [faculty] will not honestly tell what we actually do because there is no one checking us. My concern is whether there is going to be an effective accountability and performance-auditing system. Even in the future, I'm not sure who will dare to check on how faculty work. As such, I think the system will not work and will be unfair. In the present evaluation procedure, faculty write down the work they did on the evaluation form. Nobody can check it. It's like people know that, in order to get a [salary] raise, you have to fulfill a certain number of minimum-workload requirements, so they write that number down as the workload they performed. Everybody does it that way.



He pointed out that, even if there is a teaching audit, there can be some limitations. Here is how he put it:

Yes, our unit has teaching audits, but there are some limitations. But I have suggested to our academic administrators that, to really know how students experience their learning in a classroom, you have to engage in a long-term observation. If you just tell a faculty member one day that you are going to observe him or her, what you will see is only a cover-up show. Anyway, in most cases, faculty will just say [or write on the evaluation form that]: “I teach like this or like that,” but who can check on them? . . . Yes, I mentioned that the head of my area of study came to observe my teaching. But, even so, there can be possible bias in that we are in the same area of study. To have an evaluation that is open to scrutiny, the evaluation committee that performs the audit should also include representatives from other departments within the college. The observation should be a kind of long-term follow-up from the first to the sixth years. In terms of research evaluation, there is no problem. The committee is quite open in their evaluation.

3. Some faculty expressed their concern that evaluation criteria in the new system need to be realistic. For example, Faculty 15 in an applied soft discipline stated:

Faculty in the new system will be evaluated every year. There will be a minimum-workload form that faculty as well as the reviewing committee need to complete concerning the types of work that new faculty have done, such as teaching, research, service, administration, and student affairs work. Faculty will have to work approximately 10 hours a week. This evaluation will be used to determine whether a new faculty member will get an extended employee contract. This is a tentative regulation while the university is in the process of developing the university bill for the new system. I think [according to this regulation] we will have to work ourselves to death! This is because we have to write lesson plans and do research. Each academic year has fewer than 8 months. It is very difficult to produce anything in such a short period.

Faculty 15 also described other faculty members’ concern that annual evaluations are too frequent. Many suggested that evaluations be implemented every 3 years instead.

Faculty 7 in an applied hard discipline expressed a similar concern:

In addition, new faculty with civil service status who pass the probation need only to maintain their current performance level. On the contrary, to keep their jobs, non-civil service faculty always have to keep improving themselves. However, there may be some uncontrollable factors that impede us from keeping up in our

work performance. It also depends on our life stage. If the institution sets certain strict standards for new faculty, at certain ages and with some responsibilities in our personal lives, we may fail to meet the institutional expectations. The important thing is that the university needs to set realistic standards because different people have different work and personal responsibilities.

In sum, new faculty who had already been evaluated generally reported that the actual evaluation criteria differed from their initial expectations, especially in terms of the criteria for evaluating specific activities. Overall, teaching audits were rare. Instead, most colleges used student evaluations in evaluating faculty's teaching. However, the existing student evaluations still had many limitations.

Challenges of evaluation that new faculty encountered included inadequate information about evaluation criteria, lack of constructive feedback from evaluations, and a discrepancy between evaluation criteria and faculty's actual day-to-day work assignments. Evaluation in the new independent system was also a major concern to many new faculty. They believed that, unless administrative and academic responsibilities were clearly delineated, the requirements for regular evaluation would aggravate new faculty members' lives even more. Other issues concerning evaluation in the new system included fairness and realistic evaluation criteria.

#### Changes That Will Affect New Faculty

Many changes and prospects for change in this university and in the larger Thai higher educational context will affect new faculty either directly or indirectly. As this university is now in a state of transition toward becoming independent from the government, the first major prospective change is that it will become a university under government supervision rather than a public university. The second major circumstance

is that some colleges are experiencing a faculty shortage, which is aggravated by a governmental policy restricting recruitment at the university level. Other colleges have not yet experienced faculty shortages but expect them in the future. This is because in these colleges, as in most other colleges, there is a generation gap between senior faculty who are approaching retirement age and the newly recruited faculty. The Asian economic crisis is another major event that has affected new faculty by restricting funding for research, materials, and staffing. Last, the university has a new policy to increase decentralization of authority from the university to the college and departmental levels. This change in university policy was mentioned by some informants in this study.

In fact, the above-mentioned changes are interrelated, as can be illustrated by the following example. The economic downturn is part of the reason that both governmental and university personnel see the need for universities to be independent from the government. The government can reduce its financial burden if public universities no longer are dependent on it. Public universities, in turn, will have more autonomy in managing their own resources and will be less constrained by bureaucratic rules and regulations. The incidence of faculty shortages also has been aggravated by the economic crisis. Since the economic crisis, the government, which has been the major funding source for public universities, has tried to reduce its expenses, and therefore has pressured these universities to restrict recruitment of staff. The universities' decentralized policy also relates to their independence from the government. This is because, in the new system, universities will have to be more self-sufficient and manage their own internal affairs. Therefore, this new policy is consistent with the change in universities' status.

The prospective change in status from a public university to a university under government supervision. Most faculty members across disciplines hoped the new system would encourage them and other faculty in their departments to be more active. Many also speculated that the new system would increase faculty's research productivity. Faculty 5 in an applied hard discipline speculated that community service would be increasingly important for many colleges that had the means to offer such services. Speculating about how the new system might contribute to an increase in faculty's research productivity, Faculty 1 in a pure hard discipline stated:

I can suggest two ways to look at the cost and benefits of this change. On the one hand, it will make everybody more alert and active. I think it will be like the system abroad. . . . There is an impression that the university is a "search engine" of the country. For one thing, the advancement of the nation depends on research. Those who do research in the university are faculty members. Therefore, **this change will be one impetus that leads faculty to do more research. This is because the survival of the government-supervised public universities will depend on research productivity. Hence, everybody will do research.** I see this as a good thing. Even though I came to work here while the university was still under the government's control, I can see the advantage of this new system in that it will motivate everybody to be active. I think the U.S. is advanced because of their strength in research. [Similarly], Japan can develop itself because of its ability to draw people to do research. So if we can attract more people to do research, we will get better. **To achieve this, faculty members need to be in a working environment that requires them to do research. At present, faculty members are not in [that type of] working environment. That is, they can choose to do or not to do research, and as such, some choose not to do it.**

Faculty 6 in an applied hard discipline speculated that the requirement for regular evaluation of government-supervised public universities would improve faculty performance:

I think the new system will lead to a positive change in this university. The reason is that we often hear that civil servants do not take their work seriously. [In contrast], in this new system, there will be periodic evaluations, so people cannot just do what they want. I like the accountability of this new system.

Faculty 12 in a pure soft discipline agreed with her colleague that the requirement for regular evaluation in the new system will enhance faculty work productivity. Here is how she put it: "The new system has an evaluation system that is likely to improve the quality of faculty. I agree with the idea of having this evaluation system." Faculty 7 in an applied hard discipline shared the view that the new system would encourage faculty to be more active. She explained:

We have not completely become accustomed to the existing system yet, so we are quite ready to accept the changes in the new system. I also think that the new system may be good in the sense that it may make us more active. I want to be in an active working environment where we keep busy all the time. In such a working environment, we will enjoy our work.

Faculty 12 in a pure soft discipline also expected that the administration of the new system would be an improvement. In contrast, many new faculty, including Faculty 2 in a pure hard and 5 in an applied hard discipline, and 10 and 13 in pure soft disciplines, believed that unless the existing system of administration improved first, the high demand and requirement for regular evaluations would create a great strain on faculty, especially on new faculty who were hired as non-civil servants. Here is how Faculty 10 expressed it:

I do not think that the new independent status of this university can improve the working system. Neither do I believe that the status quo will be any better. I do not believe in either the old or the new system. Instead, I believe that the university should maintain its current status but improve its management system, from university to departmental levels.

Similarly, Faculty 2 thought that most new faculty were ready to accept the new system. But she believed that, without improving the effectiveness of the current system, the new system would not be able to solve existing problems. She put it this way:

I think most new faculty are ready to accept the new system if the university improves the current [administrative] methods. But, so far, nobody seems to have thought about how to improve the current system. That is, nobody has mentioned that there will be an increased workforce to alleviate [faculty's burden] in administrative chores. In terms of human resource policy, the faculty recruitment process still is unsystematic. That is, the recruitment plan recognizes that we already have a lot of people in certain areas of expertise while there is a lack of faculty in other areas of expertise. There is no [human resource] planning in the big picture. So new faculty's workload will still be the same. I mean, teaching load. It is still unclear who will do the administrative chores in our place. Therefore, if the working system is still the same, the new system with its evaluation system [based on a minimum workload] will have negative effects on new and even senior faculty. This is because nobody or very few people will pass the evaluation. [But in reality], that's impossible. [In other words, it is impossible that the institution will accept the situation in which no faculty pass the evaluation.] As a result, as often happens in the Thai society, the evaluation standards will be scaled down, and thereby, we will fail to achieve the quality of education as planned in the university bill. The workload requirement is not totally new. But my question is who will do other work that is not designated in the workload requirements. In theory, I agree with the new system, but in practice, I still cannot see how it can happen.

Despite some new faculty's optimism about the prospective change in the university, they were concerned about a number of issues. Those issues are elaborated on in the following paragraphs.

**Sense of uncertainty and lack of clear information:** Many new faculty expressed a sense of uncertainty and confusion about this change. This was especially the case for new faculty who had been hired as university employees or non-civil servants. Because the new system was not yet fully established, these new faculty thought their rights and their eligibility for benefits were ambiguous. In this state of uncertainty, they also were concerned about their future because there were still conflicting opinions about whether the institution should become a government-supervised public university. For example, when asked how the change in the university's status from being a public university to a government-supervised public

university would affect her, Faculty 14 in an applied soft discipline, with non-civil service employment status, voiced her concern:

A great deal. Before becoming a faculty member here, I knew that at that time the university already had two types of academic personnel: those who were civil servants and those who were university employees. Before being employed, I was informed by the [nonacademic] staff that, for the last 2 years, the university had started to employ new faculty as university employees. Therefore, I expected that by now the new system would be quite well established. Surprisingly, that was not the case when I actually came to work here. **Everything is not fully established. Existing faculty and staff do not know which personnel categories these new university employees are in. That is, what is the status of these university employees? Even the university employees themselves are not sure about their status.** At first, in the orientation for new faculty, we were told that the university was still in a state of transition to becoming a government-supervised public university. So they did not have clear information for us concerning our status or benefits. This was because the university bill had not been fully established yet. Now that I am employed here, I have learned that some faculty members who are civil servants want the university to maintain their status as civil servants. So now the question that comes to mind is: What will be my position in the future if the university maintains this dual system of faculty personnel—that is, if they have one portion of faculty who are civil servants and another portion who are university staff?

Faculty 15 in an applied soft discipline also had been hired as a university employee. As was the case with Faculty 14, because the new system had not yet been established, he did not have much information about the rules and regulations relating to his employment status:

When I signed the employment contract with the university, I asked the staff about rules and regulations concerning the status of new faculty as university employees. The staff at the administrative building told me straightforwardly that they did not have that information because the university was still in the process of drafting the university bill for the new system.

When asked how this state of uncertainty affected new faculty, he responded that this change would affect their status and benefits. The unclear information and unsettled system might threaten faculty morale, causing them to feel insecure about their future.

At the time of this study, the university had two types of faculty—those who were civil servants and new faculty who had been hired as university employees. The state of uncertainty and the lack of information about this change not only undermined non-civil service faculty but also created anxiety among some new faculty who had been hired as civil servants. Faculty 3 in a pure hard discipline elaborated on the situation:

It does not affect how we work, but it affects our morale. The university's prospective change into a new independent status [from the government] has created a sense of uncertainty because we do not have accurate information on many issues. People just say that this change is going to occur, but there are still many unanswered questions: Will this change really occur? If the university becomes independent from the government, what will be the sources of income for the university to pay the faculty? Will faculty salaries increase? How will faculty be evaluated? There are still no rules and regulations that enable us to get the picture of the new system. There is just talk through the grapevine. . . . This change will not affect how we work because we will always do our best. It is just irritating that people both inside and outside the university ask our opinions about this change and we have no answers.

**Evaluation:** The evaluation procedure in government-supervised public universities was another major area of concern. The new system will require faculty to be evaluated periodically, based on a minimum-workload requirement. This evaluation, in turn, will determine whether individual faculty are given an extended contract. Many new faculty in this study were concerned that, not only would they be evaluated annually, but the evaluation would be based on a minimum-workload requirement, putting them under great strain if they were still overloaded with excessive administrative chores. Some faculty also were concerned about how realistic the evaluation criteria were and about how fair the evaluation would be.

**Benefits:** Many new faculty across disciplines, including Faculty 6 and 7 in applied hard disciplines, 9 and 12 in pure soft disciplines, and 16 in an applied soft



discipline, also voiced concern about their benefits under the new system. In actuality, most of these faculty did not personally complain about benefits in the new system, but rather they reported that the subject of benefits in the new system was a concern among new faculty at this university. Faculty 8 in an applied hard discipline also expressed the general concern among new faculty about their fringe benefits under the new system. She said, "Although civil servants get a low salary, they enjoy their fringe benefits, for example, full medical coverage. But the benefits for faculty may be different in the new system, of which we are still unaware."

According to Faculty 12 in a pure soft discipline, who had been hired as a university employee, the higher salary for faculty with university employee status did not equal the benefits accruing to civil service status. She explained:

In comparison to faculty [who are civil servants], we [faculty who are university employees] have fewer advantages. Those who are university employees do not have job security . . . we have no pension. University employees also have limited fringe benefits. They will not cover our families. This means that we will have more expenses. Our higher salaries will not compensate for [the loss of benefits].

She further compared her compensation to that of university faculty abroad:

For example, the starting salary for new faculty with a master's degree is 8,000 *bahts* [approximately \$200] a month. The salary for faculty abroad is higher. So even if they lose their contracts, they will have some savings to live on while looking for a new job. In my case, my salary [as a university employee with a master's degree] is 13,000 *bahts* [approximately \$325] a month. If I do not receive an extended contract immediately, I cannot survive.

Faculty 15 in an applied soft discipline made the same point:

While faculty who are university employees receive a higher salary than those who are civil servants, they receive fewer fringe benefits. In the old system, the fringe benefits covered individual faculty as well as their family members. In the new system, faculty can no longer enjoy such benefits.

At present, non-civil servants do not receive the same benefits as civil service faculty. Non-civil service faculty receive a higher salary than civil servants. That is, the starting salary is 13,000 *bahts* [approximately \$325] a month. However, while civil servants receive medical benefits that cover their whole family, non-civil servants will benefit instead from social security, which covers only the individual employee. . . . There was also a discussion [among new faculty and university administrators during orientation] as to whether non-civil service faculty should receive the same benefits as civil service faculty.

**Professional development opportunities:** Another concern for some new faculty was the policy regarding opportunities to further their education and the rules and regulations concerning sabbatical leave for continuing education. Faculty 6 in an applied hard discipline expressed her concern about the latter issue as follows:

I am still concerned about benefits and rules about the continuing education of faculty. **At present, the new university bill is still incomplete. The existing draft does not allow faculty to take a leave for the purpose of furthering their education.** This is not the official university bill so it is possible that this policy will be modified in the next university bill. We are waiting for a new university bill. Many of us expect that the new university bill will give faculty the opportunity to further their study, but the existing one does not. **While the new university bill has not yet come out, if I happen to have an opportunity [to get a scholarship] to study abroad and decide to do so, I'm not sure whether it will be considered as breaking the policy or not.** Anyway, I think faculty should have opportunities to develop themselves all the time [and taking a leave for continuing education is one of them]. However, there is a trend that the university will hire only those with higher than a bachelor's degree. I was hired because I graduated with honors. In the current system, there is a condition that you have to be an honors student to be hired with a bachelor's degree.

Faculty 17 in an applied soft discipline shared this concern with her colleague. According to her, in the new system, faculty will be divided into two groups: those who are responsible for academic work and those who are responsible for administrative work. This change, in turn, will influence her decision about whether to further her education. If she decides to work in the academic area, she will need to pursue a doctorate degree. She explained:

This change will make it necessary for me to decide on whether I will further my education. If the university changes into a government-supervised public university, I will have to get a doctorate degree in order to be able to work in the academic area. If the university system does not change, it will make no difference whether I further my education. What I heard is that, in the new system, faculty can choose whether they will work in the academic area or the administrative area. If one wants to work in the academic area, one will need a doctorate degree. That's what I have heard, but I haven't explored this issue in detail.

**Faculty recruitment:** Many new faculty, such as Faculty 9 in a pure hard discipline, 10 in a pure soft discipline, and 15 and 17 in applied soft disciplines, expressed concern that the new system, in which faculty will not have job security and other benefits, will make it even more difficult to attract highly qualified applicants for faculty positions. For example, Faculty 9 speculated:

Currently our department does not face the problem of a faculty shortage. But I think in the future if the university becomes independent from the government, it will be more difficult for the university to attract highly qualified faculty. Then a faculty shortage will certainly become a problem, partly because many of the talented senior faculty are reaching retirement age. New faculty will tend to be those who are inexperienced because the new system is not likely to attract experienced people in other governmental sectors to transfer here. Who will want to lose their job security? The salary here is not that much, and this is likely to affect the quality of teaching and learning in the long run because of the declining quality of faculty.

**Faculty loyalty to the institution:** Some new faculty also pointed out that the new system, in which faculty will be employed on a short-term basis, may also undermine faculty loyalty to the institution. Here is how Faculty 10 in a pure soft discipline expressed it:

**I think this change in the university's status will cause faculty to lose their loyalty to this university.** This is because the new system is in the business of selling knowledge, where the institution markets its programs to the students. Therefore [in this new system], money precedes loyalty and commitment.

A faculty member in a pure soft discipline was ambivalent about the university's expectation for deep commitment and loyalty, while at the same time hiring faculty with yearly contracts. Here is how she put it:

It will not affect the effort that I put into my work. I will still do my best in fulfilling my work responsibilities. But, personally, I feel kind of rebellious against the rhetoric from the university, such as those in the orientation, which demands faculty's support and loyalty. I feel that the university does not have any right to make such a demand because this is only a yearly or 3-year contract. . . . With such a short-term working contract, how much loyalty can you expect?

However, she reaffirmed that her personal feelings would not affect the effort she put into her work responsibilities: "Whether or not we are loyal to the institution is not an issue. Our duty is to be accountable to students. That's why we have to do our best."

**Academic freedom:** Faculty 9 expressed her concern that the short-term employment contract of the new system could constrain faculty from exercising their academic freedom. Here is how she described it:

At present, we still have a vague picture about this prospective change. We do not know what rules and regulations will be imposed upon us when the university changes into a new system. So we can only speculate. The fundamental impact is the threat to our sense of [job] security that we used to have under the civil service system. Our freedom to express our opinions may also be constrained because we don't know who will be our real boss and who has the power to terminate our employment contract. Under the civil service system, we can say what we think because the process of putting civil servants out of their jobs is complicated. But in the new system, faculty will be hired on a yearly or maybe 3- or 5-year contract. Faculty's concern about facing termination of their employment contract may lead them to be cautious in what they say or do. I think such working conditions contradict the nature of the academic profession. Academics should have the freedom to express their ideas.

**Excessive commercialism:** Three faculty in the pure soft disciplines (Faculty 9, 10, and 12) expressed their concern that, under the new system, the university will be too commercial. This is because the university will have to be more independent in its

management as well as its finances. Each college, department, and academic area will have to be more entrepreneurial. Faculty 9 described the situation:

Looking at it from the broader perspective of the society, [in the new system] student tuition will increase. That is not appropriate because public universities are supposed to provide educational opportunities for people from all socio-economic backgrounds. This university, in particular, was established for that purpose, as opposed to the purpose of making money. The commercial purpose is inevitable under the new system. In the U.S., there are many types of higher education choices, such as private universities, public universities, and community colleges. So if one cannot attend a high-cost private university, one can attend a public university or community college. I think there should be more educational opportunities for disadvantaged groups in Thailand. Education is one channel of social mobility. If universities set a high tuition, these people won't have the money to pay. I really believe that tuition will increase in the new system.

Faculty 10 in a pure soft discipline expressed his concern as follows:

I think this change in the university's status will cause faculty to lose their loyalty to this university. **This is because the new system is in the business of selling knowledge, where the institution markets its programs to the students. Therefore [in this new system], money precedes loyalty and commitment.**

Faculty 12 in a pure soft discipline pointed out that, in the new system of a government-supervised public university, administrative authority will be decentralized at all levels. Each unit will manage its own internal affairs, including its finances. She was concerned that this new policy would cause colleges and departments to overemphasize making money by increasing student enrollment and letting the quality slide. Here is how she put it:

The university has a policy to decentralize its administrative power from the president's office to colleges, and from colleges to departments. This also includes authority in financial management. It wants each college and each department to take the responsibility for its own financial management. So, in the future, this policy will pressure each unit of the university to struggle on its own to make money. The dean, the directors of institutes, and the department chairs will have to figure out how to increase student enrollment or activities in order to increase the organizations' incomes. Now, the challenge is how to get money.

Certainly, [the major source of income] will have to come from student enrollment. Thus you have to try in every way to increase student enrollment. So no matter how unprepared the students are, you have to push them toward graduation in order to be able to accept more [new] students and thereby increase the income from student tuition. The subsequent problem is quality. Nobody is satisfied with such a situation. But it is necessary because of having to struggle for money to support the departments. One day, this may mean a deterioration of educational quality because the university has to recruit more new students, while pushing more existing students toward graduation as soon as possible. I do not agree with such a practice, but it may be inevitable.

Faculty shortage. Faculty shortage is another situation that has affected new faculty in some departments. However, even within the same colleges, such as the College of Sciences and the College of Veterinary Science, some departments had this problem whereas others did not. Some new faculty reported that their departments did not currently have a faculty shortage, but they speculated that it might happen in the near future because many senior faculty in their departments were reaching retirement age. Moreover, these faculty thought the new system would make it more difficult for the university to attract applicants for academic positions. Some faculty also pointed out that the university policy, which had been influenced by government pressure to freeze hiring to fill academic positions, had aggravated the problem of faculty shortage. (In 1994 and 1998, the government instituted a policy to restrict recruitment of government officials.) As long as the university is under government control, it will be affected by this policy. Meanwhile, the departments in which a faculty shortage is anticipated in the near future are experiencing a generation gap.

Informants in many departments described how a faculty shortage had affected their working life. They had increased workloads, and there were fewer colleagues in the department with whom to exchange ideas.

**Increased workloads:** One of the major effects of the faculty shortage was that these new faculty had heavier workloads, especially in the area of teaching. For example, Faculty 1 in a pure hard discipline stated, "The faculty shortage situation causes each of us to have a heavier teaching load. So we have less time to do research."

Faculty 3 in a pure hard discipline made a similar point:

The faculty shortage has a great impact on us because it causes an even greater increase in our existing workload. It is like a chain [reaction]. We have a small number of faculty. [Because of the recruitment restriction], the retiring faculty are not going to be replaced. Many of our faculty are also studying abroad. So we now have an even smaller number of faculty. [But we have a heavy teaching load.] Our department is responsible for teaching some basic courses to freshmen across many fields. In these courses, there are almost 700 students from this college as well as from other colleges, and for these courses, we have to send our faculty to supervise labs. The distribution of faculty to supervise labs will be calculated according to the minimum-workload requirement. That is, faculty who already have a heavy load in other areas will have less of a load in supervising labs. Supervising labs is fun, but very exhausting. You have to supervise labs from 1 to 4 p.m. and have to stand and talk for the whole long session. Most new faculty will be assigned to supervise labs three to four afternoons per semester. During this lab supervision, I will give students a quiz, show them a video, have them do the lab experiment, and then conclude the experiment findings. These activities end at 4 p.m. We repeat these procedures over and over again for two to three sessions a week. If the number of faculty declines, each of us will have increased loads on lab supervision. So we will have less time for teaching preparation and doing research. As a result, we cannot balance our time for multiple responsibilities effectively because these lab supervisions are time consuming.

Similarly, Faculty 17 in an applied soft discipline reported that her college faced a problem of faculty shortage due to the restriction on new faculty recruitment and the difficulty in finding qualified faculty applicants. These problems, in turn, had led to increased workloads for existing faculty, especially new ones. She stated:

Our department has a problem in that we cannot recruit new faculty. We cannot attract qualified people who want to work as university employees here. This [faculty] shortage also occurs because the department has a limited quota of available academic positions. In addition, it is very difficult for our department to

find qualified people who want to work as full-time faculty at the current salary. Most people I know are more interested in working here on a part-time basis.

She explained that the problem of faculty shortage had led to work overload among existing faculty and was becoming an obstacle to undertaking new projects in the department:

**[Because of this problem of faculty shortage], we cannot open new programs. Existing faculty also face an increase in teaching and service loads.** For example, one of my colleagues who came to work here a couple of years ahead of me has to teach one undergraduate course, three sections of master's courses, and one doctorate course at this college. She also has to teach one course at another college. So only in this university, this faculty member will have to teach six sections a week. That is a very heavy load. Not to mention when other universities ask our department to send our faculty to help them teach. This gives me some picture about what my work is going to be like in the near future.

Faculty 6 in an applied hard discipline reported the same faculty-shortage situation in her department. The situation in her college seemed to be even more challenging because the curriculum in that college was undergoing reform and the number of students enrolled in the college had increased, while the number of faculty had stayed the same. Here is how she described it:

At present, it is not only this college that is facing the problem of a faculty shortage. Now our college is making some adjustments in our curriculum. [In the past], we had both lecture and internship components for the whole 6 years of the curriculum. After this new adjustment in the curriculum, the lecture component will last only until the fifth academic year of the program. Students will no longer have lecture classes in their sixth year; instead, they will spend the whole sixth year doing an internship.

Our college will also increase the number of students that it admits. In the past, we had no more than 100 students per incoming freshman class. Now we have 150 students. [Here is the problem]: While the student body increases, the number of available faculty remains the same. In addition, a certain number of faculty are going to retire, without any replacement, due to the freeze on hiring. The number of academic positions currently held by retiring faculty members will be cut back. Until the new university bill is issued, the college will instead receive a sum of money [from these cut-back positions]. For example, in the case



when two faculty retire, the last salary that both faculty would have received [if they had not retired] will be returned to the college.

The decision regarding the number of new hirees will be left to the college. Departments within the college will negotiate in order to make a decision about which departments deserve the money for hiring new faculty. Almost all departments will send a representative to the negotiation. For example, my position came from that debate. In our college, three faculty retired and two quit. The positions left vacant because existing faculty quit their jobs will be eliminated. [By contrast], in the case of positions vacated by retiring faculty, money from all three positions will be put together and redistributed for new faculty who are hired. In general, no more than five faculty will be hired each year. But, the year I graduated, they had only two faculty positions open.

[The decline in new faculty hiring] also relates to the economic problem [in Thailand]. This is because the university is becoming independent from the government. As a result, instead of having the government as a major source of income, the university has to be more self-supporting.

This informant described how the faculty shortage affected her directly in her daily work experiences:

At present, community service is my only area of work responsibility. There are some problems. For example, we have inadequate staff on the team, and we sometimes have a lot of samples to diagnose. So we have to have a good working plan in order to meet our deadlines. We sometimes cannot stop working because, if we take a break, the [diagnosis results] will be distorted.

Faculty 7 in an applied hard discipline pointed out that, because of the faculty shortage, departments would no longer be able to reduce teaching loads for new faculty to ease their early adjustment. She stated:

The reduction in the number of faculty may increase our workloads. At present, the workload of new faculty is lighter than that of senior faculty. It also depends on the situation of the department. For example, if the department has a small number of faculty, new faculty may have to carry quite a heavy workload. In contrast, departments may have a lot of faculty who have taught the same courses for a long time; therefore, they may not want to share their course loads. As a result, new faculty will receive lighter teaching loads. In the case of this department, the faculty's teaching loads are quite moderate or light. Nobody has any complaints. If the department reduces the number of faculty, the workload might have to be distributed equally among faculty [regardless of whether they are new or senior faculty]. We [new faculty] may be assigned a workload equal to that of senior faculty.

Faculty 6 in a pure hard discipline and Faculty 13 in a pure soft discipline agreed that, because of the faculty shortage, existing faculty had to share a heavier burden of administrative chores. According to Faculty 6, "the problem that always bothers us is administrative chores. Our division has a small number of faculty; [therefore, these chores have to be distributed among us]." Similarly, Faculty 13 reported that the faculty shortage was likely to increase existing faculty's (administrative) workload, and as a result, the faculty would not be able to devote themselves completely to certain aspects of their academic work.

Faculty 1 in a pure hard discipline reported that, because of the small number of faculty in her department, she had to teach courses outside her area of expertise: "After I graduated, I expected to have an opportunity to teach in my area of specialization. But the problem is that we have inadequate staff. I have to teach other courses [which are not in my area of specialization]. So I need a lot of time for teaching preparation."

**Working environment limiting rich collegial exchange of ideas.** Another point of concern, mentioned by Faculty 2 in a pure hard discipline, was that the faculty shortage deprived her of the opportunity to have a working environment in which there were many colleagues with whom to exchange ideas. "Even though I want to do group work," she said, "with a limited number of colleagues, it's like having to think and do all things on my own because there is nobody to discuss it with."

**Discrepancy in the quality of retiring and new faculty.** Some departments had not yet experienced a faculty shortage problem. Some faculty, however, anticipated that such a difficulty would occur in the near future and pointed out some related concerns. A few of them were concerned about how the institution could find faculty of as high a

caliber as those who would be retiring. Others discussed the current generation gap and its related effects. Faculty 15 in an applied soft discipline anticipated a discrepancy in the quality of retiring and incoming faculty:

There is a great concern in this university community about the discrepancy between the quality of retiring faculty and new faculty members. Many retiring faculty members are full professors with doctorate degrees, whereas many new faculty members have master's degrees, with little experience and no academic rank. Therefore, it will take at least 10 years for the university to be able to create as high a caliber of faculty as those who are retiring. There is a concern that this situation will diminish the research and teaching productivity of this university for a certain period. Our university is having difficulty finding candidates with qualifications [experience] and educational backgrounds to be faculty members. To deal with this problem, I suggested that the university emphasize training new faculty with master's degrees to do research and to have existing faculty serve as mentors to them. In the social sciences, it is hard to find people with doctorate degrees who want to be professors. Most of them already have jobs in other government offices. For example, in our college, it is rare to find people who want to be university employees.

Faculty 9 in a pure soft discipline described the same situation and points of concern in her department:

Currently, our department does not face a problem of faculty shortage. But I think in the future, if the university becomes independent from the government, it will be more difficult for the university to attract highly qualified faculty. Then, faculty shortage will certainly become a problem. . . . Many of the talented senior faculty are reaching retirement age. There is a trend that the cohort of new faculty will be those who are inexperienced. This is because the new system is not likely to attract experienced people in other governmental sectors to transfer here. Who will want to lose their job security? The salary here is not that much. This is likely to affect the quality of teaching and learning in the long run because of the declining quality of faculty.

Generation gap between faculty groups. At the time of this study, new faculty in several colleges were experiencing a generation gap. Some informants talked about the effect of this situation. Faculty 9 in a pure soft discipline pointed out that the generation

gap disrupted the continuity in socialization from one generation of faculty members to another. Here is how she described it:

The problem that I see in this department, as well as at this college, is that there are two groups of faculty: the small number of very senior faculty and the new faculty of my age group. The generation that is missing is those in the middle range. As a result, the process of transmitting experiences [across generations] gets disrupted. I think organizational socialization requires some kind of regular informal interaction, such as having meals or meetings together. But the very senior faculty do not have time to attend meetings or to be present to give advice. So new faculty will have to learn their way around by themselves. It takes time for us to learn the ropes, and sometimes we get lost.

Other faculty, such as Faculty 11 in a pure soft discipline and Faculty 6 in an applied hard discipline, said they lacked colleagues in their age group with whom they could discuss certain challenges. Faculty 11, who was not an alumnus of this department, explained that, because of the generation gap, he hesitated to approach his senior colleagues for help. Faculty 6, who was trying to find an area of interest on which she could focus, commented on the lack of colleagues with similar experiences whom she could consult.

The economic crisis. New faculty reported many effects the economic crisis had had on their careers. One of the major impacts that they mentioned was the decline in funding for teaching, research, and professional development activities. The restriction on faculty recruitment also was related to the economic crisis. One faculty member in a pure hard discipline reported that the tighter job market had resulted in an increase in student enrollment, and as a result, faculty members had heavier teaching loads. Others in an applied soft discipline reported that, as a result of this crisis, fewer external agencies contracted with the department for outsource training. One person in an applied

hard discipline claimed that this situation might cause some faculty to take outside work to increase their incomes. Following are some excerpts to exemplify these points.

Faculty 3 in a pure hard discipline reported that, because of the economic crisis, there was a smaller budget to support research activities. She stated:

The economic crisis does not affect teaching, but it does affect research. [The reason is that the Thai *baht* is devalued, which causes us to buy the same things at higher prices.] For example, in purchasing chemicals and equipment for research, we have to pay twice as much for a 100-*baht* chemical because most of these chemicals have to be imported. In addition, [due to the economic downturn], we did not get the budget as expected, or we got a reduced budget. Research is affected a lot by this circumstance. . . . Because of this economic situation, they also do not want us to turn on the air-conditioner [in order to save electricity costs]. This is sometimes problematic in doing lab research because some scientific experiments need to be done at a low temperature.

Faculty 7 in an applied hard discipline pointed out the same problem:

In terms of funding for research, while wanting to do research, I'm not sure whether there will be available research grants. In addition, the research that I can do is constrained by the availability of existing research equipment. The reason is that it is very difficult to buy new research equipment, especially in the current economic situation.

Faculty 14 in an applied soft discipline talked about the effects of budget constraints on teaching:

The budget for purchasing teaching equipment is diminished because the government restricted the budget for the university. The procedures for budget requests have become even more complicated. As a result, our initiative to carry out certain projects is constrained because no money is available. Even when we want to take students on a field trip, the budget is limited. . . . Or, if we want to invite a guest speaker to make a presentation, the government rate is 300 *bahts* [equal to \$7] per hour. This rate is quite low. If we want to invite guest speakers to speak for 2 hours and pay them 600 *bahts*, they may not want to come.

Faculty 3 in a pure hard discipline and Faculty 6 in an applied hard discipline reported that, because of budget cutbacks, opportunities for professional development also were constrained. Here is how Faculty 3 described it:

Opportunities to receive training [or professional development] are also affected by this economic downturn. That is, they are less willing to pay for these expenses. . . . For each workshop, each department can send only one representative to participate. If other persons want to participate, they will have to pay out of their own pockets. It is department policy that only one representative can attend each [free] workshop. . . . In addition, I have heard from the chair that faculty can attend only one conference each year. So the chair recommended that I keep this quota of one in mind, and to attend the conference that I am most interested in. But there are so many interesting conferences that I want to attend. They keep us informed about new academic advancements about which students should know. If we have opportunities to attend them and transmit what we have learned, that would be beneficial.

Faculty 6 expressed the same concern:

Sometimes, these [professional development] opportunities have to depend on budget availability. Sometimes, because of inadequate funds, the institution cannot respond to our demands. For example, sometimes I would like to attend an academic conference. In the past, this was not a problem. However, because of the recent budget constraints, they announced a limit on the number of conferences we can attend per year and that they must relate only to our field. I do not agree with these new policies. . . . I do not agree with their telling us that we can attend only professional development activities that relate directly to our discipline. Sometimes I think it does not necessarily have to be that way because if we confine ourselves to our own disciplinary circle, we will not know the progress or perspectives of other disciplines. Sometimes we can benefit from adapting ideas from other disciplines. Or sometimes some of our issues relate to other disciplines. I think these policies limit our opportunities too much.

Another effect of this crisis that Faculty 1 in a pure hard discipline reported is that the tight job market during this period of economic downturn led to an increase in enrollment in the graduate program. She stated:

The impact of the economic downturn is evident. When the economy is good, we have low graduate enrollments because most students get jobs. [At that time], we had about three graduate students in one class. [In contrast], now that the economy is in a decline, it is harder for undergraduates to get jobs after finishing their degrees. As a result, many of them continue to pursue degrees at the graduate level. So now we sometimes have 10 to 20 graduate students enrolled in a class. [The confounding problem is that], while the number of our students increases, we still have a faculty shortage problem. As a result, we have less time for students.

Faculty 6 in an applied hard discipline pointed out that the economic crisis also aggravated the faculty shortage problem. This is because the government tried to reduce its staffing expenses by instituting a policy freezing the recruitment of government officials. This university, as a public university, had to restrict its new faculty recruitment, even when some colleges still lacked faculty with some areas of expertise.

According to Faculty 6:

In general, they will hire no more than five faculty a year. But, in the year that I graduated, they had only two faculty positions. [The decline in new faculty hiring] also relates to the economic problem [in Thailand]. This is because the university is becoming independent from the government. As a result, instead of having the government as a major source of income, the university has to be more self-supporting.

Faculty 7 in an applied hard discipline thought that this crisis might cause faculty to work at private institutions in order to earn extra income. She noted, "I do not think [this crisis] will have much impact on new faculty. It may cause some faculty to teach in private institutions that offer them better incentives. Or they may have to make extra money after their official office hours."

Faculty 17 in an applied soft discipline pointed out that, because of the crisis, there might be fewer external agencies contacting her department to do outsource training. She said:

Our college provides a lot of training [for those outside the university]. The economic downturn may cause fewer people to request our training service. But that's not a problem because currently we do not have much time left for that. In sum, this [economic] situation does not have much effect.

Summary. In sum, in this section about how the changing context had affected new faculty, I discussed three major issues: the prospective change of the university into a government-supervised public university (which is independent from governmental

control), the faculty shortage, and the economic crisis in Thailand. New faculty had different views on the change to a more independent status for the university. Many of them anticipated that the new system would create a more active and productive working climate. At the same time, in the current state of transition, several faculty, especially those with non-civil service status, were frustrated by the lack of inadequate and clear information on this change. Many of them were concerned about particular aspects of the new system, including evaluation, faculty benefits, and the policy on and opportunities for furthering their education. Many faculty also were concerned that the new system would make it more difficult to recruit high-quality faculty and that it would make the university too commercial. Concerning the faculty shortage, the major impact that many faculty reported was an increase in their workloads. In terms of the economic crisis, most informants mentioned the results of the budget cutbacks on teaching, research, staffing, and professional development activities. One person also pointed out that the tighter job market had led to increased enrollment in the graduate program. This, in turn, meant an increase in faculty's teaching loads.

#### Variations in the Experiences of New Faculty in Different Disciplines

**How do new faculty's experiences vary by discipline?** How well do the disciplinary classifications of Biglan (1973) and other theorists apply to the experiences of these new faculty members in Thailand? Biglan's classification, as well as other disciplinary classifications, was applicable to the experiences of new faculty in this study only to some extent. Instead, the uniqueness of each college's and department's policy sometimes contributed to distinctive experiences of faculty in those organizational units.



As a result, the experiences of faculty in the same disciplinary area sometimes did not follow the pattern in that disciplinary classification. What follows are my observations of how well these disciplinary classifications, especially those of Biglan, applied to the experiences of new faculty at this Thai university.

#### Preference for and Time Spent on Multiple Academic Tasks

Biglan said that scholars in applied disciplines tend to indicate a greater liking for service activities and actually spend more time on them. Part of this assertion was consistent with the experiences of some new faculty in the applied disciplines of this study. In this informant group, more faculty in the applied disciplines than in the pure disciplines reported that they enjoyed service work. For example, Faculty 15 and 17 in applied soft disciplines and Faculty 6 in an applied hard discipline reported that they enjoyed community service work. A new faculty member in an applied hard discipline reported that she wanted to do service work but had not had an opportunity to do so.

Faculty 17 described her enjoyment of service work in the following words:

Student advising and consultancy for external agencies [are areas of work that I enjoy]. Those external agencies are mostly investors. They contact us for consulting through our department's or the college's projects. Sometimes there are collaborative projects between our department or college and the Ministry. These are the kinds of jobs that I enjoy. I enjoy consultancy work because it is an opportunity to exchange knowledge.

In addition, whereas almost all faculty in the pure hard and pure soft disciplines complained about work in the area of service to the college and department, few faculty in the applied disciplines expressed a dislike for having to perform such activities.

However, Biglan's assertion that faculty in the applied disciplines spend more time on service applied only to the experiences of faculty in one college within the

applied disciplines in this study--that is, the College of Veterinary Science (an applied hard discipline). In fact, this point was pertinent to the experiences of both new faculty (Faculty 5 and 6) in the College of Veterinary Science. Both of these faculty members reported that most of their time was spent on work in the community service area.

Faculty 5 put it this way:

**Before working here, I expected to balance teaching, research, and community service equally. But, in practice, most of my work is community service work. That is, approximately 60% of my work is in the community service area, 30% in academic work [the term this interviewee used in referring to teaching], and the remaining 10% in research. The main problem is management. The reason is that this department happens to be strongly affiliated with the [teaching] hospital. Therefore, most of our work has to be service. The management here is unsystematic. When the hospital falls short of staff, we have to replace them. It's as though we serve to fill the void, and once we start to do that, we have to continually fill that void. Therefore, we have a lot of service work. At the same time, we still have to do academic work; that's our responsibility. [Because of this situation], some days we rarely do academic work [teaching].**

Most faculty members in other colleges within the applied hard (Pharmaceutical Science College) and applied soft (College of Education, College of Commerce, and College of Economics) disciplines reported spending most of their time during their early careers on teaching preparation and administrative work. One informant added that she spent a lot of time on giving students feedback. This finding might be explained by the fact that the sequence of faculty's work assignments may vary from one college to another. That is, new faculty members generally do not start their careers by assuming the multiple responsibilities of their work all at once. Rather, they usually start their academic careers with teaching responsibilities. The exception was the two faculty members in the College of Veterinary Science, who reported that they had to start developing their area of interest through clinical practice. In fact, in one division within

the College of Veterinary Science, new faculty were not allowed to teach until they had at least a master's degree. This was the case for Faculty 6 and explained why her current work responsibilities were mainly in the community service area.

### Opportunities for Doing Contract Research and Service Work

Biglan pointed out that faculty in the applied disciplines typically have many opportunities for doing contract research and providing service for outside agencies. Consistent with Biglan's findings, two faculty (Faculty 16 and 17) in applied soft disciplines reported that there were many opportunities for doing contract research through their college and department. In fact, a few new faculty in the applied disciplines reported that the kind of research they did was mostly contract research. Faculty 16 made a clear distinction between pure and contract research. She reported that she spent time on contract research and therefore did not have time for purely academic research:

From my perspective, faculty work can be divided into four areas, that is, teaching, research, academic work, and administrative work. Initially, I planned to focus only on teaching and academic work. By academic work I mean in-depth academic research. By research I mean the kind of research that external organizations such as governmental offices contact us to do—research that focuses on specific issues but does not go in-depth academically. **Anyway, I intended to focus 70% [of my time] on teaching, which I consider to be my main responsibility, and 30% on academic work. . . . Since coming to work here, I have devoted approximately 50% [of my time] to teaching, 25% to research, and 25% to administrative duties. I do not have time left for “academic work” as initially planned.**

Two faculty (Faculty 5 and 6) in applied hard disciplines and one in an applied soft discipline (Faculty 17) talked about their opportunities to do outsource training or other service work that could generate income for their college. For example, Faculty 5

pointed out that not all colleges had a community service mission. But he said his college, the College of Veterinary Science, happened to have such a mission, as did the College of Medicine and the College of Dentistry. He explained that community service was an important source of income for these colleges and speculated that service was likely to become even more important when the university became independent from the government. He mentioned that colleges that have a community service mission can increase their institutional income by offering these services.

#### Patterns of Social Interactions

With regard to social interactions, faculty in the pure hard disciplines tend to be cosmopolitan; that is, they tend to identify more with their disciplinary colleagues than their institutional colleagues (Becher, 1987). According to Becher, "the cosmopolitans belong to a wider community, the international network of like-minded people with whom they can share ideas and from whom they seek intellectual support" (p. 285). He also claimed that, in the pure hard disciplines, there is "a high people-to-problem ratio--several geographically scattered teams may be working on closely related issues. . . . Groups meet frequently in international conferences and colloquia" (p. 185).

In comparison with their counterparts in other disciplines, new faculty in the pure hard disciplines reported having more social interactions with their colleagues in the same discipline outside the university through conferences, fellowships, and workshops at home and abroad. For example, Faculty 2 reported that she interacted with and received social support most from colleagues in the same discipline outside the university:

**Most [of my] professional support comes from colleagues in different universities. My contacts with colleagues in the same discipline outside the university are mostly with those who are already doing research in my area of interest. I have fewer colleagues in different departments within this university than colleagues [in the same discipline] outside the university. . . . Contacts with colleagues [in the same discipline] outside the university are beneficial in the sense that we share mutual interests in research.**

Even though Faculty 1 in a pure hard discipline reported having only a few contacts in her own disciplinary network outside the university, she described the collegial network of her mentors in a way that was consistent with Becher's observations of social interactions and the inquiry patterns of faculty in the pure hard disciplines. That is, in the pure hard disciplines, there is a high people-to-problem ratio because scholars with the same interests from all over the world convene frequently to collaborate on specific topics. She described the situation this way:

[My mentor] has a lot of research connections everywhere, both within the country and abroad, such as in Germany, England, the United States, Australia, and Mexico. They have been colleagues since he was much younger. These scholars travel overseas quite frequently to convene. This might be because they share a mutual interest in [name of insect] and there are various species of [name of insect in different parts of the world]. Each species is different in various places. To understand the differences, these scholars have to travel and convene a lot.

Whereas new faculty in the pure hard disciplines seemed to have more social interactions with their disciplinary colleagues than did those in other disciplines, this difference between faculty in the pure hard discipline and those in other disciplines was not as obvious as it was in previous studies on disciplinary differences that were not focused on new faculty (Becher, 1987). In general, many new faculty in the pure hard disciplines, like their counterparts in other disciplines, still tended to identify their former college peers as their main collegial support outside the university.

A few new faculty in a pure hard discipline talked about some institutional constraints on collaboration and collegial interactions within the university, such as the limited number of students and faculty in each disciplinary area, cumbersome bureaucratic procedures, and lack of time. For example, Faculty 2 described some of these obstacles:

I expected to see more academic-related conversations or exchanges of ideas among faculty. However, that's not the case. **People do not have time to interact, especially in terms of exchange of knowledge and ideas. Activities that enable such conversations, such as a journal club, are rare. Another possible reason is that my field of specialization is quite different from the others.**

In terms of social climate in general, it is quite a friendly working environment. **But, academically, there are fewer academic-related interactions than I would like. The first reason is that my area of specialization is very different from that of my colleagues. The second reason is the lack of time.**

Not only faculty experienced the problem of minimal intellectual exchanges resulting from the small number of faculty in the department. The small number of students in each disciplinary area also contributed to limited intellectual exchanges among students. Here is how Faculty 1 in a pure hard discipline described the situation:

We have a small number of students. This field can be divided into many subfields. So the number of students in each subfield or specialty is very small. In some specialized fields, there are only three students. So when students [in each area] get together to discuss ideas, they will have only a few ideas. [At universities] abroad, there are a lot of students in each area of specialization, so in seminars there is much exchanging of ideas.

### Collaboration on Research

Becher asserted that there is less team research among faculty in the applied hard than in the pure hard disciplines. He further reported that faculty in the pure hard disciplines tend to engage in larger scale research than those in the applied hard

disciplines. However, in the present study, no distinction was apparent in the degree to which new faculty in the pure and applied disciplines engaged in team research.

In the pure hard disciplines, half of the respondents reported that there was not much research collaboration within their departments. As a result, one of them collaborated on research mainly with colleagues in the same discipline outside the university. Another informant, even though she was a member of a team working on the college's major research project, reported that the level of research collaboration within her college and department was minimal. She said that, in general, most research in her department was single authorship. Both respondents reported that whatever collaborative research was done in their departments and colleges was small-scale research. In sum, the research patterns of these faculty in the pure hard disciplines, particularly within the institution, was inconsistent with Becher's description of faculty in the hard sciences as typically engaging in multiple-author, large-scale research.

Although these faculty in the pure hard disciplines did not engage much in large-scale, multiple-author research, particularly within the university, this does not mean that they engaged mainly in completely individual research, which is how Becher characterized most research by faculty in the pure soft disciplines. Instead, consistent with Austin and Fraser's (1999) findings, half of the faculty in the pure hard disciplines talked about the necessity of having graduate students help with research. In this study, in addition to using graduate students, more faculty in the pure hard disciplines than in the pure soft and applied soft disciplines talked about the necessity of having other support staff, such as lab technicians, help them in their research. Here is what Faculty 1 in a pure hard discipline had to say about having graduate students help with research:

**In doing research here, we need to recruit graduate students to help us. We assign them tasks and then supervise them. It is very difficult to find Thai faculty [who] can devote time to research. The reason is that we have a small number of faculty members. We try to solve this problem by recruiting [graduate students] to help with [the research], and then we supervise them.**

Similarly, Faculty 2 in a pure hard discipline pointed out that teaching at the graduate level and research were interrelated. This is because, without the assistance of graduate students, faculty would have a hard time conducting research.

As mentioned, a difference in the nature of collaboration between faculty in the pure and applied hard disciplines was not evident in this study. Like their counterparts in the pure hard disciplines, faculty in the applied hard disciplines reported needing assistance from support staff, such as lab technicians, in doing their research. Also, they had students assist with research more than did faculty in the pure and applied soft disciplines. For example, Faculty 8 in an applied hard discipline reported that the level of research collaboration among colleagues in her department varied, depending on how many graduate students individual faculty members had under their supervision who were helping them do research. She explained, "Collaboration in research among colleagues varies. Some faculty members engage in collaborative work. Others have a lot of graduate students under their supervision; therefore, they prefer to do individual research."

### General Collaboration Within the College

A high level of collaboration in service work was apparent within one of the applied hard disciplines (life science)—that is, the College of Veterinary Science—in comparison with other colleges. The work patterns that the two new faculty in that



college described reflected the unique nature of their work, particularly clinic work in the service area, which required a lot of collaborative effort. For example, here is how

Faculty 5 described collaboration at the college level:

Outside the department, teaching or training, we typically work as a team [with colleagues outside the department] on [disease] cases. . . . [In terms of clinic work], my field is mostly dealing with [name of disease]. I often consult with senior faculty from different departments. They teach us some techniques.

He described collaboration within the unit as follows:

Each department is divided further into divisions, areas of study, or units based on animal species. Within each unit, everybody works together well—that is, we share workloads. The senior faculty member who serves as the head of the unit serves as a mentor for faculty in that unit. . . .

Once a month or sometimes once a week, we [faculty within this unit of study] discuss with each other what we are going to do and how we are going to divide the work, what will be our next agenda. We make an annual plan of the working agenda of our unit. We distribute tasks and then come back together to discuss them. We tend to learn to do our jobs this way. Faculty within the units include junior faculty, senior faculty, and the head of the unit.

Faculty 6 in the same college described how the nature of her work required collaboration across departments:

[We ask for help] all the time, for example, from the [anatomy] department. This department has both service work, which is dissecting corpses, and teaching. When they get samples of parasites, they bring these parasites to us to confirm. So when they get these parasite samples, they tell us. We, in turn, use these parasites in our teaching. When I served as an advisor on students' senior projects, I had to borrow from the Department of Anatomy some of their surgical equipment and anesthetics, and I also had to ask for their professional advice and to do the surgery. We can ask for help among different departments. In addition, sometimes I ask friends who do clinic work outside the university to help.

### Emphasis on Research

Consistent with Braxton and Hargens's (1996) literature review, the study findings indicated that faculty of colleges within the pure hard disciplines (or the high-

consensus disciplines) tended to place more emphasis on research than did those in other disciplines, even though the university policy recently had increased the emphasis on research across colleges. During the first few years of their employment, more faculty in the pure hard disciplines than in other areas reported having publications. Even so, at least half of them reported still not being satisfied with their own research performance. This dissatisfaction may have stemmed from these faculty members' high expectations concerning their research, having been influenced by their socialization in the research-oriented culture of graduate school. Most of them had graduated from research-oriented universities in the United States. (The effect of socialization during graduate school on the high expectations of faculty in the pure hard disciplines was discussed in the section on new faculty members' expectations about research.)

To sum up, there were some variations in the experiences of new faculty in different disciplinary areas. For example, faculty in the applied fields expressed more liking for service work and had more opportunities in this area than those in the pure hard and pure soft disciplines. In addition, in comparison with faculty in other disciplinary areas, those in the pure hard disciplines tended to put more emphasis on research and tended to be "cosmopolitan."

However, such variations were not always consistent with what Biglan (1973) and other disciplinary theorists posited about the uniqueness of each disciplinary area. For example, only faculty in one college within an applied hard discipline spent a lot of time on service work. In addition, the distinctive experiences of new faculty in different disciplines were less apparent than they were in previous studies that included more seasoned faculty members (Becher, 1987).

## Chapter Summary

The experiences of new faculty on the job were the focus of this chapter. I discussed both satisfying and challenging aspects of academic life. The kinds of challenges these Thai faculty faced were similar to those encountered by faculty in the U.S. These new faculty struggled to balance multiple work responsibilities. Like their counterparts in the U.S., they were overloaded with administrative work. In fact, Thai faculty may face even greater challenges in dealing with overwhelming administrative loads because of the limited number of support staff and the more ambiguous distinction between responsibilities of academic and administrative staffs. Facing heavy teaching and administrative loads, these faculty had limited time for research.

Many of these new faculty cited the problem of limited resources for research, even though the university had increased its support for research. Some also mentioned that they lacked an intellectually stimulating working climate. In terms of teaching, the major challenge in teaching for new faculty across disciplines was the difficulty of achieving a student-centered approach. Many barriers hindered their success in this regard. Faculty also faced the problem of being assigned to teach courses outside their area of expertise. Whereas most of them had expected to teach advanced courses in their areas of specialization, they ended up teaching undergraduate foundation courses that required broad background knowledge. Informants also discussed several other challenges of teaching. Like faculty in the U.S., most faculty reported that they still could not achieve their expectations. This might have been because these new faculty imposed such high expectations on themselves.

In general, informants described the working climate in this university as informal, supportive, and hierarchical. Most of them were alumni of their departments. However, some faculty reported that they faced challenges in adjusting to many unexpected aspects of the new working environment, such as a high level of individualism in the department, lack of basic resources and facilities, an unsystematic administrative system, and unexpected undercurrents of conflict.

I also reported how changes in the university and the larger social context had affected the new faculty. These changes included the prospective independence of this university from governmental control, faculty shortage, and the economic crisis. These changes were interrelated, and they all affected new faculty in different ways. The chapter ended with a discussion of how new faculty members' experiences varied by discipline. I also touched on whether the findings regarding disciplinary variations in this new faculty group were consistent with those from other studies on disciplinary differences in faculty members' experiences.



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**SOCIALIZATION OF NEW FACULTY AT A  
PUBLIC UNIVERSITY IN THAILAND**

**VOLUME II**

**By**

**Apipa Prachyapruit**

**A DISSERTATION**

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## CHAPTER 7

### SOCIALIZATION EXPERIENCES OF NEW FACULTY

#### Introduction

This chapter focuses on new faculty members' socialization. The main question that guided the collection of data for this chapter was: From the perspective of new faculty members, how are new faculty members socialized into their academic roles and the workplace? The three subsidiary questions were: (a) What kinds of support are available? (b) What kinds of support are helpful? and (c) What additional support do new faculty members need? In addition, How does new faculty's socialization process vary by discipline?

Initially, I planned to focus only on new faculty members' socialization during employment. However, as the analysis progressed, the theme of new faculty's socialization before their employment or "anticipatory socialization" emerged.

Anticipatory socialization can be described as a process through which a prospective member of an organization acquires knowledge, skills, and values pertaining to his or her role in that organization (Bess, 1978; Tierney & Rhoads, 1993). In other words, the new faculty in this study did not come to the university as blank slates and just start learning about their academic roles. Instead, a majority of them learned about these roles long before they assumed their academic positions, at least since their undergraduate study.

Because most of these faculty members were alumni of the university where they were employed, some of them had learned about the culture of their departments through their undergraduate or graduate study. What new faculty learn before their employment has been called the culture of orientation (Van Maanen, 1978; Whitt, 1991).

In this chapter, I first report on new faculty's socialization before their employment. Then I discuss new faculty's socialization or learning on the job, which occurs both informally and formally. Also considered are benefits and limitations of the existing formal interventions and new faculty's suggestions regarding additional support that they need. Parts of some quotations are set in boldface to highlight phrases illustrating certain themes.

### Socialization Before New Faculty's Employment

The emerging theme of anticipatory socialization indicated that new faculty brought to their current employment previous learning experiences. Some informants reported that they learned about academic work beginning in their undergraduate studies.

Specifically in the area of teaching, a majority of faculty across disciplines, particularly in the pure soft disciplines, reported that they learned about teaching by observing how they had been taught. A few faculty reported that not only did they learn through modeling positive approaches of their former professors, but they also learned to avoid replicating models of teaching, administration, and time management that they did not like. At least one faculty member pointed out that he tried to avoid following models that he did not like, and also thought about how to change that general practice in the institution. This example illustrates a point discussed in the U.S. literature on

bidirectional socialization (Tierney & Rhoads, 1993). That is, novices not only adjust to the predominant organizational culture, but they also can influence changes in their prospective organizations.

Many faculty, particularly a majority of those in the pure hard disciplines, reported having TA experiences that were beneficial to their current teaching. A faculty member in an applied hard discipline and one in a pure soft discipline reported that research assistantships (RA) had provided them with research skills. Some faculty from different disciplinary areas reported that they learned to do research in their graduate programs.

A few informants reported that, during their college years, they not only began to develop teaching and research skills, but also learned their current departments' cultures. This is partly because most of them were alumni of their employing institution. One faculty member in a pure soft discipline and another in an applied soft discipline reported that they had begun learning about the department's culture in their undergraduate years. Both had continued straight through their undergraduate and graduate studies to their current employment in the same department.

#### Learning About Academic Work by Observing Former Professors

As mentioned, most faculty reported that they had learned about academic work before their employment, primarily by observing their professors. For example, Faculty 6 in an applied hard discipline described how she gradually learned about various aspects of academic work:

First [since the early part of my undergraduate program], I knew that teaching was the faculty's main work responsibility. . . . By the end of the program, I

learned further that faculty work also involves research and community service. . . . In terms of community service, I have observed work in this area since I was a student. [I saw] those preclinic departments provide support for clinical work such as diagnosing samples of parasites in pigs, cows, or even pets. [These preclinic units support the clinical work of the hospital, such as an autopsy unit.] . . . Or these preclinic units can help confirm the results of various diagnoses that the hospital was not sure about.

Many faculty reported that their previous learning experiences had helped them in performing specific types of academic work. In terms of teaching, a majority of faculty across disciplines said they had learned about teaching by observing how their former professors taught them and now tried to model the strategies they thought were effective. Faculty 3 in a pure hard discipline said she learned various new teaching approaches from observing her undergraduate as well as graduate professors:

**In terms of teaching, I mostly learned through [observing] how [the] professors in my undergraduate and graduate studies taught.** [I learned new teaching techniques particularly from my advisor at [name of U.S. university] because that person was an excellent teacher. I learned a lot of innovative teaching techniques abroad. These teaching techniques are different from our methods. [For example], we may lecture with overheads and handouts. In contrast, over there [at the university in the U.S.], students were assigned to search the literature and write papers.

Similarly, Faculty 11 in a pure soft discipline reported that he modeled his teaching approach after those of his former professors. He also tried to avoid replicating the administrative behavior of former supervisors he did not like: “In terms of teaching, I try to model and adapt interesting teaching techniques and exams that I saw when I was a student.”

Faculty 13 in a pure soft discipline learned how to supervise students’ theses by observing how his advisor supervised his work. He stated, “Specifically in the area of

teaching, I learned from how my professor taught me. For example, I learned how to supervise students' theses from my advisor."

In addition, some faculty found out what practices they should avoid and gathered ideas for improving their teaching approaches through their own experiences as students. For example, Faculty 11 in a pure soft discipline stated, "In terms of administration, I try to avoid following my [former] boss's practices that I did not like."

In terms of learning to balancing multiple academic responsibilities, Faculty 15 in an applied soft discipline said he wanted to avoid following the predominant work patterns of most faculty in his department, who failed to integrate multiple areas of academic work:

**From my observation of faculty in this college, faculty vary in terms of academic activities that they engage in.** Some do a lot of research; others only teach but do not do any research. This makes me wonder how one can both teach and research, as well as use one's research to contribute to social development.

Faculty 5 in an applied hard discipline developed his teaching philosophy by observing the limitations of his learning experiences as a student. Here is how he described it:

**From the time that I was a student until now, I have made several observations [about teaching and learning here].** We [often] fill students' heads with information and then have them take an exam. Once that knowledge is tested, we discard it. [As a result], by the fifth and the sixth years of the academic program, students have forgotten what they had previously learned. . . . I think [we should teach] what students should understand, and the content should be practical [such as disease cases that students are likely to face in their real professional practices]. Theory is essential, but it is not necessary for students to memorize every detail.

Faculty 6 in an applied hard discipline learned to recognize the importance of using innovative media effectively from observing faculty's ineffectual use of these media:

Faculty need to know how to use innovative technology effectively in order to highlight important points for students. . . . **I saw some faculty who tried to use innovative technology, but failed to use it to emphasize what they wanted to emphasize.**

Learning About Teaching and Research Through Formal Programs  
of Study and Experience as Teaching and Research Assistants

In addition to learning about teaching by observing how their own professors taught, some faculty said they developed research skills through their experiences during graduate school. Faculty 12 in a pure soft discipline told that the similarity between graduate study and academic work facilitated her transition to an academic career. She stated:

I spent quite a long time in academic preparation during my graduate study. Then, when I came to work here, I did not find the nature of academic work to be much different from what I did during graduate school. As students, we search for knowledge in the literature and write papers. When I came back here, my work was closely similar to what I did as a student. It is not like I came to work in a business firm after graduation. Therefore, making a transition to an academic career was not very hard.

One faculty member in the College of Education had a semester of formal teaching experience or inservice training during his senior year in undergraduate school. Through that experience, he developed a teaching style that was compatible with the subject matter he taught. The humanistic philosophy underlying his teaching was reflected in his current teaching practices. He explained:

**It [the inservice training] was somewhat useful. I learned to develop teaching styles [that were appropriate to the subject matter that I taught].**

The subject that I taught was counseling. As you know, most students do not take this subject seriously. Students recognize its importance only in terms of guiding them toward success on the entrance examination. But that's not the purpose of this subject. Instead, it aims at guiding students on how to live happy and productive lives. At first, I used a very traditional teaching approach—that is, a lecture. Then I rethought my teaching approach. I decided that this was not the right approach for this kind of subject. This subject is not an academic-oriented course like math. Rather, it is a subject that teaches students how to live one's life happily. As a result, I adjusted my teaching approach. I discuss with them what they want to learn and take them to do outdoor activities and talk about their lives.

Five out of 12 faculty who had graduated from institutions abroad had either teaching or research assistantships. The majority of them, including 3 out of 4 faculty in the pure hard disciplines, had teaching assistantships. These faculty members reported that they benefited a great deal from their TA experiences, especially in terms of reducing anxiety about teaching. One faculty member in a pure soft discipline and another in an applied hard discipline had research assistantships and found those experiences beneficial for their current work. For example, Faculty 1 reported that, as a TA, she was allowed to assume a full range of teaching responsibilities for her whole class. She described it thus:

I worked as a TA for 4 out of my 5 years of graduate study. . . . For one thing, it reduces anxiety about lecturing in front of a classroom. At the beginning of my teaching [abroad], I was quite stressed, too. The reason is that, as a TA over there, I had to brief the whole lab class by myself. In each [lab] class, I had full responsibility for supervising 20 students in that course, even though there were support staff helping me prepare the lab. However, I had to take full teaching responsibility for that student group the whole term, which ranged from briefing the lab class to developing my own exams and grading papers. However, the TA coordinator oversaw our teaching. **This experience was beneficial in that it helped me learn to manage my time. Another benefit is that it helped reduce [teaching] anxiety and increased my confidence in teaching.**

This informant also reported that, before the department would let a TA teach, they had to participate in TA training at the university level, and those TA training sessions were

helpful to her. At that time, she had not done any teaching yet, so she was not aware of real problems or challenges of teaching. It was not until she started to teach in the classroom as a TA that she encountered actual challenges of teaching.

Similarly, Faculty 7 in an applied hard discipline reported how she had benefited from her TA experiences:

I had experiences of being a TA and RA during my graduate study. After graduation, I taught a course [in the U.S.]. These experiences gave me an opportunity to start teaching in small groups. **Having basic skills in explaining a content lesson to a small group of students, I feel more comfortable teaching large classes.** Over there, I taught courses with about 15 to 30 students. Here, there are about 200 students in a class.

#### Learning About the Institutional Culture Before Employment

Most of the new faculty in this study were alumni of their departments, primarily as a result of their undergraduate study. Several of them, therefore, reported that they had learned about the departmental culture long before their academic employment. As Faculty 9 in a pure hard discipline said, because most of the faculty in the department were alumni, they tended to share to a certain extent a common understanding of departmental norms and expected behaviors:

Having had a prior relationship with this department is also a good thing in the sense that our faculty colleagues may also be our former peers in the older and younger cohorts from college. I believe that our long-standing institutional culture is still here. . . . **We have been socialized in the same way from here, so it is easier to understand the roles and behaviors that we expect from one another.**



### Learning Through Previous Work Experience Outside the Formal Educational Institution

Seven of the 17 faculty in this study had previous work experience. Most of them had worked outside the formal educational system, except for one faculty member who had taught at a teachers' college. Two faculty had worked for nongovernmental organizations (NGOs). One of them said his work had related to nonformal education; therefore, those experiences were beneficial in his current work. He specifically reported that he had developed teaching and research skills from his experience working at an NGO:

My experience working with an NGO helped me a lot. At the NGO, I was responsible for managing some education-related projects. During this work in the field, I learned to understand people of that community and myself. When I first got into that community, I saw myself as a superior community developer. But later, when I actually worked in that community, I realized that I knew nothing about the community. I needed to involve them to provide help in getting information about their community. It is people in that community who are the real experts. **Through that experience, I learned about myself, the community, and people of that community. It also helped me develop thinking and communication skills, and I learned to make decisions.**

NGO work is not very different from my work here. **In NGO work, I taught through collaborative teaching and research.** However, the research products of NGO work are not as evident as those of academic research. NGO research is more of an action research, which focuses on problem solving. In contrast, the findings of academic research might not be applied to solve problems. Anyway, both experiences enhance each other.

In summary, consistent with the U.S. literature, these faculty learned their roles long before their current academic employment. They learned through observing their former professors, and some also learned through their TA and RA experiences. A few learned from previous work experience.

## Learning on the Job

As noted in the preceding section, experiences in graduate school and previous employment prepared faculty for their new careers to a certain extent. However, these previous experiences sometimes can create a false impression about academic life. As Van Maanen (1976) asserted, new faculty often are surprised and become disillusioned when they start the actual jobs. In practice, a great deal of learning typically occurs informally on the job. New faculty cited various sources that informally socialized them to their roles and the institutional culture, including senior colleagues, other junior colleagues, mentors, support staff, students, and institutional resource allocation.

Some formal interventions also were provided to facilitate new faculty's professional development, such as new faculty orientation, other types of workshops, and organized professional development opportunities inside and outside the university. However, these formal interventions had certain limitations.

None of the faculty in this study reported that they had any formally assigned mentors. At most, approximately half of them reported having informal mentors. The rest said that, even though they did not have mentors, they had colleagues whom they could consult when they encountered problems. Almost all of them identified senior faculty as the key socializers and supporters. Other sources of support for new faculty's career socialization were faculty peers, administrative support staffs, lab technicians, the dean, and assistant deans. A majority of new faculty interviewed for this study identified student evaluations as the most available source of feedback.

In general, collegial support for new faculty's socialization at this university was consistent with what Kram (1986) called the "relationship constellation." That is, the

relationship constellation takes into account the range of relationships one has with seniors, juniors, superiors, subordinates, professional peers, family members, and friends. These people can provide functions similar to traditional mentoring. However, the study findings indicated varying levels of support from these various sources. Most new faculty identified senior faculty from the same or different departments within the same college as the key but not the only socializers. Almost half of them identified faculty peers as another source of socialization support. Four informants identified support staff, including administrative staff and lab technicians, as another source of support. A few mentioned other sources of support, including the dean, assistant deans, family members, and friends who taught at other universities.

As mentioned, most faculty in this study were alumni of the departments in which they were employed. In the Thai student culture, bonds of brotherhood and sisterhood exist among alumni of a university, and most faculty who were alumni of this university reported that these bonds made it easier for them to find support and mentorship from their senior colleagues. That is, as alumni become senior faculty, they in turn become a source of support for new faculty who were students in later college classes. The majority of faculty reported that their professional support came primarily from senior colleagues with whom they had previous personal relationships, such as their former professors or students in their college classes.

In addition, the physical environment in which faculty work also influences collegiality and thereby new faculty's socialization. This is because that environment influences "the quantity and quality of interactions" (Whitt, 1991, p. 129). New faculty

who shared offices with one or more senior faculty members identified those individuals as their mentors or as important sources of support and socialization.

The institution's administrative structure also influences who is typically understood to be the key socializer, according to that person's position. A department typically is the locus of faculty members' daily work. It is the intersection of the disciplinary culture and the institutional culture, thereby strongly influencing faculty behaviors (Austin, 1990a, 1990b). As a result, the chairperson often is expected to play an important role in supporting new faculty. In this study, four faculty identified their chairpersons as their key socializers. They also considered the chairpersons their mentors. However, some departments were divided further into units, divisions, or areas of study, and the head of the area of study was the direct supervisor of faculty in that unit. As a result, faculty in those units of study identified the heads of the areas of study as their key socializers.

In the following pages, excerpts from the interviews are provided to illustrate various sources that contributed to new faculty's career socialization. Boldface type is used to emphasize key points regarding each socialization source. New faculty's socialization typically occurred unsystematically and informally; yet the various sources contributing to this socialization were interconnected. For example, most faculty learned their roles through their daily experience, which typically involved trial and error, but this does not mean that they completely lacked support. Most faculty reported that, although they learned mostly through doing their jobs, they had people whom they could consult when they encountered problems, such as peers, senior colleagues, and their chairpersons. In addition, individual socializers could have multiple identities

simultaneously; for example, a senior faculty member could be both the chairperson and a mentor.

Nevertheless, for the sake of organization, in this section on informal learning on the job I have identified several key sources of socialization. They are discussed separately in the following sequence: (a) learning on one's own through daily practice; (b) learning by observing institutional policies and practices; (c) learning from junior and senior faculty colleagues; (d) learning from informal mentors or other regular supporters; (e) learning from academic administrators, including the chairperson, the head of the unit of study, the dean, and assistant deans; (f) career socialization and assistance from support staff; (g) learning from others outside the university; and (h) learning from various sources of feedback. Next I examine new faculty's socialization through various formal interventions, such as orientations, workshops, and professional development opportunities inside and outside the university. I also report what the informants perceived to be the limitations of each type of intervention and additional support they needed for professional development. Finally, I discuss how faculty members' disciplines affected their socialization.

### Learning Through Daily Practice

Six faculty reported that, in general, they learned to do their jobs through their daily practice. The process of learning involves trial and error, observation, and reflection on the outcomes of one's own practice. This is particularly the case when one learns about the institutional culture, administrative duties, and service work. However, such learning experiences do not occur completely in isolation, and without any support.

The majority of faculty in this study reported that they also consulted various people at work from time to time when they encountered problems. These people included colleagues, mainly in the department or unit of study; the chairperson or head of the unit of study; and administrative support staff. Some faculty in the pure and applied hard disciplines also added lab technicians as important sources of socialization. Details about these various sources of support are discussed in the following paragraphs.

Faculty 6 in an applied hard discipline explained how she had learned to do clinic work mainly through trial and error. When asked what strategies the college or department used to socialize new faculty, she responded:

**Through having us practice, [even though] there are also people whom we can consult when we encounter problems. They assigned us work and let us manage tasks by ourselves. That is, there is no buddy or mentor. . . .**

**I received training and advice from senior faculty in the same department. [I also learned by actually doing the job.] When the samples arrive at the unit for diagnosis, I learned or developed various diagnostic techniques by myself through hands-on practice. The thing is that I already knew theories, but I had not had enough practice to be adroit. As we repeatedly practice, we learn that certain [techniques] are not effective. We then develop our own formula. [That is, I have developed diagnostic skills through trial and error.]**

Faculty 2 in a pure hard discipline said she had learned about the institutional culture mainly through trial and error:

**Most important, I learned the ropes on my own after coming back to work here through trial and error. . . . To get anything done around here, you need to have the art of communication. . . . The only way to learn the art of communication is through trial and error. There are no specific sources or sets of rules to learn these things and apply them directly to our situations. We learn it haphazardly.**

Faculty 1 in a pure hard discipline described how she had learned to do administrative work through her experience on the job: “[Learning about] administrative

work is quite difficult because we have to learn on our own through reading or asking others who used to have that position.”

Faculty 14 in an applied soft discipline described how she had learned to handle unexpected teaching and learning situations through trial and error: “I partly learned from senior faculty’s advice, but they cannot advise us on every issue. **On some issues, we have to learn on our own through trial and error, for example, dealing with unexpected problems in our classrooms.**” Similarly, Faculty 11 in a pure soft discipline, who had been employed at the university for a month and a half, reported that he had learned to teach mostly through trial and error:

There is no training or suggestions on how to teach. Once new faculty are hired to teach, each one teaches according to his or her personal style. **It is more a process of learning naturally through trial and error.** [At most, senior colleagues] will just encourage us to be patient and that next term we will do better.

Faculty 11 was the only one who reported that he was learning his role mostly on his own, through consulting with new-faculty handbooks or self-help books. He stated, “I am learning [how to be a lecturer] on my own, from self-help handbooks for new faculty, with such titles as How to Be a Lecturer, How to Teach, and How to Survive Your First Year as Lecturer. They are mostly books from the United States.”

#### Learning Through Observation of Institutional Policies and Practices

In addition to learning their roles through trial and error, new faculty also made sense of institutional priorities by observing institutional policies and practices on such issues as resource allocation. This finding was consistent with what authors in the U.S. have pointed out (Austin, 1996; Moore & Amey, 1993). The following quotations from

Faculty 4 in a pure hard discipline and Faculty 8 in an applied hard discipline show that these new faculty made sense of institutional priorities by observing how resources were allocated. Faculty 4 stated, “Teaching [is an institutional priority]; there is some emphasis on research but not much. **[I think teaching is the priority] because the college and department still provide inadequate facilities for doing research.**”

Faculty 8, on the other hand, observed, “I think research is the institutional emphasis. This emphasis is apparent from the research incentive fund for new faculty. This start-up money is not given for the purpose of improving teaching, but instead for improving research.”

In summary, consistent with the U.S. literature, several new faculty reported learning to adjust to their academic roles and the workplace predominantly through trial and error. One faculty member reported that he consulted self-help materials for new faculty. Others reported that they learned about institutional priorities by observing institutional policies and practices on such issues as resource allocation.

#### Learning From Junior and Senior Faculty Colleagues

At the department or unit-of-study level, almost all faculty across disciplines reported that they learned mostly from their senior colleagues. A smaller number also referred to junior faculty who had been hired before them as being the key socializers in their experience (junior faculty refers to those with academic ranks below associate professor or in the same age range as the new faculty). Most of the new faculty’s relationships with their colleagues had been developed before their current employment. Some of these colleagues were their former professors, peers from the same college class



who had been hired before these new faculty members, and peers from a previous college class.

Because there typically are a small number of new faculty and a large generation gap in each department, there are more interactions and mutual supports among new or junior faculty at the college level than at the departmental level. However, interactions and socialization support across colleges were minimal. Instead, some new faculty, mostly in the pure hard disciplines, had contacts with disciplinary colleagues outside the university through collaborative research. Other faculty reported that their professional colleagues outside the university were mainly friends from their college years.

Colleagues helped new faculty learn their roles in various ways. These included consulting, observing, collaborating, keeping them motivated, and keeping them informed about the department's and college's climate and norms.

Most new faculty reported that they typically consulted with senior faculty on specific academic task-related matters, such as teaching, research, and service work. Some senior faculty also shared with new faculty their teaching materials and let new faculty sit in on their classes to observe their teaching techniques. A few other informants consulted with senior colleagues on how to deal with students. For example, Faculty 14 in an applied soft discipline consulted with her senior colleagues on how to deal with the problem of students skipping class. New faculty typically consulted on teaching with those who used to teach the courses the novices were going to teach, and they consulted on administrative work with people who had held the positions before them. For example, Faculty 1 in a pure hard discipline described how her senior

colleagues facilitated her transition to teaching and assuming an administrative position as the department accountant:

**I consult with my senior colleagues on some [issues related to academic tasks].** For example, in terms of teaching, I consult with the senior faculty who taught that course before. This is especially the case for me because I was hired when another faculty member was retiring. So I replaced that person. He has retired, but he still visits our department from time to time. So I can still consult with him, and he is willing to give me advice. **Sometimes he also shares his teaching materials, such as slides and exams.** The availability of this kind of support varies. [In my case], it happens that this faculty member is very generous. He sometimes asks me about the progress of my lab work and teaching.

Similarly, Faculty 14 in an applied soft discipline reported how she had learned to teach from her senior colleagues:

**I had an opportunity to observe a class of one faculty member who was approaching retirement, whose class load I am going to carry.** Therefore, she let me observe her teaching techniques. . . . I benefited a great deal from this class observation. First of all, it helped refresh the knowledge that I would have to teach my students. In addition, I had an opportunity to observe her teaching techniques.

Faculty 15 in an applied soft discipline reported how his senior colleagues supported him in learning to teach:

**I asked them [senior colleagues] for suggestions on research and teaching. . . . I consulted them on lesson planning because they are more experienced in teaching. Some of them used to teach the course that I am teaching. They, therefore, shared their teaching materials with me.** They did not give me advice concerning my personal adjustment here. Perhaps they thought that, because I graduated from here, [I should know the working climate].

Describing how he had learned to do administrative work, Faculty 13 explained:

**I learned to do my job most directly from senior colleagues. . . .** In terms of administrative work, I mostly learned through asking those who used to be in that administrative position. I also learned from my own experience. As I did the job frequently, I got used to the tasks.

Faculty 5 in an applied hard discipline reported that senior colleagues in a different department taught him and his peers some techniques of clinical work: “I work on [name of disease]. I sometimes asked for help from senior faculty in a different department. They come to the operating room to teach us.”

Faculty 6 in an applied hard discipline was learning her role from senior colleagues, much like an apprentice would. That is, although she was not allowed to teach yet, she was learning her role by assisting senior colleagues with various tasks. At the time of this study, most of her work was in the service area, as well as assisting with teaching and lab preparation. Sometimes she also sat in on her senior colleagues’ graduate classes and accompanied senior faculty on fieldwork to help them collect parasite samples to use in teaching. In addition, she helped prepare teaching materials such as slides. She elaborated on how her senior colleagues helped her learn her role:

**In general, when I need help or encounter tasks that I cannot do, I will frequently ask senior faculty questions about things, such as techniques for doing labs.** This is because I have already learned all the theory, but the actual practices require experience and skill. Nitty-gritty tips or techniques [of practices] are not in the book. So when I try to work on a task and it fails, I will consult with senior faculty about their personal techniques.

Faculty 12 in a pure soft discipline also told how senior colleagues assisted her in learning her roles:

Everybody is available to provide support if I ask them questions. . . . They provide support on small to big issues. For example, when I wrote an article, I asked other faculty to review it. I also asked for their suggestions about teaching and how to deal with students. . . . The administrative work responsibilities that I am fulfilling this semester include serving as the secretary of the departmental committee. The work that I have to do in this position includes preparing documents for each departmental meeting. I am also responsible for developing lesson handouts for a course and serving as an advisor for the students’ history club. I can ask for help or suggestions from every faculty member in the department concerning these tasks.

Several new faculty also reported that colleagues helped them by involving them in various work opportunities and in collaborative work. Some informants further noted that they learned about their jobs naturally by collaborating with colleagues at all levels. For example, Faculty 1 in a pure hard discipline told that a senior faculty member, who was also the department chairperson and her mentor, involved her on his research team and in various administrative work. When she collaborated on research with this individual, he introduced her to fieldwork, which differed from most of her previous work in the lab. Another senior faculty member in a different department, who was one of her former professors, also invited her to collaborate on teaching.

Faculty 3 in a pure hard discipline mentioned that senior faculty from a different department involved her in collaborative research:

There are those faculty who were hired before me, whom I have known since I was a student. Some of my colleagues outside the department were in the previous cohort of the same fellowship program [that provided a scholarship to pay for my education]. They help mostly through suggestions. **There are also senior faculty in other departments who share an interest in my area of research. These faculty provide a lot of support by inviting me to collaborate on their research teams. These are faculty whom I just got to know here.**

Describing his learning through interactions with colleagues during meetings,

Faculty 5 in an applied hard discipline stated:

**I learned more through the nature of the work itself [which involves collaboration].** Once a month or sometimes once a week, we [faculty within this unit of study] discuss with each other what we are going to do and how we are going to divide the work, what will be our next agenda. We make an annual plan of the working agenda of our unit. **We distribute tasks and then come back together to discuss them. We tend to learn to do our jobs this way.** Faculty within the units include junior faculty, senior faculty, and the head of the unit.

Similarly, Faculty 2 in a pure hard discipline described how she learned to perform her administrative role through interacting with peers: “Learning through other junior-

faculty peers derived mostly from cooperation on planning tasks. They served as counterparts in brainstorming.”

A smaller number of new faculty also reported that senior colleagues informed them about appropriate procedures for doing administrative work, coordinating, and contacting different people and units. For example, a faculty member in an applied soft discipline stated:

With senior colleagues, I discuss problems that I never encountered before. For example, I'm now working with the graduate school and face problems in that I do not have a clear understanding about regulations. I am also trying to find a way to work there without adding conflict to that unit. . . .

They [senior colleagues] also informed me about coordinating procedures, such as whom I should contact on certain issues. Issues on which I typically consult with other junior faculty [who are from my former cohort] are concerned mostly with working procedures in general, such as my unclear understanding of rules and regulations.

A few new faculty members reported that their colleagues kept them informed about situations in and norms of the department. Some said their senior colleagues kept them informed about appropriate conduct. However, a few informants said they preferred consulting with junior faculty on personal concerns such as issues related to the working climate. For example, a faculty member in a pure soft discipline described how her colleagues helped prepare her for the chaotic circumstances in the department:

I got a lot of support from some colleagues. When I first came here, I did not expect any support from colleagues. Luckily, I knew a faculty member here who used to be my professor and another faculty member who is my friend who support me. I see it as coming out of our personal relationships. [Officially], neither the chair nor staff come to take care of us. . . . Those who help me are friends. There is a rare case of someone being assigned officially to provide support to faculty. When I first came here, I did not even know what I was going to teach until this friend told me. My department is in a state of chaos. There is going to be an election for a new department chair. Because of problems in the department, there seems to be no direction or any code of conduct in the department.

Anyway, I did not expect any support. This goes back to the point that I previously made. That is, the fact that I'm a former student here has made my adjustment here much easier. At least, I know my way around here. I know where things are and whom to contact on what issues. So I can help myself. I think the situation would be much more difficult for outsiders starting their jobs. . . . There are conflicts in the department. . . . When I first came here, my friend told me about this situation in the department, so I felt prepared for it. Even so, it made me frustrated at first.

Faculty 16 in an applied soft discipline also related that her senior colleagues informed her about the working climate: "Mostly, they [senior faculty] inform me about the dynamics of relationships among different faculty."

Five new faculty members reported that they consulted with their senior colleagues on personal and professional development issues, such as their plans for continuing their education. For example, Faculty 6 in an applied hard discipline consulted with her senior colleagues about her plan to continue her education:

**Other issues that I have consulted with senior colleagues about are [my plans] for furthering my education.** [The senior faculty have suggested areas of knowledge in which I need to prepare before continuing my education. For example], they have suggested that I sharpen my skills in certain conventional methods or foundational diagnostic techniques because nobody is going to teach [these basic methods] abroad. They also have encouraged me to decide as soon as possible the area in [field of study] that interests me, so that I can identify it as my area of specialization. [Once I have an area of specialization], I can start to apply for a program of study abroad. They also have suggested that I improve my English skills.

A few new faculty reported that their senior colleagues provided moral support and encouragement by validating the common challenges that teachers face in their early careers, such as challenges in learning to teach and dealing with disinterested students. They also helped by making new faculty feel welcome as a part of the community.

In summary, colleagues, particularly senior colleagues, were the crucial source of support in helping new faculty learn their roles. Their support ranged from providing

suggestions and guidance on specific academic tasks to consulting on personal and professional development.

### Learning From Informal Mentors and Other Regular Supporters

#### Learning From Informal Mentors

None of the new faculty in this study said they had any formally assigned mentors. However, nine of them said they had informal mentors whom they had known before their current employment, either as former professors or college peers. The majority of new faculty who had informal mentors identified their mentors as senior colleagues inside or outside their departments. These senior faculty mentors typically were characterized as being older and having a higher academic rank. Only one new faculty member considered as her mentor a former college peer who had been employed before her. Some new faculty identified as their mentors a few junior faculty who had graduated in their former college classes and were employed before them. Four new faculty identified their chairpersons as their mentors, three identified the heads of their areas of study, and two identified retired faculty members as their mentors.

In terms of mentoring format, most faculty who received informal mentoring described the relationships as dyadic—that is, one mentor and one mentee. Further, a majority of new faculty had more than one mentor. One faculty member in an applied hard discipline described his mentoring experience as neither dyadic nor group mentored (in which a committee or group of mentors supervises a mentee). Instead, this individual reported that his mentor, who was also the head of the area or unit of study, mentored all of the junior faculty in his unit. A few faculty hesitated to call the head of their area of

study their mentor, even though that person served a function similar to what mentors typically do. One informant in an applied hard discipline considered all senior faculty in her department to be her mentors because each supported her in different ways, and all of them were available to help.

Five faculty reported that they did not have any mentors, but that there were people in their work settings whom they could consult regularly. These regular supporters served functions similar to those of mentors (even though these new faculty refused to call these people their mentors). The new faculty's relationship with these regular supporters might have been consistent with what Kram (1986) referred to as a relationship constellation, the range of relationships that serve functions similar to those of mentors. These relationships include those with seniors, juniors, superiors, subordinates, professional peers, family members, and friends.

In this analysis, I followed Rohrer's (1997) lead in using Kram's (1986) classification of mentoring functions to analyze the mentoring experiences of this new faculty group. According to Kram, mentoring has two main types of functions: career functions and psychosocial functions. Through career functions, mentors help mentees acquire new knowledge and thrive in the organization. Career functions include sponsorship, coaching, protection, exposure and visibility, and challenging assignments. Through psychosocial functions, mentors and mentees develop trust and friendship; they also help mentees develop self-efficacy and a sense of belonging. Psychosocial functions include role modeling, counseling, acceptance and confirmation, and friendship.



The 10 faculty members who said they had mentors mentioned career functions more frequently than psychosocial functions. The career functions that were cited most often were coaching and providing exposure and visibility.

Coaching. For most new faculty across disciplines, coaching functions started mostly with the mentor involving mentees in collaborative work. From then on, the mentors naturally coached mentees in various ways, such as giving suggestions, guiding their work operations, providing feedback, and so on. Mentors of these new faculty coached them typically in the areas of teaching, research, service, and administration. They also suggested work priorities to them.

For example, Faculty 1 in a pure hard discipline reported that she had two mentors. One was her chairperson, who supported her mostly in the areas of research and administrative work. He had been her professor during her undergraduate studies and was now a full professor. In the following quotations, Faculty 1 described how this mentor guided her through a new area of study, followed up on her work, and gave her feedback.

I had never done fieldwork before, and he was the person who introduced me to doing fieldwork research. Before then, I did research on [name of research topic], so I worked only in the lab. **But now that I am working on this new topic, I have to catch these insects on the trees. He took me there and guided me through the fieldwork.** I must say that, at the beginning of my career, he was a very good mentor.

He has played a very important role in providing [new] experiences, **guiding me through work, and following up on how my work is going.** The thing is, sometimes we discuss our working plan together. So, when he meets me he will ask me about the progress of my work. As a result, I feel I have to keep focused on my tasks. In general, he is my biggest source of support.

**In terms of research, he will get more involved. I will check whether our research follows the standard criteria of the funding sources. In terms of administrative work, he will give lots of feedback. If the work is not good, he**

**will criticize it a lot.** But it is out of his benign intentions. He is a hard-working person, so he wants his team members to work as hard as he does.

Her other mentor was a senior faculty member in another department, whom she collaborated with and consulted mostly on teaching. He had graduated from the same graduate school in the U.S. as Faculty 1 had, but in a much earlier class, and was now an associate professor in another department. Nevertheless, his area of interest was related to her area of specialization. Therefore, he had invited her to collaborate in teaching:

**In terms of teaching, . . . there is a professor in [name of department] who serves as my mentor. [This mentoring relationship was developed the same way], that is, from my personal prior relationship [with him] as his student. When I came back [to teach here], he invited me to attend his seminar class at [name of department]. He may have seen that the kind of work that I was doing could be coordinated with his. Therefore, he invited me to work in collaboration with him or to discuss the work together. Now I mostly consult with him when I have problems on this issue or when students working with me on the project of this issue have problems that I cannot solve. It is good to have a person with whom I can consult.**

Faculty 3 in a pure hard discipline described how her mentor coached her in teaching and administrative work:

**In terms of teaching, she shares some of her teaching load and suggests a sequence of the content of the lessons. She suggested textbooks that I can use for teaching. She also let me see her syllabus as a model that I could adjust to be appropriately used for my course. In terms of administrative work, she is always there to suggest procedures for doing things, such as procedures for requesting resources. Or when I did not know that we could get reimbursed for slides, I erased one that I had used and asked her where I could get alcohol [to clean it]. She told me that I could keep my old slide and ask the department for new blank slides. I learned randomly this way because nobody is going to just tell you what you can or cannot do.**

Faculty 5 in an applied hard discipline also reported that his mentor provided coaching functions. However, the format of his mentoring differed from that of faculty in other colleges. That is, his mentor, who was the head of his area of study, served as a

mentor for the whole group of faculty in his unit. This unique way of mentoring may have stemmed from the nature of clinic work, which involves a team effort. Therefore, the mentor had to coach the whole group at work. This informant reported that his mentor coached them on the work techniques on site, when the team encountered problems during work and asked for help. The mentor also provided suggestions for practice in clinical work.

The mentoring process that Faculty 5 described in the area of research seemed to be more hierarchical than what is expected in typical faculty mentoring. In typical faculty mentoring, the relationship between mentor and mentee tends to be equal, due to the necessity of maintaining academic autonomy, a strongly held value in academe. For example, faculty traditionally have the autonomy to choose activities in which to engage, as opposed to being assigned tasks by a superior. In contrast, Faculty 5 reported that his mentors coached him through the research process by assigning him tasks to do and then providing feedback. He explained, "In terms of research, they gave suggestions. Sometimes they assigned me work, for example, **telling me to write on a certain topic, and then they would check and gave me feedback.**"

Here is how Faculty 7 in an applied hard discipline described the coaching function of her mentors:

**In terms of teaching, they shared some techniques with me, such as how to develop exams and lectures. They shared their teaching materials so I could have some idea of how to develop my own. They direct me to sources of academic information.** They also provide moral support. In terms of research, they have not helped much in this area because I have not started to work much in this area. **In terms of administration, when we worked together on a committee, for instance, they gave me background information on the task at hand, when I asked. As a result, I understood the nature of academic work better.**

Faculty 12 in a pure soft discipline reported that she considered the chairperson her mentor, and she consulted her mentor about appropriate research topics. She described it this way:

**In terms of research work, I mostly will think about a research topic and then consult with my mentor on whether that research topic is interesting. This also includes other academic writing, not only research. I not only ask the chair's opinion about research topic I want to do, but I also ask other faculty in the department. The area of work on which I have to consult a lot with the chair [who is my mentor] is administrative work.**

Faculty 16 in an applied soft discipline reported that her mentor suggested ways to balance her multiple work responsibilities:

**[My mentors] gave me suggestions on how to select courses to teach, the direction of my research, and how to balance my time for multiple work responsibilities. [Specifically], my mentors suggested that I teach courses in my area of expertise in order to advance my teaching in the future. They suggested that I do research on a topic that is connected to what I teach, so that each activity can enhance the others. In addition, they suggested that I should not focus too much on administrative work early in my career. Instead, I should focus on academic research.**

Sponsorship and providing exposure. Mentoring support through sponsorship was particularly evident in the pure hard disciplines. When the mentoring experiences of this group of new faculty members were analyzed, in most cases, sponsoring and providing mentees with exposure and visibility seemed to go hand in hand. An example of how these two functions might be combined is mentors nominating mentees to fill a certain administrative position or to serve on a particular committee. By assuming certain administrative positions or serving on particular committees, new faculty have opportunities to become acquainted with colleagues outside their departments and to have their work and their competence be acknowledged in the university community. However, it should be noted that, although these opportunities contributed to new

faculty's career advancement in some ways, most new faculty were not excited about accepting these types of activities. The reason is that these functions often diverted them from focusing on purely academic work.

The function of mentors in providing visibility to their mentees outside the university was more apparent among faculty in the pure hard, applied hard, and applied soft disciplines than among those in the pure soft disciplines. The majority of new faculty in the hard disciplines reported that, outside the university, their mentors introduced them to colleagues in their disciplines. Mentors of faculty in the applied disciplines introduced their mentees not only to colleagues in the discipline but also to different agencies that might be potential clients for the departments' services.

What follows are examples of the sponsorship and exposure functions of mentoring that these new faculty had experienced. Faculty 1 in a pure hard discipline reported that her mentor sponsored her by introducing her to his colleagues in the discipline or assigning her to be his representative at conferences. He also assigned her to administrative positions—that is, as a department accountant and a coordinator of an international conference. In addition, he used his personal contacts to facilitate her work.

Here is how she described it:

My mentor [who is the chairperson] has many research connections because he has done a lot of research both inside and outside the country. He has connections everywhere: Germany, England, the U.S., Australia, and South America. **When these colleagues come to visit, he introduces me to these international scholars. Then he sends me to be his representative in contacting these scholars, so it's an opportunity for me to get to know them. Or when there is an international conference and he does not want to go, he sends me to attend as his representative. In other words, I attend it in his name. So I benefit from getting to know his colleagues.** The downside is that if I do something wrong, it will affect his reputation. He is the kind of supervisor who has compassion for his subordinates.

As I said before, dealing across departments requires a lot of paperwork. So sometimes **my mentor will use his personal contacts to shorten the bureaucratic procedures.** . . . Sometimes people who have power can help get work done quicker. As a junior faculty member, everything has to go through formal channels. So, in this respect, he has helped a lot.

Faculty 3 in a pure hard discipline shared that her mentor nominated her to be on an influential college committee, as well as a thesis committee. These activities enabled her to interact with other colleagues. She explained:

**[My mentor] nominated me to be on the research committee of the college. This can be seen as an opportunity for professional advancement because it is prestigious to be selected to be on that committee. This committee gives opinions that determine the direction of this college's research agenda. In addition, she recommended me for a thesis committee. I have benefited from having an opportunity to work with other faculty.**

**She also asked me to be on the committee of the central lab of the college so that I will have opportunities to get to know other senior faculty. Getting to know these senior faculty through this committee enables me to know which faculty share my area of interest, so that we can collaborate. Without the introduction from this faculty member, I would not have had an opportunity to get to know these other senior faculty.**

Faculty 5 in an applied hard discipline reported that his mentors often had him accompany them to conferences. As a result, he had an opportunity to get to know colleagues from other colleges at the university, as well as those in the same discipline from other universities.

Challenging work assignments. Although, in the academic context, faculty often have autonomy in choosing what activities to engage in, many informants reported that it was typical for the chairperson to ask them to do certain jobs or for their senior colleagues to ask them to share part of their load, such as teaching some of their courses. Other mentors involved new faculty in challenging collaborative projects. Therefore,

new faculty were afforded new learning and development opportunities by engaging in these activities.

A few faculty mentioned that their mentors helped them expand their knowledge and skills by assigning or sharing with them challenging tasks. For example, Faculty 1 in a pure hard discipline reported that her mentor introduced her to a new area of research by involving her on his research team and project. He also assigned her to be the department accountant and asked her to organize an international conference; these were new experiences for her. Through those experiences she learned to be more careful, even though she found the tasks time consuming.

Protecting. Several new faculty described various ways in which their mentors helped them, which fit into the definition of protecting functions. For example, some faculty said their mentors suggested ways to deal with certain situations or people to avoid conflict, informed them about politics in the working environment, and mediated conflicts. Other informants reported that their mentors introduced them to the institutional norms and ways of doing things. For example, a faculty member in a pure hard discipline talked about her mentor's role in mediating the conflict of interest she had encountered with another junior colleague about sharing a lab.

Another faculty member in a pure hard discipline described how her mentor helped by informing her of the culture of and contentions in the department. In addition, the mentor pointed out some examples of inappropriate conduct and told her, as a member of that college committee, how to deal with such misconduct in the future:

[My mentor] has shared lots of her experiences. [For example], I was serving on a research committee through the persuasion of a colleague. There were a lot of conflicts within that group; I had joined without knowing who was who. This

mentor warned me not to be surprised if somebody said something peculiar to me because they did not know who I was [aligned with].

She told me broadly about the working climate. She told me that these people often do not straightforwardly voice their concerns. So she suggested that I listen and talk to many people before making any decisions. She told me that it might not be a useful approach to wait to hear only what was said in the meeting because the real issues often are not discussed there. Instead, participants engage in a lot of lobbying. She also suggested that I observe what people said outside the meeting.

Similarly, a faculty member in a pure soft discipline told how preliminary information from her mentor, who had been her friend before her employment, had helped her feel prepared for the conflict-laden working climate in the department: “There are conflicts in the department. . . . When I first came here, my friend told me about this situation in the department, so I was prepared for it. Even so, it made me frustrated at first.”

Psychosocial functions. Fewer faculty talked in detail about psychosocial functions as compared to career functions. It might be that these functions often are perceived as a natural part of informal mentoring, in which relationships develop from personal compatibility. This was especially true in the present study because most of these new faculty had previous personal relationships with their colleagues, from being former friends or students. It might also be part of the Thai culture, which tends to be less individualistic than western ones. Therefore, functions such as friendship are often a common, natural part of the mentoring process. For example, inviting new colleagues to have lunch together and involving them in other social gatherings are common ways to include novices in the community.

Many new faculty mentioned their mentors' role of confirmation. For example, several of them reported that their senior colleagues assured them that the problem of



students talking and sleeping in class was common. Therefore, new faculty did not have to blame themselves entirely for this situation. Here is another example from Faculty 17 in an applied soft discipline about how her mentors performed a confirmation function: “These mentors have tried to encourage me to speak up and express my opinions. They are willing to listen and exchange opinions.”

One individual mentioned that her mentors, one in her current position and the other her graduate professor in the U.S., served as her role models. Two others talked about their mentors' pointing them to others who could be good role models in different respects. Faculty 1 in a pure hard discipline described how her mentor, who was also her chairperson, served as her role model:

The strongest area of interest of my mentor, who is the chairperson, is research. Therefore, he influences us in that direction. As a result, no matter how busy we are, we feel guilty if we do not do any research. This is because he always pushes us to do research. So I think the characteristics of the mentor are the most crucial factors because we [the mentees] model after that mentor.

Here is how she described her graduate professor in the U.S., who also served as her role model:

In the States, my professor always said that research is faculty's work priority. He devoted 97% of his time to research and 3% to teaching. But he spent his personal time on teaching preparation, such as on Sundays or weekends. **At first, I tried to emulate this professor, whom I admire.** My former professor was always in the lab. He always started to work in the lab promptly at 8 a.m. and stayed until 6:30 p.m. He came to work at his lab every day except Sunday. He told me that he worked at this pace when he was already a full professor. Before then, when he was a postdoc, assistant, and associate professor, he worked unlimited hours. I admire his model.

In summary, more than half of the new faculty had informal mentors. The mentoring relationship was usually dyadic; however, new faculty often had more than one mentor. One faculty member in an applied hard discipline described a unique form

of mentoring, in which the head of an area of study mentored all the junior faculty in that area of study. The mentoring function most often cited was coaching. The sponsoring and exposure functions were particularly evident in the pure hard disciplines. Fewer faculty talked about psychosocial functions such as friendship and role models. It might be that these functions were taken for granted because they naturally existed for alumni who were employed by the department from which they had graduated. It might also be that the Thai customs of hospitality to newcomers and informality enabled friendships to develop naturally.

#### Learning From Regular Supporters With Functions Similar to Those of Mentors

Five faculty responded that they did not have a mentor but did have people with whom they could consult regularly. When I probed how these regular supporters helped in new faculty's career socialization and analyzed the interview responses using Kram's model, I discovered that these regular supporters (whom new faculty refused to call mentors) served the same functions as mentors in general in helping new faculty learn their roles and adjust to their new jobs. In the following paragraphs, quotations are used to show the similarity of the functions of these regular supporters to those of mentors.

Coaching. As in the case of mentoring, coaching was the most frequently cited kind of support that these new faculty received from their regular supporters. In fact, all five faculty referred to this as a function of their regular supporters. For example, Faculty 14 in an applied soft discipline reported there were many senior colleagues in the department whom she often consulted about teaching techniques and miscellaneous secretarial work.

Faculty 6 in an applied hard discipline identified some of her senior colleagues and lab technicians as her regular supporters. They served a coaching function similar to that of a mentor in guiding her diagnostic techniques and giving her feedback. The one who was a senior faculty member also suggested techniques for writing a grant proposal effectively. The following quotation illustrates some of the points she made:

There are also people whom we can consult when we encounter problems. They assign us work and let us manage tasks by ourselves. **That is, there is no buddy or mentor.** Persons whom I consult will be those I knew personally. **They are senior faculty in the department,** so I have the courage to ask them. . . .

He [the senior colleague] also suggested tactics for writing a request for a research grant. He suggested ways of phrasing words differently but conveying the same message in these requests. He told me that this would make a difference in whether or not we received the grant.

Sponsorship and providing exposure. One of these five faculty described the way one of her regular sources of support helped her, which was similar to the sponsorship function of a mentor. She stated:

Theoretically, I do not have any mentor. I do everything on my own. But there are people whom I can consult. [They help me] mostly through encouragement. **They also help through backing up my ideas. They [senior colleagues who function like mentors] also help in making a shortcut through many steps of the bureaucratic procedures. They can do so because of their high seniority. So certain tasks, which take junior faculty 3 hours of talk, may take only 10 minutes as a result of senior faculty's contact.**

**When there was an academic conference, they nominated me as one of the participants. The chairperson [whom she considered one of her regular supporters] nominated me to receive an international award.**

Two of the five new faculty reported that some of their regular supporters introduced them to prospective collaborators in the profession. For example, Faculty 2 in a pure hard discipline reported that her regular supporters introduced her to colleagues in the same discipline outside the university. She stated, "In general, they helped by

introducing me to a circle of people who do research. Some of them helped by introducing me to researchers outside the university.”

Faculty 6 in an applied hard discipline reported that her senior colleagues, who regularly provided support, introduced her to people in public enterprises who typically contracted with the department for service. The regular supporters also introduced her to people who could provide information on schools to apply to for graduate study. In her words:

**He also let me accompany him when he went to work in collaboration with the Animal Health Institute, which is a public enterprise. He took me along because he wanted to introduce me to people in that organization for possible future collaboration. He may have a long-term vision that, when he retires, another new faculty member and I can carry on this work.**

**When there are faculty coming back from abroad, this faculty member introduces me to them and suggests that I talk to them about the program from which they just graduated, such as the requirements of their program or asking them to help me find a scholarship for furthering my study abroad. He helps a lot in terms of supporting me to further my education.**

Protection. According to two faculty, their regular supporters also served functions similar to the protection function of mentoring by advising ways to prevent problems before they occur. For example, Faculty 6 in an applied hard discipline reported that her senior colleague, with whom she frequently consulted, emphasized to her the importance of following hierarchical communication channels. She stated:

**[He told me the importance of] following bureaucratic channels. For example, if I want to attend a certain workshop, I have to write a letter or memo to ask for permission from the chairperson. The request then will be sent to the dean, who will give his permission. He told me that following this procedure is important because going over someone's head is seriously resented in the bureaucratic system.**

Faculty 14 in an applied soft discipline reported that senior faculty who regularly supported her suggested to her that new faculty, in particular, should devote a lot of time to the college and not accept auxiliary work early in their careers. She explained:

**The head of my area of study or division advised me that, during my early career, I should devote a lot of time to the college and try not to accept auxiliary work outside the university.** This is because accepting too much outside work may interfere with our primary work responsibilities.

Counseling. A few new faculty talked about the counseling function of their regular supporters, mostly with regard to pursuing an advanced degree. For example, Faculty 13 in a pure soft discipline related:

In terms of personal matters, these colleagues have encouraged me to continue my education and have provided related suggestions. They have discussed with me an area of specialization in which the department is short of staff; [therefore, it could be the area in which I pursue an advanced degree].

As in the case of mentoring, performing psychosocial functions such as friendship and confirmation was a common type of support.

In summary, nearly one-fourth of the new faculty reported that they did not have mentors, but rather they had regular supporters. However, these regular supporters performed functions very similar to those of mentors. Perhaps these faculty did not call the regular supporters their mentors because of their assumptions about mentoring. That is, for some of these new faculty, mentoring carried the connotation that mentors were responsible for the survival of their mentees and had power over them. This connotation also is evident in the next section on new faculty's opinions about the necessity of mentoring. Further, the term "mentor," when translated into Thai, is *pee leung*, which means a nanny, thereby suggesting that a mentee is coddled.

### New Faculty's Opinions About the Necessity of Mentoring

In general, new faculty agreed that mentoring is beneficial. However, a few of them did not think it was necessary or did not agree with the practice. One faculty member pointed out that mentoring has both benefits and drawbacks. However, informants disagreed about whether there should be formally assigned mentors. Most of them also shared their views of ideal mentoring practices. In the following pages, I first report the proponents' and opponents' views of mentoring practices in general and of formal mentoring in particular. Then I discuss what these new faculty perceived to be ideal mentoring practices.

New faculty generally agreed that mentoring is useful and essential. For example, Faculty 5 in an applied hard discipline pointed out the importance of the mentor in providing exposure and coaching:

**There should be mentors available** [for new faculty], instead of just distributing work to us. In clinic work, assigning work this way is too hard for us. **The reason is that when we do clinic work, nobody has recognized us [as professional veterinarians yet because we still have not established our reputations].** They will question who this person is and whether he or she is really good at his or her work. That's why we need to have a mentor [exposure function].

**New faculty often do not know what they are supposed to do.** New faculty are often assigned tasks without guidance. **Therefore, they often have to learn to do their jobs through trial and error. There should be some mentoring supports.**

Reflecting on her experiences, Faculty 7 in an applied hard discipline also saw mentoring as very helpful for new faculty:

I think it is very beneficial. I imagine myself coming to work here without any mentor; it would take me a lot of time to learn to do my job. On the contrary, I think I am learning to do my job quite quickly because there are people to guide

me about little nitty-gritty things, which I can put together to make sense of the job here. If I had to figure it all out on my own, it would take me many years.

Similarly, Faculty 17 in an applied soft discipline advocated having mentoring in the workplace. She commented, “I completely agree that it is important to have mentoring support to help new faculty make their transition to the new working environment. **Mentors' support can be helpful by involving novices to work together with them.**”

Faculty 9 in a pure soft discipline described the benefits of mentoring to overall communication in the workplace:

First of all, mentoring is a matter of moral support and reduces the feeling of isolation. It is also a matter of learning through sharing experiences. It provides sources for novices to consult. I think it is an important element contributing to effective communication in the organization. Otherwise, faculty life would be very isolated.

Faculty 15 in an applied soft discipline speculated that mentoring would be even more important in the future due to the prospective difficulty in recruiting high-caliber applicants for academic positions:

There is a great concern in this university community about the discrepancy between the quality of retiring faculty and new faculty members. Many retiring faculty members are full professors with doctorate degrees, whereas many new faculty members have master's degrees, with little experience and no academic rank. Therefore, it will take at least 10 years for the university to be able to create as high a caliber of faculty as those who are retiring. There is a concern that this situation will diminish the research and teaching productivity of this university for a certain period. Our university is having difficulty finding candidates with qualifications [experience] and educational backgrounds to be faculty members. To deal with this problem, I suggested that the university emphasize training new faculty with master's degrees to do research and to have existing faculty serve as mentors to them.

Whereas several new faculty advocated mentoring, a few either did not see it as a necessity or disagreed with the practice. Most of those who did not advocate mentoring

were concerned about the mentor overcontrolling or overshadowing the mentee. For example, a faculty member in a pure hard discipline explained that she did not advocate mentoring because it can be overcontrolling. In addition, mentoring can perpetuate a working climate in which colleagues divide into cliques:

**I do not like the idea of having a mentor because it is difficult to separate mentoring from a system of domination.** This is because it is characteristic of Thai society to divide into cliques. The reason I do not have my own mentor is that I want to be able to talk to and work with everybody.

Faculty 12 in a pure soft discipline did not disapprove of mentoring, but thought its necessity depended on the working climate. She stated, “Whether or not mentoring is necessary depends on the working environment. In a working environment where everybody is ready to help, mentoring may not be necessary.”

In summary, overall, this new faculty group found mentoring beneficial, even though a small number of them disagreed with the practice. The few faculty who disagreed with mentoring were concerned about the consequences of domination in mentoring or believed that the necessity for mentoring depended on the working climate.

#### New Faculty's Opinions About the Necessity of Formal Mentoring

As discussed in the preceding section, more faculty agreed with the mentoring practice than disagreed with it. However, in terms of new faculty's views toward formal mentoring, equal numbers of new faculty disagreed with formal mentoring (Faculty 4, 7, and 8) as agreed with it (Faculty 3, 14, and 16).

In general, the proponents of formal mentoring asserted that, without formal mentoring in place, as currently is the case, some new faculty, particularly those who



were not alumni, might have difficulty finding a mentor. In contrast, those opposed to having formally assigned mentors believed that effective mentoring relationships had to grow out of personal acquaintance and compatibility.

Proponents of formal mentoring. In general, the three faculty who advocated formal mentoring believed that it would expand mentoring opportunities. For example, Faculty 3 in a pure hard discipline pointed out that, without formal mentoring, those who were not alumni of the university might be left out. She also advocated having systematic mentoring in which those who served as mentors would also benefit from having their contribution in this regard be taken into account as an aspect of the workload that was counted in evaluation and promotion. In her view:

**It should be organized systematically.** At present [such as in my case], the faculty member who takes care of me currently does so out of her personal sense of responsibility because she was the one who invited me to return to work here. So she is the one who takes care of me, ranging from finding me a desk to sharing her office with me. She always teaches me. What she has done for me is not due to her official responsibility; that is, she is not an assigned mentor. **However, not everybody has this opportunity. Many faculty who did not graduate from here, that is, external applicants, might not have a mentor. These faculty members have to learn the ropes on their own. I would like to see the department [systematically] assign mentors for new faculty. . . . I also would like the institution to count mentoring responsibility as part of the workload for faculty who spend some of their time helping in mentoring.**

Expressing a similar concern about the difficulty of finding a mentor experienced by new faculty members who were not alumni, Faculty 16 in an applied soft discipline advocated having formal mentoring:

People tend to be willing to serve as mentors for new faculty who are alumni. But for those who are not alumni, I think there should be an assigned mentor. For example, one of my friends is employed at an institution from which he did not graduate. As a result, there is no one to help him [make the transition to his new job].

Another faculty member in an applied soft discipline did not specifically state that she advocated formally assigned mentors. But she did think that formal assignments would make mentors responsible for helping the mentees, and therefore alleviate the burden on new faculty. (Some new faculty made a similar point—that formal mentoring would put the responsibility for mentees' development on the mentor. But others did not believe that the burden placed on those appointed as formal mentors was justified.) This faculty member in an applied soft discipline explained:

**Our department does not have a fixed mentoring assignment.** But there is a head of the area of study who takes care of us. **As a result, sometimes we are not sure about the extent to which we can approach her** [or the scope of her responsibilities in helping new faculty]. [In other words, the head of the area of study was not officially assigned to be a mentor for new faculty. So sometimes new faculty were not certain about the extent to which that person had a responsibility toward new faculty and therefore the extent to which new faculty could ask her for support because she was not a formal mentor.] Sometimes when she cannot help on certain issues that I ask for help on, she will refer me to other faculty.

[In contrast], there are some benefits from having a [formal] mentor, in that there will be a person whom we can consult on every issue. Because that person is a mentor, when we don't know something, our mentor will be the one who finds out that information for us. **Currently, because there is no formal mentor, it is our responsibility to seek that information on our own.**

Opponents of formal mentoring. New faculty who disagreed with formal mentoring generally thought the practice of assigning a mentor to a novice led to an unnatural and ineffective mentoring relationship. Instead, they believed that personal acquaintance and compatibility were essential to successful mentoring. For example, Faculty 4 in a pure hard discipline believed that effective mentoring had to be rooted in personal acquaintance and compatibility; therefore, he did not advocate formal mentoring. He stated, “The mentoring system is a matter of [personal] acquaintance.

Hence, I think a fixed assigned mentor may create a gap between the mentor and mentee.”

Similarly, Faculty 7 in an applied hard discipline believed that the effectiveness of mentoring depends on compatibility of personalities. Therefore, she did not think assigned mentoring would be successful:

I strongly agree with the idea of having mentoring. But here, there is no systematic [formal] mentoring in which a mentor is assigned to new faculty. Instead, the relationship develops naturally from the characteristic of Thai people, who like to help each other. **I think sometimes systematic, assigned mentoring may not achieve its objective 100%. This is because the assigned mentor and mentee may fail to develop a close bond. As a result, the level of support may decline accordingly.** However, if new faculty have opportunities to choose their own mentors, this might be better than the practice of assigning mentors. **In addition, assigned mentoring may create pressure for the assigned mentor to feel responsibility for the performance of his or her assigned mentee. As a result, the mentoring process and the support, such as information providing, may not occur naturally.**

Faculty 8 in an applied hard discipline did not think formal mentoring was necessary. She stated:

**I do not think it is necessary to assign a [formal] mentor [to new faculty members].** Effective mentoring depends on two components. First, new faculty have to have good human relations. Second, the senior colleagues need to welcome new faculty's views. . . .

In sum, this new faculty group was equally divided in their opinions regarding the necessity of formal mentoring. Advocates generally thought that mentoring provided opportunities for nonalumni faculty to thrive equally with alumni in the workplace. In contrast, the general argument against formal mentoring derived from the assumption that effective mentoring should be rooted in personal acquaintance and compatibility.

### New Faculty's Opinions of Factors That Contribute to Effective Mentoring

Informants did not concur about the necessity and effectiveness of formal mentoring. However, new faculty shared their opinions of factors that contribute to effective mentoring.

First, several faculty believed that personal characteristics of the mentor determined his or her effectiveness. Most of them thought the mentor should be experienced in academic work, particularly in research and teaching. For example, Faculty 4 in a pure hard discipline said the mentor should be experienced in research. Faculty 1 and 3 in pure hard disciplines emphasized that the mentor's work interest should be compatible with that of the mentee. Here is how Faculty 1 stated it:

**The mentor has to be devoted to work because he or she will push us to be the same way. If the mentor is not interested in research, but is interested instead in teaching and administrative work, he or she will influence us in those directions [that interest him or her]. For example, there is a faculty member in my department who has a strong interest in administration. As a result, that person will try to influence everybody to emphasize administrative work so much that other areas of work are de-emphasized. In contrast, the strongest area of interest of my mentor, who is the chairperson, is research. Therefore, he influences us in that direction. As a result, no matter how busy we are, we will feel guilty if we do not do any research. This is because he always pushes us to do research. So I think the characteristics of the mentor are the most crucial factors because we [the mentees] model after that mentor.**

Faculty 3 expressed it this way:

The mentor needs to be a person who has a lot of direct or pertinent working experience. The mentor should be the one who has the same teaching and research interests as the incoming new faculty. I would like the mentors for new faculty to be senior as opposed to junior faculty.

Other informants emphasized the process of mentoring more than the characteristics of mentors. For example, Faculty 6 in an applied hard discipline pointed

out the importance of setting clear objectives for new faculty's performance in the mentoring process:

**Maybe there should be some set of criteria [or learning objectives] that new faculty are supposed to learn early in their careers** in order to make sure that after those mentoring experiences new faculty will possess a set of qualities that the institution expects them to have. Sometimes if there is no objective, we work by the flow of the routine work. As a result, even through this we may learn about our jobs, but we may miss something.

Two faculty asserted that mentoring should allow the mentee to have a certain level of autonomy. For example, Faculty 14 in an applied soft discipline stated, “Actually, it is not essential to have a mentor who serves as a new faculty member's shadow. Such a practice can infringe on faculty's autonomy.” Faculty 5 in an applied hard discipline pointed out that the mentor needs to strike a balance between being overly protective and completely neglecting the novice. He said:

**The mentor should not be too protective of the mentee.** Instead, mentors should let mentees handle things on their own but keep an eye on them and be available for support. There should not be coddling, but this does not mean just assigning work to mentees and letting them work alone.

Last, Faculty 17 in an applied soft discipline emphasized that the mentor needs to assign work appropriate to the mentee's level of development. This informant had transferred to the university from a business enterprise; hence, her understanding of mentoring seemed to align more with mentoring practices in the business world. That is, in business, the superordinates or mentors assign work to the mentees. In contrast, in academe, faculty tend to have more autonomy in deciding what academic activity they want to engage in, even though in the context of many colleges in this Thai university, the chairperson often was the one who assigned work to novices. Or the novices may have gotten the workloads their senior faculty shared with them. As Faculty 17 said,

“The mentor should assign tasks appropriate to the developmental level of his or her mentee. Over time, the mentor can increase the level of challenge of the tasks that he or she assigns to the mentee.”

In sum, this new faculty group generally described effective mentoring as involving compatibility of interests between mentor and mentees, clear objectives, not being overcontrolling, and assignment of tasks appropriate to mentees' level of development.

### Learning From Academic Administrators

Among the different levels of academic administrators, the chairperson often was perceived as the key socializer. In this study, 5 of the 17 new faculty reported that chairpersons helped them learn their roles and facilitated their adjustment to the early career in some ways. The level of support, however, varied. Three of those five faculty considered their chairpersons as their mentors.

Perhaps the chairpersons often were perceived as the key socializers for new faculty because they were the administrators who supervised the departments, the units that typically were closest to faculty's daily work lives. However, some departments (for instance, those within the College of Veterinary Science and the College of Education) were divided further into units of study. In these cases, the head of the area of study often was understood to be the most immediate supervisor of faculty in the unit. As a result, they typically facilitated new faculty's early adjustment and socialization to the new job. In this study, all three faculty in units of study subdivided from departments referred to the heads of their units as their primary socializers or mentors.

In addition to the chairperson and the head of an area of study, a few faculty reported that the dean or assistant dean also helped facilitate their transition to the new career. Most of these respondents were those who held administrative positions as assistants to the above-mentioned college administrators. One of them was in a college that was not divided further into departments. However, most informants did not provide details about support from college-level administrators. In the following pages, I discuss how the three types of administrators facilitated new faculty's career socialization and early adjustment. The role of chairpersons is considered first, followed by heads of areas of study, and then college-level administrators.

#### Career Socialization Support From Chairpersons

Seven new faculty reported that their chairpersons played an important part in helping them learn their roles and adjust to the new working environment. Support from chairpersons can be divided into four broad areas: (a) support in various areas related to performing and balancing academic work, (b) support through administrative authority, (c) support related to new faculty's professional development, and (d) moral support.

Support related to performing and balancing academic work. Most of these seven faculty reported that the chairperson supported them by providing work opportunities, primarily by involving those novices in various tasks beneficial to their professional advancement. Chairpersons also involved new faculty in collaborative work. For example, Faculty 1 in a pure hard discipline and Faculty 15 in an applied soft discipline reported that their chairpersons involved them in collaborative research. Faculty 7 in an applied hard discipline said her chair appointed her to serve on a curriculum committee.

These informants also said their chairpersons gave them suggestions, guided them through the working process, and provided feedback. Many also reported that their chairpersons helped by giving them suggestions on work priorities.

For example, Faculty 1 reported that her chairperson provided her with work opportunities, particularly in research and administration, and involved her on his research team. Similarly, in the area of administrative work, he appointed her the department's accountant. In both lines of work, he also provided suggestions on fieldwork operations and gave feedback. In her words:

[My chairperson] is the greatest source of support in the department. He has helped me the most in research. He is also an important source of support in the administrative area. **He is the one who assigns administrative work.** In terms of research, he is the greatest source of support because he is also the head of the research unit. **He involved me on his research team.**

**I had never done fieldwork before, and he introduced me to doing fieldwork research.** Before, I did research on [a research topic], in which I could work only in the lab. But now that I am working on this new topic, I have to catch these insects on the trees. He takes me there and guides me through the fieldwork. I must say that, at the beginning of my career, he has been a very good mentor.

**The chairperson has a very important role in providing [new] experiences, guiding me through my work, and following up how my work is going.** Sometimes we discuss our working plans together. So, when he meets me he will ask me about the progress of my work. As a result, I feel I have to keep focused on my tasks. In general, he is my biggest source of support.

**[With regard to the chairperson's role in providing feedback], I check whether our research follows the standard criteria of the requirements of the funding sources. In terms of [providing feedback on] administrative work, he gives me lots of feedback.** If the work is not good, he criticizes it a lot. But it is out of his benign intentions. He is a hard-working person, so he wants his team members to work as hard as he does.

**[He appointed me] the accountant of the department.** Then I was assigned to take care of the financial issues for an international conference because he thought I should be able to do it. It is an opportunity in the sense that I gained more experience. **Or in the area of community service, he has involved me in a project that trains teachers in the sciences.**



Faculty 17 in an applied soft discipline shared that her chairperson provided opportunities for her to get involved in various activities, such as service jobs:

**The chair suggested sources of [service] jobs. . . . She also has introduced me to people outside the university, such as giving me opportunities to do consultancy for other government departments. Generally, we mostly talk; there is not much concrete support. She tries to help me through putting my name on this or that project. I think she did her best to help because she did not have much time. She helps mostly through getting new faculty involved in various activities.**

Faculty 7 in an applied hard discipline said she could consult with her chairperson on almost every aspect of work, whether it concerned the procedures for requesting a research grant or how to deal with immediate problems.

Faculty 12 in a pure soft discipline often discussed with her chairperson appropriate research topics and consulted with him on administrative work. Also, most of the feedback on her work came from the chairperson. As she explained it:

**In terms of research, I usually think about a research topic and then consult with my mentor about whether that topic is interesting. This also includes other academic writing, not only research. I not only ask the chairperson's opinions about the research topic I want to do, but I also ask other faculty in the department. The area of work on which I have to consult a lot with the chairperson [who is my mentor] is administrative work.**

Several informants also reported that their chairperson played an important role in informing them about work priorities. This was particularly essential for non-civil service faculty because, having been hired in the new system, they would face annual evaluations to determine whether they would receive extended employment contracts. During the current state of transition to the new system, the role of the chairperson in ensuring that these non-civil servants fulfilled all their work requirements was even more important. The reason is that, during this transitional period, the university still had not established rules and regulations pertaining to faculty in the new system, for example,

how frequently they would be evaluated. A few new faculty who were non-civil servants reported that they still lacked essential information from the university regarding job descriptions and evaluation criteria. Absent clear information from the university, the chairperson's role in giving new faculty guidance on required workloads became even more critical.

The following excerpts from both civil service and non-civil service faculty illustrate the chairperson's role in guiding new faculty on work priorities. First, Faculty 7 in an applied hard discipline stated:

Before getting employed here, I talked with the chairperson. She told me that teaching performance must be good. She also wants new faculty to do research, even though it is not a requirement or mandate. But [at least] she wants us to keep in mind that we need to do research.

She [the chairperson] helped a lot [in terms of suggesting ways to prioritize multiple work responsibilities]. **She provided guidance about which tasks I should accept and which ones I should not agree to do during the early period of my career.** This is because, as soon as new faculty start their jobs, there are various tasks for us to choose to do. . . . For example, we may have lots of committee work. Some work responsibilities may not be essential to do right now. But if we do not know how to prioritize our work and rush to take on those responsibilities, they may lead to confusion. As a result, we may not be able to do our jobs as well as we should.

Similarly, Faculty 13 in a pure soft discipline reported that his chairperson gave him suggestions about work priorities: "I get suggestions from the chair mostly through informal conversations. **She suggested how to balance doing academic work [academic writing] and teaching.** She suggested that I not focus too much on [administrative activities]."

Faculty 12 in a pure soft discipline, who was a non-civil service faculty member, said her chairperson had been particularly helpful in informing her about institutional

expectations from non-civil service faculty and making sure she fulfilled all the workload requirements:

**Now the area of support [from the chair] mainly concerns my employment status, which is as a university employee or a non-civil servant. The chairperson pays particular attention to which areas of academic work, important to the evaluation, I am required to fulfill. For example, in one semester, the chair will check on what activities I should do in order to meet the evaluation criteria. The reason that he has to take care of me on this aspect is that at present the college or even the university still does not have a clear idea of what they will expect or demand from [faculty who are hired as] university employees. The issue here is the uncertainty of the new system. I expect that everything will be settled in the future, when there are established rules and regulations about what faculty have to do each semester and each year. Thereby, the chair may not have to take care of new faculty this much.**

Faculty 8 in an applied hard discipline speculated that, in the future, the chairperson would play an increasingly active role in guiding new faculty to fulfill the required workload because of the new quality assurance policy:

The chairperson currently is the one who assigns work. In the future, I expect the role of the chairperson [in supporting new faculty] will increase. That is, when the quality assurance policy is in place, the chair will have an increasingly important role in planning for the future of the department and distributing workloads among faculty.

Support through administrative authority. A few faculty reported that their chairpersons supported them by using their administrative authority and responsibilities as head of the department to facilitate new faculty's work life. Ways they did this included assigning academic tasks and workloads appropriately, serving as a link between new faculty and university-level administrators, mediating conflicts within the department, finding resources to support new faculty's work, supporting their ideas, and providing autonomy.

**Appropriate work assignments:** Two faculty reported that the chairperson facilitated their early adjustment to the academic career by assigning workloads appropriately. For example, Faculty 13 in a pure soft discipline stated, “She also helped through appropriate work distribution. That is, she tried not to pile on the work or overwhelm new faculty with excessive workloads.” Similarly, Faculty 7 in an applied hard discipline explained:

The chairperson tries to assign me courses at the master's degree level because she expects that it will help me in starting my research, which, in turn, will also benefit those graduate students. She also expects that the reduced teaching load will facilitate my early adjustment and enable me to start up my lab more easily.

**The chairperson as a link between new faculty and higher level**

**administrators and as a mediator:** Some faculty commented that their chairpersons linked them with higher level administrators at the college and university or mediated conflicts among faculty within the department. For example, a faculty member in a pure hard discipline talked about her chairperson's role in mediating conflicts among faculty that occurred due to a conflict of interest in using labs.

Faculty 2 in a pure hard discipline explained that, in order to receive final approval of her work from the dean and the president, she had to follow the proper channel of hierarchical bureaucratic procedures. In this regard, the chairperson played an important role in serving as a link between new faculty and top-level administrators:

**The chairperson helps through his approval of my work and by serving as a mediator.** His support in these aspects is essential because the most typical problem of this university is the seniority system. So even though we have some ideas, we cannot just present them directly to the dean or the president. Therefore, the chairperson serves as a mediator or a link for new faculty to top-level administrators.

**The chair's role in finding and allocating resources:** A small number of faculty talked about the chairperson's support in finding resources to support their work, sharing his resources, or helping new faculty by allocating work that provided opportunities to generate income. For example, Faculty 1 in a pure hard discipline reported that her chairperson shared his grants with her, for starting her research. She stated, "Another point is that he has a lot of research grants, and he shared some of them for me to begin my research." Faculty 2 in an applied hard discipline talked about the chairperson's role in finding resources to support her work: "He helps by finding funding sources for research that I want to do and being open to new ideas." Faculty 17 in an applied soft discipline said her chairperson referred her to people contracting for departmental services. Here is how she described it:

**The chair and the senior colleagues try to increase my opportunities to get resource support by involving me in work that can generate increased income, such as consultancy with different ministries or providing me opportunities to do [contractual] research. In this way, I can make additional income beyond the regular civil service salary.**

**The chair's role in providing work autonomy and supporting new faculty's ideas:** Some new faculty mentioned that their chairpersons facilitated their work by supporting their ideas and providing autonomy. For example, Faculty 2 in a pure hard discipline stated:

**This chairperson is very supportive in terms of giving quite a lot of working autonomy. . . . For example, I wanted to do research abroad during the school break, and this chair supported me. Or when I come up with new ideas, the chair will listen and support me with his words as well as his deeds. He has helped by finding funding sources for research that I want to do and being open to new ideas. The most important thing is that he accepts new ideas.**

Support related to new faculty's professional development. Several informants talked about the department's role in encouraging them and referring them to faculty development activities at the university level. A few others reported that the chairperson sent them to participate in conferences. Still other informants mentioned that the chairperson encouraged them to continue their education and provided suggestions for preparation. One individual said the chairperson had promoted her professional development by nominating her for an international award.

Faculty 13 in a pure soft discipline described how his chairperson had encouraged him to continue his education: "She also encouraged me to further my education. When there is a competitive scholarship, she urges me to apply for it." Similarly, Faculty 17 in an applied soft discipline cited the chair's role in supporting her pursuit of an advanced degree: "She also encouraged me to pursue a doctorate degree and advised me to learn to do research before pursuing that degree."

Moral support. Several new faculty mentioned the chairperson's role in providing moral support. Faculty 14 in an applied soft discipline expressed it this way: **"First of all, she gave me moral support and personal acquaintance.** Also, she suggested how to live here and [helped on] task-related matters. **The most important support is that she did not raise the issue of evaluation to threaten me."**

Limitations of chairpersons' support. Although the informants reported various ways in which their chairpersons supported them, there were still some limitations on that support. For example, Faculty 2 in a pure hard discipline reported that most problems in the department that affected new faculty were beyond the chair's control because these problems were rooted in the institutional culture. This point reflects that

one of the important roles of the chairperson was missing—that is, to serve as a cultural leader. As leader, the chairperson had an important role in changing the department's culture. When asked whether the chairperson provided new faculty with adequate support, Faculty 2 responded:

It is still inadequate. However, he tries his best to support us. **But most problems are not ones on which the chair can help, such as culture-related problems.** In the current social context, there is nothing much more that he can do. Ideally, I would like to see new department policies that provide an opportunity for new faculty to get settled. I also would like to see more activities that contribute to a more intellectually stimulating working climate. . . . The problem is that the way we work around here is like a family business. So when there is a new policy, there is no way to reach consensus. We live together in a system that is influenced by the *krengchai* value [a hesitance to impose on anyone or disturb them with direct criticism, challenge, or confrontation]. As a result, we do not have courage to do certain things because it is not worth it [the possible consequences of contention].

Faculty 8 in an applied hard discipline pointed out that, in the hierarchical bureaucratic academic context, the chairperson had limited authority. Many issues were decided by leaders of the college. Here is how she expressed it: “The chairperson can help to a certain extent, but not everything depends solely on the chair. Many issues also depend on the dean and the assistant dean of the college.”

#### Career Socialization Support From the Head of the Unit or Area of Study

The structure of the organization also determined at which unit level the most informal socialization support for new faculty took place. For example, as evidenced in the preceding section, the chairperson played a more important role than the dean in socializing new faculty because the department was the unit that was closest to new faculty's daily work lives. However, some departments in this university were divided

further into units, areas, or divisions of study. The head of a unit of study typically was the immediate supervisor of faculty in that unit. As a result, the head of the unit of study often played a more prominent role in socializing new faculty than did the chairperson.

In this study, three faculty members worked in departments that were divided into subunits, and all of them identified the heads of the units of study as their major socializers. The role of heads of areas of study in supporting new faculty was quite similar to that of department chairpersons. Such support included providing work opportunities, making suggestions on work operations, and giving feedback. They also informed new faculty about their job descriptions, work priorities, and institutional norms. Like the department chairperson, the head of an area of study served a critical role in ensuring that non-civil service faculty fulfilled the workload requirements for evaluation.

In the following paragraphs, I report the types of support that heads of units of study provided for new faculty. These types of support were categorized into three broad areas: (a) support for new faculty's performance of academic work, (b) support in helping new faculty adjust to the working environment and institutional demands, and (c) support related to new faculty's professional development.

Support for new faculty's performance of academic work. All three informants reported that the heads of their areas of study played a major role in helping them learn to perform or increase their effectiveness in performing various types of academic work. These administrators involved faculty in collaboration, provided suggestions, and gave them feedback. Some of them audited new faculty's teaching. For example, Faculty 6 in an applied hard discipline explained:



The head of the unit typically is there to take care of new faculty. **He provides help on general academic issues, such as lab techniques, and keeps us informed about news of the unit in general. . . .**

He provides suggestions about various diagnostic techniques. . . . He always gives me feedback about whether [my diagnosis] reaches an acceptable standard.

**He also suggested tactics for writing a request for a research grant.** He suggested ways of phrasing it differently but conveying the same message in these requests. He told me that it could make a difference in whether or not we receive the grant.

**He also let me accompany him when we went to work in collaboration with [the Animal Health Institute], which is a public enterprise.** He took me along because he wanted to introduce me to people in that organization for possible future collaboration. He may have a long-term vision that, when he retires, another new faculty member and I can carry on this work.

Faculty 14 in an applied soft discipline reported that the head of her area of study was the one who audited her teaching, provided feedback, and suggested sources of information:

Actually, the person who mainly provided me suggestions is the head of my area of study. She provided support in almost every aspect of my work. For example, in terms of teaching, when she came to observe or audit my teaching, she would point out what was missing in my teaching. She also suggested sources of knowledge when I did not know where to find them.

Support in helping new faculty adjust to the working environment and institutional demands. Almost all of the faculty members in this study also mentioned that the head of the area of study played an important role in informing them about institutional norms and appropriate conduct. For example, Faculty 6 in an applied hard discipline said that the head of her area of study emphasized to her the importance of following the proper hierarchical bureaucratic channels. She stated:

**[He told me the importance of] following bureaucratic channels.** For example, if I want to attend certain workshops, I have to write a letter or memo to ask for permission from the chairperson. The request then will be sent to the dean, who will give his permission. He told me that following this procedure is

important because going over someone's head is seriously resented in the bureaucratic system.

Similarly, Faculty 14 in an applied soft discipline reported that the head of her area of study suggested to her that, during her early years of employment, she should devote a lot of time to the department and the college:

The faculty member who provides regular support suggested to me that, as a university employee, I should devote more time to the college than other [civil service senior] faculty. She suggested that I conform to the official university working hours for full-timers—that is, from 8 a.m. to 4 p.m.—even though there is no sign-in/sign-out policy.

**The head of my area of study advised me that, early in my career, I should devote a lot of time to the college and try not to accept auxiliary work outside the university.** This is because accepting too much outside work may interfere with our primary work responsibilities.

Like the critical role of the department chairperson in supporting non-civil service faculty, the head of an area of study also served a particularly helpful role in ensuring that non-civil service faculty fulfilled their workloads in accordance with the requirements for contract extension. Faculty 14 in an applied soft discipline elaborated:

It is mainly the head of my area of study who gives me suggestions. **She informed me about work responsibilities [and the] code of conduct for faculty with university employee employment status.** She paid particular attention to me because, [with university employee status], I will face evaluation [which will determine my employment contract]. She suggested first of all that my teaching performance has to be recognized by other colleagues as good. Other than teaching, [she informed me that] there is other work in the area of study or the department that I may be assigned to do. The level of suggestions from the head of my area of study is quite good.

Support related to new faculty's professional development. Two faculty reported that the heads of their areas of study promoted their professional development. For example, Faculty 14 in an applied soft discipline reported that the head of her area of study sent her to participate at a computer workshop at the university. Similarly,

Faculty 6 in an applied hard discipline said that the head of her area of study referred her to people who could provide useful information for continuing her education. Here is how she described it:

**When there are faculty coming back from abroad, this faculty member introduces me to them and suggests that I talk to them about the program from which they just graduated, such as the requirements of their program or asking them to help me find a scholarship for furthering my study abroad. He helps a lot in terms of supporting me to further my education.**

In sum, the head of the department (the chairperson) or the unit of study played a crucial role in helping new faculty learn their roles and adjust to the new workplace. This support ranged from providing work opportunities and guidance on specific academic tasks to consulting on professional development and providing moral support. It is worth noting here that supervisors at the level of the organization closest to new faculty's daily work lives were the ones who played the most critical role in their career socialization.

#### Career Socialization and Assistance From Support Staff

Almost one-fourth of the informants identified support staff, including administrative support staff and lab technicians, as important sources of career assistance and socialization. These faculty mentioned that administrative support staff at the college and university levels, such as those working in the registrar's office, kept them informed about university rules and regulations related to their employment and bureaucratic working procedures. Lab technicians typically helped faculty prepare scientific equipment for lab classes and took care of lab equipment failures. Many

faculty in the pure and applied hard disciplines found the assistance of these lab technicians helpful.

Faculty 9 in a pure soft discipline was one of many faculty who mentioned that support staff played an important role in facilitating their work. She reported that, in doing her job, she had to interact with support staff even more than with her academic colleagues:

**There are support staff whose work relates to ours, such as staff in the registration and evaluation unit and academic support staff. So we have to work in collaboration with them. They inform us what we are supposed to do [or administrative procedures that we are supposed to follow]. [In contrast], I do not relate much with other faculty. I think they do not intrude on our work because they assume that we already know how we are supposed to do our jobs, for example, in teaching.**

Faculty 15 in an applied soft discipline reported that the administrative support staff informed him about various issues related to faculty, such as salary and benefits. He stated:

**Outside the department, the college support staff help a lot. The staff in the secretarial office, in particular, have helped a lot on issues concerning salary and benefits. Perhaps it is because I graduated from here and they have seen me since I was an undergraduate student. As a student, I was actively involved in the student activities of the college. During that time, I stayed over at the student affairs room of the college a lot. These support staff helped take care of me. I also treated them respectfully. I *wai* [Thai way of greeting with respect] all of them.**

Similarly, Faculty 3 in a pure hard discipline reported that the administrative support staff had essential information related to new faculty. According to this informant:

**There are a lot of issues that I do not know about, such as procedures for inviting external guest speakers to lecture and procedures for requesting to attend conferences and training. So I have to ask administrative support staff.**

When I first learned that I was going to be a faculty member here, I did not know what other responsibilities of faculty involved, rules and regulations regarding civil servants, or policies on taking a leave. This is unlike the western system, in which, when faculty are hired, they talk up front about salary, annual leave, and job description. In contrast, I was not given this information. Not until I asked the administrative support staff did they tell me about these issues. [It is important that I asked these staff because each faculty member in the department gave me different information about these policies.]

In the pure and applied hard disciplines, there typically were lab technicians to assist faculty in their work, such as helping to prepare lab equipment. According to some faculty, these lab technicians occasionally performed other miscellaneous tasks beyond their job descriptions. Informants reported that lab technicians assisted in their work and helped them learn to do their jobs. For example, Faculty 6 in an applied hard discipline stated that, in addition to her senior colleagues, she also frequently consulted with two permanent lab technicians in the department. Because of the generation gap between this faculty member and her senior colleagues, she sometimes instead consulted with lab technicians about an area of interest she had been trying to establish as her specialization. She also said lab technicians were important sources of feedback for her practice. In her own words:

**[I have learned to do my job mostly] from colleagues, senior faculty, and lab technicians with whom I work. In this department, I worked with two lab technicians who have permanent employment here. The kind of feedback they gave me was concerned with how effective my work was and what were its shortcomings. They often gave me straightforward feedback on my work.**

In sum, a few faculty also reported that support staff such as administrative support staff and lab technicians had an important role in facilitating their work adjustment. Administrative support staff provided new faculty with essential information related to their employment and bureaucratic procedures. Surprisingly, one faculty

member even reported that, in her daily work, she interacted and coordinated with support staff more than her faculty colleagues. Faculty in the pure and applied hard disciplines also identified lab technicians as playing an important role in guiding some technical lab operations and alleviating their workloads.

### Learning From Others Outside the University

In addition to socializers and supporters within the university, new faculty also mentioned sources of socialization outside the university, such as professional networks, friends, and relatives. A few faculty in the pure hard disciplines mentioned that they had contacts with colleagues in their discipline outside the university. Faculty 2 in a pure hard discipline praised these colleagues for the professional support they provided through collaboration. Here is how she put it:

**Most [of my] professional support comes from colleagues at different universities. My contacts with colleagues in the same discipline outside the university are mostly with those who are already doing research in my area of interest.** I have fewer colleagues from different colleges within this university than colleagues [in the same discipline] outside the university. The reason for having little support from colleagues outside my department may be the time constraints [and cumbersome bureaucratic procedures]. Professional interactions with colleagues from different departments are even fewer because of disciplinary differences. **Contacts with colleagues [in the same discipline] outside the university are beneficial in the sense that we share a mutual interest in research.**

Whereas only a few faculty reported having disciplinary networks outside the employing institution, a majority of informants reported that their friends since college days who worked in the same or related fields were another helpful source of career support. One faculty member in a pure hard discipline said that her peers from a fellowship program provided her with useful career- and discipline-related suggestions.

Faculty 15 in an applied soft discipline often exchanged useful information for research with his college peers who worked at other institutions of higher education:

I also have some friends who graduated from the same university [as I did]. We discuss research ideas. All of us work in the field of education. One of them, who teaches at a university in Bangkok, is interested in student affairs. So I discuss student activities at his university with him. Another one has an interest in alternative education. We discuss academic information that he learned from conferences he attended. **We exchange information through email and meet periodically. We plan our next research agendas together.** The latter friend teaches in a suburban technical college; therefore, he can provide me with local information that I can use for my research. I, in turn, can contribute by providing him with central information from Bangkok.

Faculty 6 in an applied hard discipline reported that she sometimes asked her friends who worked in a clinic to help her with lab work because her unit had inadequate faculty and support staff to get the job done in time.

Some informants talked about learning about faculty life at a public university from family members. For example, Faculty 9 in a pure soft discipline reported that she had learned about academic life partly from growing up with parents who were teachers. Faculty 3 in a pure hard discipline had learned about the bureaucratic system from relatives who were government officials. She stated:

**There are also some civil service policies such as those concerning taking a leave and civil service promotion scales. I learned about some of them from my older relatives,** many of whom are civil servants. Otherwise, I would not know about such issues as civil service promotion scales, academic rank, and so on.

To sum up, in addition to colleagues, academic administrators, and support staff, a few faculty mentioned others outside their universities who provided them with information that was useful in their careers. These individuals included professional networks, former college friends, and family members.

### Learning From Various Sources of Feedback

The major source of feedback, particularly in teaching, that was frequently mentioned by new faculty across disciplines was feedback from student evaluations. However, most faculty did not think these evaluations provided much constructive feedback with which to improve their performance. (The details were discussed in Chapter 6.) Senior colleagues and chairpersons or heads of areas of study were the second most frequently mentioned sources of feedback for new faculty. In addition, some informants mentioned learning about how well they were doing their jobs by observing the outcome of their work. For example, Faculty 7 in an applied hard discipline reported that from such activities as organizing academic exhibitions she obtained feedback by observing how many people attended the event.

### Formal Interventions for New Faculty's Socialization

According to these informants, formal institutional support for new faculty's socialization was provided more at the university than at the college or department levels. Such support included new faculty orientation and various workshops provided by the staff development unit. Only a few colleges provided their own orientation or workshops on specific areas of academic work.

#### New Faculty Orientation

The most frequently mentioned formal socialization support provided by the university was new faculty orientation. According to how several informants described the new faculty orientation, it was targeted mainly at new faculty members and was offered twice a year. The orientation lasted approximately 4 days and was held on



campus and out of town. The program was mandatory, and new faculty who did not attend were not eligible for evaluation toward a contract extension. That is, until they attended a new faculty orientation, they would maintain their probationary employment status.

The orientation content included at least four main components: (a) an introduction to the university, providing useful information directly pertinent to new faculty, such as rules and regulations, different units, administrators and support staff, and support services; (b) a component that focused on specific academic tasks, such as teaching techniques and student advising; (c) a session related to faculty work ethics; and (d) a session in which senior faculty shared their experiences.

In my interviews with these new faculty, they shared their opinions about the benefits and limitations of this orientation. Benefits they mentioned are discussed first, followed by limitations.

Benefits of the orientation. How did these informants benefit from the new faculty orientation? The benefit a majority of faculty across disciplines praised was the opportunity to get to know new colleagues in other colleges. Some perceived the orientation as an opportunity to develop further work collaboration. The second most frequently reported benefit of the orientation was obtaining essential information pertaining to new faculty. Several informants also mentioned benefiting from learning about the university in general and about new teaching techniques in particular. A few faculty mentioned other useful activities, such as listening to experiences that senior colleagues recounted from when they had been new faculty, simulation activities on work ethics, and brainstorming sessions. A few people also talked about the orientation's

having enhanced their commitment to the university. Some non-civil service faculty saw the orientation as giving new faculty an opportunity to voice their concerns and have input into the new system, particularly on issues that related to them.

In the following pages, new faculty's opinions regarding benefits of the orientation are organized according to five topics: (a) developing collegiality with new colleagues in other colleges and learning from senior colleagues, (b) obtaining information directly related to new faculty's career survival, (c) obtaining information about the university in general, (d) receiving information and training related to academic tasks, and (e) serving as a communication forum between new faculty and the institution.

**Developing collegiality with new colleagues in other colleges and learning from senior colleagues.** As previously stated, the most frequently cited benefit of new faculty orientation was the opportunity to become acquainted with new colleagues in other colleges. This, in turn, might lead to collaboration across colleges in the future. For example, Faculty 12 in a pure soft discipline reported that she had invited a colleague in a related field whom she knew from the orientation to address her class: "I got to know some faculty [who can provide help and I can collaborate with]. For example, this semester, I invited a faculty member whom I knew from the orientation to be a guest lecturer in my class." Faculty 1 in a pure hard discipline cited the same benefit from the orientation: "New faculty orientation provides [an opportunity for] new faculty to get to know each other. This, in turn, enables faculty to work collaboratively or to cooperate between departments and colleges. This is a good thing."

To Faculty 2 in a pure hard discipline, networking was the greatest benefit of the orientation. She said, "I benefit from the orientation more in terms of getting to know

new colleagues or having better networking. This, in turn, facilitates working collaboration. It makes work easier.” Similarly, Faculty 7 in an applied hard discipline said she benefited from opportunities to get to know new colleagues and exchange opinions:

**I also get to know new colleagues from other colleges and have opportunities to exchange opinions with them.** This collegial exchange of ideas across disciplines enables me to understand the views of [those in] different colleges. I believe this, in turn, will be beneficial for future collaboration across colleges.

Faculty 14 in an applied soft discipline anticipated the prospective work collaboration that might evolve from friendships he developed during orientation:

Another thing is that I made new friends. In my opinion, if we still keep in touch, there is potential for collaboration across disciplines, such as in the area of dentistry and nonformal education. I have not started anything, but I think it would be an interesting project.

Other faculty reported that they benefited from sessions in which senior colleagues shared their own experiences as new faculty members. By sharing those experiences, senior faculty confirmed new faculty’s intuition that challenges they faced early in their careers were a common rite of passage. For example, Faculty 1 in a pure hard discipline made this point:

In terms of other activities of the orientation, senior faculty came to talk about their experiences at this university. According to these senior faculty, they also encountered the same challenges we are facing. [These senior faculty told us that] over time they were able to accept the conditions of their work life and eventually were able to adjust to them.

**Obtaining information directly related to new faculty’s career survival:**

Several new faculty across disciplines reported that they benefited from obtaining essential information related to their employment, such as the university’s rules and regulations, faculty salary, and benefits. Some non-civil servants reported that they

acquired essential information that they had missed during recruitment. Faculty also reported that, through the new faculty orientation, they learned about institutional support services, professional development opportunities, and funding sources. For example, Faculty 3 in a pure hard discipline said she benefited from information pertaining to new faculty that was shared during the orientation:

**I learned a lot from the orientation. When I first learned that I was going to be a faculty member here, I did not know what other responsibilities of faculty involved, rules and regulations regarding civil servants, or policies on taking a leave. This is unlike the western system, in which, when faculty are hired, they talk up front about salary, annual leave, and job description. In contrast, I was not given this information. Not until I asked the administrative support staff did they tell me about these issues. [It is important that I asked these staff because each faculty member in the department gave me different information about these policies.] For example, on the issue of whether new faculty can take a leave in their first year, some faculty said yes and others said no. However, they all agreed that new faculty couldn't take a leave for recreational purposes during their first year. Nobody knew exactly how many days of leave new faculty could take because all senior faculty differ in terms of the number of days they are allowed to take for leave. Therefore, I got to know these actual rules and regulations in the orientation.**

Faculty 4 in a pure hard discipline and Faculty 15 in an applied soft discipline learned about faculty benefits from the orientation. Particularly important to non-civil service faculty, the orientation provided critical information related to the employment contract, which new faculty might have missed during recruitment. For example, Faculty 14, a non-civil service faculty member in an applied soft discipline, stated:

**At that time [the orientation], I got a clearer understanding of the autonomous university [and my status in relation to it]. At least, I know what they are doing [during the university's present state of transition] and whom I can contact or coordinate with on certain issues. Before then, the information about new faculty's benefits was vague. I remember, when I signed my employment contract with the university, I asked the staff about rules and regulations concerning new faculty's status as university employees. The staff at the administration building told me straightforwardly that they still did not have that information because the university was still in the process of drafting the bill**

for the new system. **Then, in the orientation, they provided additional information about the new system.**

Similarly, Faculty 15, a non-civil service faculty in an applied soft discipline, commented:

When I signed the employment contract, there was no clear job description. Even the issues [institutional expectations] concerning article writing and research were not mentioned. . . . **I learned from the orientation that the university encourages the next generation of faculty to increase their emphasis on article writing and research.**

Several faculty said they learned about institutional support services and professional development opportunities at the orientation. For example, Faculty 6 in an applied soft discipline had this to say:

**It was very beneficial. I learned that there are the human resource unit, staff development unit, and research support unit, which can provide us support. I learned about available support services of the university. For example, new faculty sometimes may not know if they want to do a piece of research, or they might not know where to get started or have limited funding sources; the university can provide funding for new research.**

In terms of training for research, the orientation informed us that there is a staff development unit, which provides training on these related topics. **The orientation referred us to sources or units that provide professional development more than directly providing training on different areas of academic work per se.**

Faculty 9 in a pure soft discipline made a similar comment:

**It [the orientation] also provided information about different units within the university** so that we would know which unit to contact when we need support on certain matters. In addition, it introduced the support staff whom we are supposed to know. They also introduced us to teaching techniques, faculty work ethics, and sources of funding.

**Obtaining information about the university in general:** Almost one-fourth of the new faculty in this study reported that, through the orientation, they learned a great deal about the university, including its organizational structure, administrative system,

and institutional policies and priorities. Further, the orientation updated them on the current circumstances of the university's transition to the new system and its future direction. For example, Faculty 6 in an applied hard discipline told what she learned about the university's structure and administration from the orientation:

**In terms of content information that I gained from this orientation, it helped me learn about various units and the organizational and administrative system of this university.** I learned that there are the human resource unit and the research support unit, which can provide us with support. I even learned about various other organizations within the university, such as the staff development unit.

She also learned about institutional priorities through the orientation: "When I actually became a new faculty member here, I knew that research was the first institutional priority because when I attended new faculty orientation I learned that this university has a policy to become a research university."

Faculty 14 in an applied soft discipline also learned about the university's increasing emphasis on research through the orientation:

I heard about that institutional expectation [the research emphasis] in the orientation. In the orientation, **I learned that the next generation of faculty should place more emphasis on research and article writing.** However, it is not said to be a mandate.

Likewise, Faculty 15 in an applied soft discipline learned about the university's policies, future direction, and expectations for new faculty through the orientation:

The content of the orientation includes the future direction of the university and institutional expectations for new faculty.

It is a 2-day orientation at Kao Yai. The university president talked about the university policy. **He explained about the future direction of this university and the university's expectations regarding new faculty.** The president told us that new faculty must focus a great deal on teaching and research. In addition, administrators in each area also talked about such topics as the university's quality assurance policy, new faculty's adjustment, and benefits.

**. . . In the orientation, I was informed that new faculty are supposed to give a higher priority to research and teaching than to administrative work.**

When asked how he had benefited from the orientation, this informant stated, “A great deal. **It informed me about the direction of the university and the university’s perception toward new faculty. I learned things that I had never known before, such as the quality assurance policy.**”

Faculty 12 in a pure soft discipline specified information concerning the university that she learned from the orientation. She stated, “First of all, I learned roughly about the university’s current situation, its administrative structure, and budgets for different academic activities.”

**Receiving information and training related to academic tasks:** Teaching preparation and computer training were the activities most frequently mentioned by new faculty across disciplines. Several of them also talked about sessions on student advising and simulation activities related to ethics of interacting with students. A few mentioned sessions on research.

A majority of informants mentioned that they learned new teaching techniques from the orientation. However, only about one-quarter of them reported being able to apply what they learned in the workshops in actual practice. As Faculty 12 in a pure soft discipline stated, “The benefit that I got from this orientation is that I learned some teaching techniques. Whether or not I have been able to successfully apply [these techniques] to my class is another issue.” In what follows, I provide excerpts illustrating what these faculty perceived as the benefit of orientation with regard to carrying out their academic tasks.

Faculty 16 in an applied soft discipline said the teaching preparation session of the orientation was helpful in her learning to teach. In fact, she was one of the few faculty members who reported that they could apply teaching techniques and other suggestions about teaching shared in the orientation to benefit their actual daily teaching practice. She praised the teaching preparation component of the orientation in these words:

When I was newly hired, the college sent me to attend the new faculty orientation. In this orientation, they taught us everything [that we need to know to be a new faculty member], ranging from psychological principles to assessment techniques. They also informed us about the organizational structure of the university.

When asked how she had benefited from this orientation, this faculty member stated, “A great deal in terms of teaching techniques and psychological principles. . . . In terms of teaching, I learned mostly from the orientation. I did not ask colleagues much about teaching.”

Faculty 9 in a pure soft discipline reported the usefulness of the orientation to her work operation as follows:

[The orientation] informed us of some teaching techniques that I have applied in my teaching. It also provided us with some perspectives in viewing ethical issues and warned us about some behaviors that we need to be cautious about in our interactions with students.

Faculty 3 in a pure hard discipline mentioned similar benefits of the orientation:

In addition, there were activities to help new faculty learn about academic ethics. Case studies were applied to help new faculty practice dealing with ethical issues. [We also learned] about how to give students advice. There also were sessions that provided training and advice on how to teach and how to develop exams.

#### **Serving as a communication forum between new faculty and the institution:**

A few non-civil servants thought the orientation was beneficial as a forum in which new



faculty could voice their concerns. One of them added that he learned about the institution's perceptions about new faculty through the orientation.

Faculty 6 in an applied hard discipline said that, from the orientation, she had learned about the widespread concern among new faculty across colleges about work overload in the administrative area:

New faculty often are assigned to do administrative chores and secretarial work. This may be the nature of new faculty life here. **The widespread concern about why new faculty have to do administrative chores and secretarial work was raised in the orientation.** The reason is that some new faculty thought they were forced to do these jobs. Personally, I do not have any problem with it as long as my main work responsibilities are not affected.

Faculty 15 in an applied soft discipline perceived the orientation as a forum for new faculty to voice their concerns and negotiate with the institution. He thought that, through the orientation, the university provided an opportunity for new faculty to share input for developing rules and regulations for the new system. For example, some new faculty disagreed with the annual evaluation and differences in benefits between faculty with civil service status and those with non-civil service status:

**In the orientation, new faculty were given opportunities to give additional suggestions about rules and regulations of the new autonomous university.** Many new faculty suggested that new faculty [who are hired as university employees] should not be evaluated every year. Instead, they should be evaluated once every 3 years. Others suggested that new faculty who are hired as university staff should receive the same fringe benefits as those who were hired as civil servants. At present, non-civil servants do not receive the same benefits as civil service faculty. Yes, non-civil service faculty receive a higher salary than civil servants. That is, the starting salary is 13,000 *bahts* [approximately \$325 a month]. However, whereas civil servants receive medical benefits to cover their whole family, non-civil servants benefit instead from social security, which covers only the individual employee. . . . **[Through the orientation], I also learned about the university's perceptions of new faculty. Through the orientation, the university also tried to elicit new faculty's suggestions for drafting rules and regulations [for the new autonomous university].**

Faculty 8 in an applied hard discipline and Faculty 9 in a pure soft discipline said the orientation made them feel as though they were a part of the university.

Limitations of the orientation. Despite the numerous benefits of the orientation discussed in the preceding section, several new faculty also reported some limitations of the orientation. These can be categorized into four broad areas: (a) comments related to time, (b) the impracticality of most activities, (c) limited relevance to actual practice, (d) discrepancy between the ideal goals that the university expected to achieve through the orientation and existing institutional policies and practices, and (e) other limitations. These points are discussed in the following pages.

**Comments related to time:** Limitations related to time fell into three general categories: (a) the orientation was offered only twice a year, (b) a 4-day orientation was too time consuming, and (c) orientation activities were too tightly scheduled. These limitations are considered in the following paragraphs.

Two faculty reported that a major shortcoming of the orientation program was that it was offered long after they had begun to work at the university. As mentioned, orientations were offered twice a year. Therefore, if new faculty were hired just after the first orientation was offered, they had to wait several months until they could attend the second one. These two faculty reported that, during the waiting period, they had to learn on their own through trial and error, as well as by observing and questioning senior colleagues. Here is how Faculty 3 in a pure hard discipline described her situation:

I worked for almost 10 months before I attended the orientation last summer. This is because new faculty orientations are held only twice a year, and I got hired after the university had the one [orientation] at the end of the year. So I had to wait to attend the next one—that is, this one in the summer. Therefore, **I had already learned a lot of things on my own about the job before being**

**informed about the university's rules and regulations in this orientation.** During that early period [before attending the orientation], I simply did what senior colleagues told me to do or observed what they did and how they did their jobs.

Faculty 10 in a pure soft discipline described much the same situation:

One of the shortcomings of the orientation is that it was only after I had already taught here for at least 3 to 6 months that I could attend it. **[By the time I attended the orientation], I had already used those teaching techniques that they teach in the orientation.** This is the problem with this university's orientation—that is, it is provided after new faculty have already taught [for a while].

The second comment related to time, made by three new faculty, was that the orientation was too time consuming. For example, Faculty 9 in a pure soft discipline commented:

I just came back from the orientation, which is the most formal new faculty preparation intervention. It was useful but quite time consuming because we had to go out of town. But at the college and the department, there is [no formal intervention for preparing new faculty].

Faculty 12 in a pure soft discipline made a similar comment: “I benefited from the orientation to some extent. However, in calculating the time that we had to spend on the orientation and the benefit we got from it, **this program was quite time consuming.**”

Finally, Faculty 1 in a pure hard discipline commented that the orientation schedule was too tight. In contrast to the comment that the orientation was too time consuming, this person pointed out that, due to the time constraints of the orientation, the program was overcrowded with activities and things that new faculty had to learn in this one-time orientation. She stated:

**For one thing, activities and programs were quite tightly scheduled. . . .** The duration was approximately 4 days. Each day, the activities started at 8:30 a.m.

and ended at approximately 10:00 p.m. In the orientation, new faculty were bombarded with so much information throughout the day that, by the end of the day, we did not feel enthusiastic about listening any more.

[The university or organizer] had good intentions, but the programs were too tight. I understand that the organizer of the orientation wanted to limit the length of this orientation because of budget constraints. [The longer the orientation is, the more it costs.] Or the guest speakers might not have been available at other times. As a result, **they had to incorporate every activity into a short orientation. The shortcoming of the orientation is that they swamp new faculty with too much content or information.**

**Lack of practicality:** A few faculty alluded to the orientation's lack of practicality. They thought it served primarily to transmit information, theory, and policies—that is, what new faculty should do or how certain academic tasks should ideally be done. Faculty 3 in a pure hard discipline described this limitation as she saw it:

There are also sessions that provide training and advice about how to teach and how to develop exams. **These sessions focus more on giving information to new faculty than providing them with hands-on experiences.** We listen to some lectures and do some group work and then criticize our work. We discuss [issues on teaching] but do not have any hands-on practice. Experts on teaching came to give some suggestions about different ways of teaching and developing exams.

Faculty 2 in a pure hard discipline had this to say:

**[The orientation] gave us a lot of theoretical information. But in practice, in order to get anything done, it requires so much communication skill that sometimes I feel it is too much. The only way to learn about the art of communication is through trial and error.** There is no specific source from which to learn these things, or a set of rules that we can learn and directly apply to our situations. We learn about it unsystematically or at random.

Faculty 9 in a pure soft discipline thought that the research handbook provided in the orientation lacked practicality:

In terms of research, the orientation provided new faculty with a handbook on how to do research. But I did not read it much, I just browsed through it. **It serves more to provide examples [of other research], but it does not provide information about the procedures or techniques of research.** However, it

stimulates us to develop awareness that there are others who are doing research. Therefore, it stimulates our interest and encourages us to do research.

**Limited relevance to actual practice:** A few faculty claimed that the teaching techniques taught in the orientation were not really applicable to their teaching practice because of the decontextualized nature of typical formal interventions. That is, in these formal intervention sessions, the teaching and learning context was controlled and static. In contrast, in the actual classroom, the dynamic of interactions between instructors and students was unpredictable. Therefore, rules and suggestions presented in the formal intervention might not be applicable to one's actual daily teaching. Faculty 12 in a pure soft discipline pointed out that the orientation provided new faculty with various teaching techniques, but that the actual day-to-day teaching and learning climate and dynamics were unpredictable:

There is a discrepancy between the ideal teaching and learning [situation] at the university level and the quality of our incoming students. Our students still lack critical thinking skills. In comparison to students abroad, the level of critical thinking skills of our college students is equal to that of western high school students. This creates difficulties in teaching at the college level here. I want to use a seminar format. I expect students to prepare for class discussion in advance. But seminars are not possible because students are not prepared. **As a result, teaching strategies that were suggested in the orientation, such as brainstorming, can be achieved only to a certain extent. It is also time consuming to have students engage in a brainstorming activity. In addition, it is not always successful.**

**Discrepancy between university goals for the orientation and actual policies and practices:** Informants mentioned discrepancies between goals the university expected to achieve through the orientation and current institutional policies and practices. For example, a faculty member in a pure soft discipline commented that the

orientation stressed loyalty and commitment on the part of new faculty, and yet the university contracted with new faculty only on a yearly basis. She stated:

Personally, I feel kind of rebellious against the rhetoric that comes from the university, such as the speeches at the orientation that call for faculty's support and loyalty. I feel that the university does not have any right to make such a demand because this is only a yearly or 3-year contract. . . . With such a short-term working contract, how much loyalty do you expect?

**Other limitations:** Some informants commented on the general nature of the orientation session pertaining to research. Because the orientation was generalized for all disciplines, the most that the research sessions could accomplish was to provide broad information and guidelines. These informants believed that research approaches varied by discipline. As Faculty 12 in a pure soft discipline remarked:

In the orientation, they also provided suggestions about doing research. **But because faculty come from diverse disciplines, the part that provides suggestions on research did not go in-depth.** In general, I do not think I benefited much from this component of the orientation.

Some faculty commented that, because the university was in a state of transition to a new system, many rules and regulations, including those related to faculty in the new system, had not yet been established. One faculty member in an applied soft discipline expressed disappointment that the orientation did not provide essential information related to non-civil service status under the new system:

**[The orientation] would have been beneficial if it could have provided answers to the various questions we had [concerning the new autonomous university]. But it generally had no answers.** Mostly they avoided responding to our questions by saying that the new system was still in a state of transition, and therefore they could not give us accurate information. So we seem to have to wait endlessly.

To sum up, new faculty reported many benefits from the orientation. Benefits included getting to know new colleagues from different colleges, obtaining information

directly relevant to their employment, and learning about the university and available support services. Some of them also characterized the orientation as a forum for communication between new faculty and university administrators, as well as a means for the university to enhance new faculty's loyalty and commitment to the university.

However, informants also mentioned limitations of the orientation, such as the length of the program, tightly scheduled activities, inadequate practicality, and limited relevance of the program to their actual work. Some of them also commented about the discrepancy between ideal goals the university attempted to convey through the orientation and actual institutional policies and practices.

#### Learning Through Workshops and Other Support for Professional Development

Workshops and conferences are other professional development opportunities in which several new faculty engaged. Most of these programs were centralized, offered by the university's staff development unit. The topics of the workshops varied, depending on what subjects were of widespread interest to new faculty. Most of the faculty in this study talked about workshops on teaching techniques, computer training, and student advising.

Similar to the scarcity of orientations at the college level, few faculty reported that their own colleges offered teaching or research workshops. However, some of them mentioned attending workshops related to teaching techniques, teaching media, and computer use offered by other colleges and the university.

Several faculty shared their opinions on the benefits and limitations of professional development interventions offered by the university, both at the college and

university levels. However, many informants disclosed that, due to time conflicts, they had not attended any workshops.

In general, most faculty reported that, although they benefited from receiving information about teaching techniques or what they “should do,” they did not have much opportunity to have hands-on practice or learn the “how to.” Whereas a few informants said they had been able to apply teaching techniques or new computer skills that they learned to their actual teaching, many others did not. As with the orientation, many faculty criticized the existing teaching and research workshops for their lack of practicality and the decontextualized nature of these programs.

A small number of faculty, particularly those in the pure hard disciplines, related that they also had attended various workshops and conferences outside the university, such as workshops offered by other universities or even conferences and workshops overseas. For example, Faculty 1 in a pure hard discipline spoke of such workshops:

In terms of research, [I attended] a workshop to improve techniques in [field of study] in Japan. This one was funded by Japan. [I also attended] a workshop on computer-assisted teaching at another university. My college sent me to attend this [second] one. In addition, I also attended another workshop that [department related to this discipline] offered. There are also teaching workshops offered by the College of Education and those about multi-media, offered by the College of Communication.

Half of the faculty in the applied soft disciplines reported that they attended workshops or conferences outside the university. For example, Faculty 15 in an applied soft discipline described it this way:

Most professional development that I have attended was related to my field. I attended workshops about holistic or alternative education, provided by the nonformal education institutions of the NGO's foundation. I got to know about these foundations when I engaged in the college volunteer community development camps. Since then I have continued to participate in their activities.



From these experiences, my world view has changed a lot. It has made me interested in social problems and activities of social concern.

One faculty in an applied hard discipline reported attending professional conferences inside and outside the university. No individuals in the pure soft disciplines reported attending professional development interventions beyond those offered by the university.

Looking at the broad picture of the whole new faculty group, more faculty in the pure hard discipline than in other disciplines reported engaging in professional development opportunities outside the university. However, because of budget constraints, which were aggravated by the economic crisis, the department limited the number of conferences or workshops that new faculty would be sponsored to attend. One person mentioned the strict eligibility requirements for funding of professional development overseas.

In the following pages, quotations are provided to illustrate informants' views of benefits and constraints of existing workshops.

Benefits of workshops. Several new faculty praised the computer training workshop. Two of them said they had been able to apply what they had learned in that workshop to their teaching. For example, Faculty 14 in an applied soft discipline stated:

I just attended a computer training workshop on the PowerPoint program. Therefore, now I can apply what I learned at that workshop to my teaching. I now use PowerPoint instead of slides. I would like to see more of these kinds of workshops.

Faculty 1 in a pure hard discipline made a similar comment:

[I have benefited] a great deal [from the university's workshops]. In the computer workshop, [we learned about] a program that enables students in two classes to learn simultaneously while a professor is lecturing in one class. After I

attended that workshop, I wanted to apply [what I learned] to my teaching. . . . I **have also attended other computer workshops. I can apply some easy techniques to my teaching. In general, I have benefited a great deal from these workshops.**

Few faculty mentioned benefits of research workshops. However, Faculty 5 in an applied hard discipline described how he had benefited from such workshops:

During the first year, the university provides some training workshops on research. These workshops are offered periodically. I attended some of them during my first year of employment. [From these workshops] **I learned sources of funding, processes of thinking [about research], and statistics. I also learned about whom to consult when problems arise.**

Faculty 15 in an applied soft discipline also benefited from a research workshop offered by his college. He related:

During lunchtime, the college organized [a workshop called] Research at Noon, in which participants were given suggestions on how to do research. I benefited from it, in terms of getting [preliminary] information. Beyond that, we have to learn by ourselves because it is only a 1-hour workshop.

Constraints. This new faculty group reported various constraints or barriers that prevented these workshops from attaining the desired outcomes. These constraints can be categorized into two groups: (a) impediments to attending workshops and (b) limitations of the programs.

**Impediments to attending workshops:** Informants mentioned three impediments to attending workshops. These were time conflicts, limited departmental quotas for attending professional development activities (due to budget constraints), and qualifications for receiving funding for professional development.

Several faculty reported that they could not attend workshops because of time conflicts. As new faculty had heavy workloads, they often did not have spare time for

these professional development activities. For example, here is how Faculty 4 in a pure hard discipline explained the situation:

There are training sessions for teaching and research. **But I could not participate because my workload at that time was even more overwhelming than a full-time load.** There are so many jobs that I need to help out with, including teaching, research, and administration, that I have no time for anything else.

Two individuals reported the limited quotas for attending professional development activities as another impediment. A faculty member in a pure hard discipline described this barrier as follows:

If [a workshop] is free, I will attend it. [However], the policy of individual departments makes it quite difficult to attend these professional development workshops.

When I want to participate in a training workshop and submit a request to the chairperson, she will ask me: How many workshops have you attended, or why have you participated in so many of them? For each workshop, each department can send only one representative to participate. How about if 10 or more than 5 people want to participate? Others will have to sacrifice for only one person to attend. Or if other persons want to participate, they will have to pay out of their own pockets. It is the department's policy that only one representative can attend each [free] workshop. In addition, I have heard from the chair that faculty can attend only one conference each year. So the chair recommended that I keep this quota in mind and choose to attend a conference that I am really interested in. But there are so many interesting conferences that I want to attend. They keep us informed about new academic advancements, which students should know. If we have opportunities to attend them and transmit what we have learned, that will be beneficial.

Faculty 6 in an applied hard discipline talked about this same economic constraint:

Sometimes, these [professional development] opportunities have to depend on budget availability. At times, because of the inadequate budget, the institution cannot respond to our demands. For example, sometimes I want to attend an academic conference. **In the past, this was not a problem. However, because of the recent budget constraints, they announced a limit to the number of conferences that we can attend per year and that they must relate only to our field.** I do not agree with these new policies. . . . I do not agree with them telling us that we can attend only professional development activities that relate directly to our discipline. Sometimes I think it does not have to be that way because if we

confine ourselves to only our own disciplinary circle, we will not know the progress or perspectives of other disciplines. Sometimes we can benefit from adapting ideas from other disciplines, and at times some of our issues relate to other disciplines. I think this policy limits our opportunities too much.

One individual talked about the eligibility to receive funding for engaging in professional development activities as an impediment. Some monetary support, such as funding for professional development overseas and the research incentive fund, required applicants to have a doctorate degree. For example, Faculty 14 in an applied soft discipline stated:

The university and the college attempt to enhance new faculty's professional development and research productivity, such as through grants for doing research and presenting papers, and money for overseas travel to conferences or fellowships. However, many of these scholarships have some conditions that limit the number of eligible applicants; for example, applicants need to have a doctorate degree. Therefore, I attend only seminars within the country.

#### **Limitations of workshops and other formal professional development**

**activities:** As with the criticism of orientations, the most common limitation of these workshops was the lack of practicality of the content and the decontextualized nature of these workshops. Another criticism similar to that of orientations was the discrepancy between the well-intentioned goals of the workshops and the actual day-to-day work of faculty. For example, Faculty 2 in a pure hard discipline criticized the lack of practicality of the program and the discrepancy between the ideal and actual practice:

**I have benefited only a little from these workshops because they are heavy on theory.** They inform us about funding sources. They tell us that we must try to find time for doing research and must be quick to get started with our research. **All they say is that we must do this and we must do that. These are policies.** Every time I have attended one of these workshops, it was policies [that they talked about]. Typically, there are also parts of the workshop where new faculty discuss and share their concerns. We share our experiences and the challenges we face about so and so. The result is that, OK, we all understand that these are common problems that all of us face, but there is nothing we can do. So we can

just continue to fight with these barriers [in our same old ways], and problems will go away by themselves. **That is, these workshops do not provide us with any solutions to our problems. We still continue to have the same amount of heavy workload.**

Faculty 7 in an applied hard discipline saw the decontextualized nature of the programs as a limitation:

**Principles suggested in the workshop are not necessarily applicable to the specific context of each faculty.** They are beneficial, but I have never seriously applied them in my day-to-day practice. The reason is that, [in terms of the advice about student advising, for instance], students still do not have courage to approach faculty. So we wait until students approach us [in order to be able to apply those suggestions about student advising]. Maybe I have to wait until they trust me enough to approach me for consultation. Unless they approach us, we won't know what their problems are, except for the learning problems, which will show in the grade reports. [Personally], it happens that I just serve as an advisor for freshman students. They have not had many problems yet.

When asked how much she benefited from teaching workshops, Faculty 7 responded:

There are some teaching experts who introduce innovative teaching techniques from time to time. . . . **They provide us with new ideas about different ways of teaching and stimulate our interest in and excitement about teaching. . . . But these techniques may not be directly applicable to all our classes.**

In the teaching workshops, they tell us how to teach in ways that stimulate students' interest. I know that these teaching techniques are beneficial, but I'm in the stage of choosing techniques that are suitable to me and blending these new techniques with my current teaching practice. To expect us to shift 100% to their ways of teaching may take time.

Similarly, Faculty 13 in a pure soft discipline talked about the necessity to adjust what he learned in workshops to the actual work setting:

There are [university] efforts to provide various training, such as computer training and training in how to cut the grade curve. I benefited from gaining information and knowledge about these issues, but, in practice, I mostly did not apply it to my work. For example, there was a workshop on how to make a home page; I have not made one yet. **I also did not use all of the techniques from the workshop on cutting grades. I picked up what was appropriate to my work for application.**

To sum up, most professional development workshops were centralized and were offered by the staff development unit. However, a small number of colleges offered workshops that faculty from many other colleges could attend. For example, the College of Education offered teaching preparation, the College of Communication offered instruction on teaching media and technology, and the College of Engineering offered computer workshops. Some faculty, particularly those in the pure hard disciplines, also reported that they attended workshops and professional conferences outside the university.

In terms of program effectiveness, a few new faculty said they had been able to apply what they learned from various workshops. Others pointed out some constraints of these workshops, which were similar to limitations of the orientation, such as restricted practicality and relevance to actual practice.

#### **Effectiveness of Other Institutional Support and Additional Needed Support**

**Effective institutional support.** The institutional support that was praised most often by eligible new faculty across disciplines was the research incentive fund. New faculty, particularly in the pure hard disciplines, reported that this fund greatly facilitated their work. The precise purpose of the fund was to increase new faculty's research productivity. However, some faculty also used the money for other purposes related to their work, such as to purchase teaching equipment or to pay for professional development activities. Faculty 1 in a pure hard discipline described in detail this funding:

Here, there are efforts to encourage faculty to do more research. Newly graduated faculty will receive research incentive funds to begin their research projects during this transitional period on the new job. This money will be given to all faculty who graduated with a doctorate degree. The total amount of this grant is 200,000 *bahts* [\$5,000]. The first portion of this grant, which is 120,000 *bahts* [\$3,000] will be given during the first 2 years. If the new faculty members perform well, they will receive another 80,000 *bahts* [\$2,000].

This money benefited not only research, but also teaching and professional development.

Faculty 3 in a pure hard discipline reported that, with the department's limited budget and the complicated procedures for reimbursing miscellaneous work-related expenses, she also used money from the research incentive fund to cover expenses related to professional development and to make copies of student handouts.

Faculty 8 in an applied hard discipline underscored the benefit of this money:

“Support from the university includes the research incentive fund for new faculty to purchase equipment and journals from abroad. This support is crucial because financial support from the department is inadequate.”

#### Need for Additional Support

In general, these new faculty did not seem to have come with great expectations for support from their employing institution. Most of them had expected that the university would have basic facilities in place, such as lab equipment, computers, office stationery, and support staff to assist them with teaching preparation and research support services. However, some of them, particularly those in the pure hard disciplines, were disappointed. In what follows, faculty's suggestions for additional institutional support are recounted.

1. One-quarter of the new faculty across disciplines said they would like the department to increase the number of support staff and their support services. For example, a faculty member in an applied hard discipline stated:

The problem that always bothers us is administrative chores. Our division has a small number of faculty. These chores have to be distributed among us. **I would like those with authority—that is, the chair and the dean—to help by increasing the number of academic support staff positions.** The chair has told the dean about this problem, but the dean said that he cannot increase the number of these positions because the job descriptions of these support staff show that they do not have enough overload to make it necessary for the department to hire more. But, in practice, the support staff have a lot of work and they mostly work for another division within this department. In principle, they are also supposed to help do work in our division, but nobody can force them. . . . We cannot wait for them to help us, so we have to do it ourselves.

Faculty 3 in a pure hard discipline reported that she would like the department to increase the number of lab technicians:

I would like the department to increase the number of lab technicians. The reason is that currently we have only two to three lab technicians in the department, and they have a very heavy workload. They have to do even more miscellaneous work than we do. Sometimes, they even have to do administrative chores.

Faculty 13 suggested that independent units providing academic services have a permanent administrative staff in place, in order to alleviate faculty's administrative burden:

Faculty should [still] be the head of different units, such as [name of independent unit], but there should be some permanent support staff in place because the unit has a variable workload. The head of the unit can rotate periodically, but support staff should be a permanent position. Thus faculty will have time to do their main work responsibilities, such as producing academic work.

Faculty 4 in a pure hard discipline would like his department to increase support services for preparing teaching and research equipment. Here is how he put it:

**In terms of teaching, I would like to have people [support staff] help in preparing teaching equipment.** It is not that I do not know how to do it, but we



have limited time. If we can get help from professionals, things will get done quicker, so we will have more time to do other things. I also need service for evaluating my teaching.

**In terms of research, there are many supports that I would like to have, such as help in preparing scientific equipment, and reserve loans.**

2. Several new faculty across disciplines reported that they needed time to get settled during their early careers before being assigned to do administrative work. As mentioned above, because of heavy workloads in their early careers, one-quarter of new faculty did not have time to participate in various workshops offered on campus.

Faculty 13 in a pure soft discipline reported that, because of the heavy administrative load, he did not have time to sit in to observe other faculty teach. Faculty 6 in an applied hard discipline reported that she had been so overwhelmed with her work schedule that she had not had time to decide on an area of specialization in which to pursue an advanced degree.

3. Related to teaching improvement, a few faculty said they would like the institution to have a teaching assessment service to provide them with constructive feedback for improving their performance. Further, an informant in a pure soft discipline reported that she wanted to see a greater exchange of information and conversation on teaching. Here is how she stated it:

**I think there should be more discussion among faculty on teaching, in which each faculty would exchange his or her teaching techniques. In addition, there should be more discussion about the subject content of their courses in order to avoid the problem of redundant content between different courses. Up until now, when somebody brought up this idea, everybody would just say, "Let's do it," but nobody did it. I think we need to start at the college level first, because at the college level, departments are quite independent from one another. The work of various departments is also loosely connected.**

4. Several faculty, particularly those in the pure hard disciplines, reported that they would like the institution to increase the budget for research. For example, a faculty member in a pure hard discipline made this recommendation:

I think [the current institutional supports] are helpful but still not enough. I want to get a larger budget for purchasing big equipment for doing research. **[At present], when there is a certain departmental budget for buying research or teaching equipment,** there will be a lot of conflicting ideas. This is because [our department] is divided into areas of study that expect to use the money for different purposes. All areas of study want that money. As a result, instead of having a large sum of money to buy big equipment, that money has to be divided. Therefore, we can buy only the same small equipment that we used to. I want to have a big sum of money [for buying expensive equipment]. For example, if there was a million-*baht* GC [piece of equipment] that all of us could share, I think the department should approve this order.

Another support that she mentioned was the budget for the maintenance of equipment: “I also think there should be a budget for the maintenance of equipment. Equipment failure creates a big problem because we don’t have money to fix it.”

5. Finally, in terms of professional development, some faculty said they would like an opportunity to pursue advanced degrees. For example, Faculty 5 in an applied hard discipline stated:

For now, I think the university should support new faculty in doing research and in furthering their education. The problem is that we graduated with a bachelor’s degree and were assigned to teach undergraduates. This does not seem quite appropriate.

Similarly, Faculty 6 in an applied hard discipline stated, “I would like to have institutional support in advancing my knowledge [education]. However, [currently] I’m still not sure about the university policy concerning institutional support for faculty with university employee status to continue their education.”

One faculty member in an applied hard discipline wanted mentoring to be in place for new faculty in every department. Currently, only some units within the department had such an opportunity:

**Maybe more support at the college level such as mentoring would be helpful.** This is because the college is closer [to our day-today work life] than the university. At this college, only some departments have mentoring, such as my unit. But, in general, the amount of mentoring available is still small.

To sum up, institutional support that received the greatest praise was the research incentive fund. This group of new faculty reported further on additional support that they needed, including an increase in support staff, time to get settled during their early career, teaching assessment service, an increased budget for research and opportunities to pursue advanced degrees, and mentoring support.

#### Additional Comments on How Disciplines Affect Socialization

In general, no major differences in socialization were apparent among faculty in different disciplines. However, there were subtle disciplinary differences in socialization. Those differences are discussed in this section.

1. Unique socialization took place in a college in an applied hard discipline in terms of the sequence of academic roles that faculty assumed. Two faculty in the same college within that discipline talked about the necessity of starting their jobs with practical clinical work, followed by teaching and research. For example, Faculty 6 reported that, at present, her job mainly involved lab and clinical work. She had not yet assumed full teaching responsibility. This informant described the necessity to learn one's role through practice:

Through many diagnostic experiences, new faculty have opportunities to learn about effective and ineffective diagnostic techniques. Dilemmas that new faculty face during these practical experiences stimulate them to have questions for their research. From then on, they can use what they found from research and learned from practical experience to teach. I believe that good teaching requires more than simply reading a textbook to students. Instead, good teaching needs to come from [faculty's] solid knowledge founded in their real experience. This is because I believe learning from real problems is better than learning through memorization.

[To be able to teach well], we need to have enough [diagnostic] experiences to know which parasite-related disease always occurs and therefore needs to be emphasized. We will know that answer only after we have accumulated a lot of experience from community service [or clinic] work. That way, we can tell students: This disease is rarely found, so you don't have to focus on it, or you need to pay a lot of attention to this disease because it is frequently found in the clinic. This is the current problem.

2. Concerning the frequency of interactions with colleagues in the same discipline outside the university, faculty in the pure hard disciplines seemed to interact more with their disciplinary colleagues through conferences and other professional development interventions than did faculty in the other three areas.

3. With regard to the exposure function of mentors across disciplines, mentors of faculty in the applied hard and soft disciplines served to introduce them to external agencies that were likely to contact the college for service. In contrast, mentors of faculty in the pure hard disciplines tended to introduce their mentees to colleagues in their discipline.

The sponsorship and exposure functions of mentoring were not evident in regard to mentoring faculty in the pure soft disciplines. One faculty member in a pure soft discipline who reported having a mentor did not think the sponsorship and exposure functions of the mentor would contribute much to her career mobility. Her explanation reflected the distinctive nature of the pure soft disciplines. That is, most publications in

that field tend to have independent, individual authors. In contrast, publications of faculty in the pure hard disciplines or even the applied hard disciplines tend to have multiple authors. For faculty in the pure and applied hard disciplines, a mentor's introduction of a mentee to colleagues in the discipline can provide a novice with opportunities for future collaboration. However, because of the independent nature of research in the pure soft disciplines, mentors' introducing mentees to colleagues in the discipline did not seem to make much difference in novices' professional advancement. The following quotation from Faculty 12 in a pure soft discipline illustrates this point:

**In the academic system, career advancement depends on merit or the product of your work. Therefore, certainly nobody can help you. You have to promote yourself. Yes, my mentor introduced me to other faculty, but these people do not have any role in giving me a promotion. In my field, there are only a few scholars on this topic. For example, there is [name of a prominent scholar in her field]. Even if I do research on the same as he does, it does not mean that my research will skyrocket after him.**

### Chapter Summary

New faculty's socialization occurred before their employment as well as on the job. Before their current academic employment, new faculty learned about their roles and their employing institution in various ways, such as observing both positive and negative models of their professors, TA and RA experiences, and previous employment at other academic and nonacademic institutions.

Once new faculty were employed at this university, they generally learned their roles through trial and error. However, most of them had colleagues whom they could consult when they encountered problems. One advantage in the socialization of these faculty was that most of them were alumni of their departments; this, in turn, made it

easier for them to find collegial supporters and informal mentors. Most of them referred to senior colleagues or junior colleagues who had been hired a few years before as important socializers. These colleagues facilitated new faculty's socialization and career adjustment in various ways, such as suggesting teaching techniques, sharing teaching materials, informing them about institutional norms, and involving them in collaboration.

In terms of mentoring support, whereas none of these faculty had formal mentors, more than half had informal mentors. Mentors were mainly senior faculty. New faculty talked about their mentors' support being provided through career functions more than psychosocial functions (Kram, 1986). Coaching was the most frequently mentioned career support function of mentors, which started mostly from involving new faculty in collaborations. Faculty also shared their views about the necessity of the mentoring practice in general and formal mentoring in particular. They also described the characteristics of effective mentoring.

Administrators, particularly chairpersons or heads of areas of study, were another important source of career support for new faculty. Support from these administrators included providing suggestions on the daily operations of academic work and informing new faculty about work priorities and institutional norms and policies. By virtue of their positions, the chairpersons of some departments helped new faculty by serving as mediators between these novices and college or university administrators, finding resource support, and assigning work appropriately. In the current transitional state of this university into the new system, several rules and regulations still were unclear. Therefore, these administrators played a crucial role in helping to ensure that new

faculty, particularly non-civil service faculty, fulfilled all workloads required for evaluation.

New faculty also relied on external sources of support. These individuals included colleagues in the same discipline at other universities, college peers, and relatives.

In addition to these informal sources of socialization, novices also had formal socialization programs at the university, such as orientations and teaching and research workshops. Most of these formal interventions were centralized programs offered by a staff development unit. Informants shared their opinions about the benefits and limitations of these programs. In general, they praised the orientations for encouraging collegiality across colleges and providing useful information about new faculty's employment, as well as about the university's regulations and policies. In addition, orientations were another channel for faculty and the university to have two-way communication. Timing was the most frequently criticized aspect of the orientation. The teaching and research preparation that are part of the orientation, as well as the training furnished separately, served more to provide information, such as teaching techniques and institutional expectations about faculty work in these areas, than to furnish practical experience. Frequently, orientations also were criticized for their limited relevance.

New faculty mentioned other institutional support that they found helpful, such as the research incentive fund. Informants also discussed additional assistance they thought was necessary; this included time to get settled, increased support staff and research budget, teaching assessment service, mentoring support, more conversations about teaching among colleagues, and opportunities for continuing their education.

Variations in new faculty's socialization experiences across disciplines were not apparent. However, a few unique disciplinary patterns were observed, which did not necessarily follow Biglan's (1973) or Becher's (1987) categorizations. The differences in patterns of social interactions among faculty in various disciplines also seemed to explain the variations in new faculty's socialization across disciplines.



## CHAPTER 8

### SUMMARY AND INTERPRETATION OF FINDINGS, IMPLICATIONS FOR PRACTICE, AND RECOMMENDATIONS FOR FUTURE RESEARCH

#### Introduction

This study was undertaken to explore the socialization experiences of new faculty members at a Thai university amid various changes in Thai higher education. Recently, higher education in Thailand has been facing increasing new demands in all aspects of academic work. In particular, since the 1997 economic crisis, public institutions of higher education have encountered drastic budget cuts and pressures from the government to freeze new recruitment. Concurrently, most public universities are also undergoing a reform to become government-supervised public universities, independent from the government. Faculty members, particularly new faculty, face various challenges in the current state of transition in Thai higher education. Faculty development is likely to become increasingly essential to prepare new faculty to function in the current state of uncertainty. Therefore, understanding the socialization experiences of new faculty is more important than ever before.

In this chapter, I first summarize key findings reported in Chapters 5, 6, and 7 that answer the four key questions guiding this study:

1. What are new faculty members' expectations of their academic careers at this university?
2. What experiences do new faculty members have early in their careers?
3. From the perspective of new faculty members, how are new faculty members socialized into their academic roles and the workplace? How can new faculty's socialization experiences be characterized in terms of the dimensions of socialization?
  - a. What kinds of support are available?
  - b. What kinds of support are helpful?
  - c. What additional support do new faculty members need?
4. How do new faculty's expectations, experiences, and socialization process vary by discipline?

After summarizing the findings, I interpret them in light of the literature related to this study. Next, I present implications of the study for institutional policy and faculty development. Finally, I offer recommendations for future research and make some concluding remarks.

### Summary of Findings

#### New Faculty's Expectations of Academic Work and Their Institution of Employment

**What are new faculty members' expectations of their academic careers at this university?** Through this key question, I learned not only about new faculty's expectations about various academic roles, but also about their expectations concerning academic life in general. Themes about new faculty's expectations regarding their institution of employment also emerged. Therefore, what follows is a report of five

major themes about new faculty's expectations of their academic careers at this university: (a) expectations about attractive and demanding or unattractive features of academic life, (b) expectations about work priorities, (c) expected teaching approaches, (d) expectations about their prospective working environment, and (e) expectations about evaluation. There were some variations among faculty in various disciplines concerning the above-mentioned themes, which are addressed in detail in the last part of this section.

In general, new faculty expected academic work to involve mainly teaching and research. At the same time, most faculty also were aware of other work responsibilities, such as community service, administration, and student advising. Most of them also shared certain expectations about attractive and demanding or unattractive aspects of academic life.

#### Expectations About Attractive and Demanding or Unattractive Features of Academic Work

The new faculty members reported their expectations about various attractive features of academic life. These included the challenge and variety of academic work, opportunities to teach and conduct research, autonomy, opportunities to contribute to the advancement of their fields and the larger society, opportunities for personal and professional development, and social contacts and recognition. Besides characteristics of the profession, other factors had influenced these faculty's choice of an academic career, such as the graduate advisor's having been a role model, their parents' encouragement, and the compatibility of their personalities with this profession.

At the same time, some new faculty also anticipated that they might not like certain aspects of an academic career, such as administrative work. This was more the

case among faculty in the pure disciplines than those in the applied disciplines. Faculty also varied in their expectations about types of academic work that they expected to be demanding or unattractive. These differences stemmed partly from these faculty members' awareness that they had inadequate experience in certain aspects of academic work before their current employment, or from their high self-expectations. However, there was a distinction between tasks that new faculty expected to dislike and work they expected to be demanding. Work that new faculty expected to be challenging was also what some of them expected to enjoy and indeed did enjoy. In other words, some faculty perceived the challenge of academic tasks as an attractive feature of an academic career.

#### Expectations About Work Priorities

Most faculty members across disciplines expected teaching to be their highest priority and administrative work to be their lowest priority. Some even did not expect to do any administrative work. Despite the general consensus regarding teaching as the highest and administrative work as the lowest priority, new faculty's views about the relative importance of various academic activities varied by discipline, as discussed in detail in the last part of this section. In addition, it should be noted that the discipline, although important, was only one of many factors that influenced faculty's expectations about their work priorities.

Other factors that influenced new faculty's expectations about their work priorities included the culture of graduate school, personal interests of individual faculty members, work orientation from previous employment, and current employment conditions. For example, the expectation among new faculty in the pure hard disciplines

that research would be their priority had been influenced a great deal by their socialization at research-oriented universities in the U.S. In terms of the influence of previous jobs, a faculty member who had taught at a teachers' college had the expectation that teaching was faculty's first priority. In terms of employment condition, faculty in the pure soft disciplines who had been hired as university employees expected research to be a higher priority than or as important as teaching. In terms of personal interest, whereas most faculty in the pure soft disciplines tended to emphasize teaching and student advising, there was a counter-example in which a faculty member in a pure soft discipline said he had chosen to teach at this university because he did not want to deal much with students outside the academic sphere, like a school teacher. In short, new faculty brought with them various cultures of orientation that, in turn, affected their expectations about appropriate work priorities. Their academic discipline was only one of these factors.

### Expected Teaching Approach

This new faculty group also came to work with certain expectations about how they wanted to teach. Most faculty across disciplines wanted to use a student-centered approach and active learning. In general, they also wanted to encourage students' critical thinking and have natural presentations or class discussions. Many also emphasized the importance of up-to-date content knowledge. Despite these generally agreed-on expectations about how they wanted to teach, new faculty in some disciplines expected to place additional emphasis on certain teaching strategies or goals, which are discussed in the section on disciplinary variations.

### Expectations About the Prospective Working Environment

Most new faculty members were alumni of this university. Several of them explained that they had chosen this institution because of their sense of affiliation and gratitude to their alma mater. Some of them also had chosen to work at this university because they thought their familiarity with the setting would facilitate their adjustment. This former affiliation with the department provided them a preliminary understanding of the departmental culture. Most new faculty expected the working climate of their departments to be informal and supportive, but hierarchical, like a family. They also expected interactions with their colleagues to be informal because most of those colleagues were their former professors or peers from the same or an earlier college class. Because most senior faculty were the new faculty's former professors, relationships between senior and junior colleagues were expected to be hierarchical, but supportive.

Because of the prestige of this university, as well as their observation of universities abroad, new faculty expected this university to be well equipped with basic facilities, resources, and high-quality faculty and students. Faculty in the pure hard disciplines, in particular, expected to have well-equipped research facilities and convenient procedures for borrowing research equipment across units. Because this university was a selective institution with an outstanding academic reputation, most faculty expected to have students who were considered to be the cream of the crop. Anticipating that they would have talented students, new faculty expected teaching not to be energy consuming, but challenging. They expected to have a profound influence on society through teaching the talented next generation. They also expected opportunities

for professional development, and some of them anticipated opportunities to pursue advanced degrees.

### Expectations About Evaluation

Faculty in the pure hard and applied hard and soft disciplines expected teaching and research to be the main criteria for evaluation; most faculty in the pure soft disciplines expected only teaching to be the main evaluation criterion. However, new faculty's employment conditions also affected their expectations about evaluations. For example, whereas most new faculty with civil service status in the pure soft disciplines expected teaching to be the main evaluation criterion, faculty in the pure soft disciplines who had been hired as university employees with a greater institutional demand on research expected research also to be taken into account in the evaluations. Some civil service faculty expected the evaluations at this university to resemble the prevalent perception of evaluations done in typical government offices, where performance evaluations were not taken seriously or done systematically. Therefore, they did not expect evaluations based on minimum-workload requirements.

### New Faculty's Experiences on the Job

**What experiences do new faculty members have early in their careers?**

**What challenges do they face?** Responses to these key questions were discussed in Chapter 6. The new faculty members in this study reported sources of satisfaction with their careers as well as challenges they had experienced early in their careers.

### Career Satisfaction

New faculty gained satisfaction from their careers mostly through intrinsic factors, such as the nature of academic work (including teaching, research, and community service), variations in academic work, and social contacts. An extrinsic factor in which new faculty found satisfaction was social recognition.

### Challenges of Academic Work

Despite the satisfaction that new faculty found in their academic careers, they also reported many challenges in adjusting to academic tasks as well as to the university. In many ways, experiences that new faculty faced also varied by discipline. Details of these variations are discussed in the last part of this section.

In terms of the challenges of academic work, first of all, because of the unstructured and multidimensional nature of that work, new faculty often lacked a clear description of academic work, beyond teaching. Another major challenge for new faculty was balancing their time. Barriers to effective time management included carrying heavy administrative task loads (such as secretarial work and committee meetings), teaching preparation, giving students feedback, and grading papers. The last two barriers were particularly challenging for faculty who taught skill-related courses.

Faculty found administrative work unpleasant, not only because of the large amount of time it took, but also because of the cumbersome bureaucratic procedures associated with that kind of work. In addition, most new faculty also had little experience in administrative work.



In terms of the challenge of research, many faculty, particularly those in the pure and applied hard disciplines, mentioned barriers to their research productivity, such as a lack of time for research, a shortage of colleagues who shared their interest in research, and limited resources. Cumbersome bureaucratic procedures also made it inconvenient to borrow research equipment from other departments. The economic crisis aggravated even further the problem of constrained resources for research.

Typical challenges of teaching included being assigned to teach courses outside the new faculty's area of specialization, teaching preparation, establishing self-confidence in teaching, and dealing with high external and self-expectations. As mentioned above, new faculty came to the university with certain expectations about how they wanted to teach, such as using a student-centered approach and emphasizing critical thinking. Because of the selectivity of this university, new faculty had high expectations for their students. However, many faculty fell short of their goals and encountered several barriers to student-centered teaching: students' passivity and lack of enthusiasm for learning, standardized exams that emphasized memorizing the lecture content, and a curriculum that required them to cover particular topics. In addition, students often had inadequate knowledge of English for reading materials in English in preparation for class discussion. These new faculty also expressed their disappointment in students' lack of critical thinking skills and interest in learning, as well as inadequate teaching resources, such as computers.

In addition to challenges in various areas of work, new faculty were under the pressure of self-imposed high expectations. For example, one faculty member in a pure hard discipline who had published papers still felt inadequate because she compared her

work, which was integrative research (integrative scholarship), with other research in her field abroad, which tended to be pure research (scholarship of discovery). Further, some second-year faculty were still trying to perfect their lecture notes and therefore did not find teaching preparation to be any lighter than it had been the first year.

### Challenges in Making the Transition to a New Workplace

Did the working environment that new faculty encountered match their initial expectations? What challenges did new faculty face in adjusting to their new employing institution? As initially expected, most of this new faculty group, who were alumni of their departments, described the working climate of those departments as informal and supportive, but hierarchical. Current networks and support had stemmed mostly from their previous relationships as peers or student teachers. New faculty had a family-like relationship with senior faculty who were former professors and with colleagues who were former classmates.

Alumni faculty benefited in many ways from their former relationships with the department, such as their familiarity with existing faculty, staff, and the setting. They tended to know about the areas of expertise of faculty in the department, and those faculty were not reticent to offer advice and serve as mentors to the alumni faculty. In addition, having shared the same socialization experiences during college with existing faculty, these alumni faculty understood the department's norms and integrated more easily into the community as faculty members.

However, the former student-teacher relationships and the strong seniority system led to unequal relationships among colleagues, sometimes making it necessary for new

faculty to be tactful in communicating with their senior colleagues. However, new faculty perceived their former status as students to be more of an advantage than a disadvantage to their careers. Also, seniority in terms of age sometimes complicated the authority system between faculty and support staff.

Despite new faculty's general description of their relationships with colleagues as informal and family-like, some new faculty members desired a higher level of collegiality and integration. Others were satisfied with the autonomy of academic life, despite its high individuality. In general, collaboration across colleges was minimal. At the departmental level, division of faculty into cliques seemed to be common in some colleges. New faculty in departments and colleges with contentions among colleagues found it difficult to decide on appropriate behavior. However, even in such situations, the alumni faculty benefited from having previous acquaintances with some colleagues, or at least they knew their way around.

These new faculty, particularly those in the hard disciplines, found the working environment to be less conducive to research than they initially had expected. Some faculty had few colleagues who shared common research interests, so there was little intellectual exchange of ideas. The barriers that impeded such exchanges were the small number of faculty in each subdiscipline and the lack of time. Inadequate research resources (such as research equipment, funding, and support staff) were another frequently mentioned problem.

Another major challenge that new faculty encountered was an inefficient management system—for example, unclear job descriptions and indistinct delineation of administrative responsibilities between faculty and administrative staff. Faculty also

cited problems due to unsystematic distribution of workloads and resources.

Cumbersome bureaucratic procedures complicated faculty's work and discouraged them from engaging in work requiring coordination across units.

Faculty also received mixed messages about institutional priorities, such as between institutional messages, on the one hand, and work and resource allocation, on the other. For example, whereas the university encouraged new faculty through orientations and university publications to increasingly emphasize research, they were still assigned heavy teaching and administrative loads. Some faculty members also experienced a conflict between the university's increasing emphasis on research and the department's emphasis on teaching. In addition, the university increasingly encouraged faculty to emphasize research, but the perception of research as personal work still prevailed in many departments. As a result, many faculty members hesitated to spend too much time doing research during official hours.

Finally, many new faculty encountered evaluation criteria that were different from their initial expectations, in terms of the relative weight given to various activities and the specific evaluation criteria for each activity. There were also variations among departments in the degree to which new faculty had been informed about the evaluation criteria before employment. This was a current problem because the university was making a transition to autonomy; therefore, several rules and regulations still were not permanently in place. Some faculty were surprised at the evaluation criteria because they originally had been hired as civil servants, but now that the university was in a state of transition, these new faculty were being evaluated according to minimum-workload requirements. Some faculty commented about the discrepancy between activities that

were emphasized in the evaluation, such as teaching and research, and the actual assignment of faculty workloads, which tended to be heavy on administrative tasks. Several new faculty members also commented on the shortcomings of the student evaluations, such as their not providing constructive feedback.

### Challenges Related to Institutional Change

New faculty experienced many challenges, as mentioned above. Various changes in Thai higher education, particularly since the 1997 economic downturn, further aggravated the challenge of new faculty's transition into a new career. There had been declines in budgets for research, teaching, and professional development, and departments had limited the number of workshops and conferences that new faculty could attend. In some departments, enrollment in graduate programs had increased because of the tight job market. As a result, new faculty members had heavier teaching loads. The government imposed a hiring freeze on public institutions, such as the one in this study, which resulted in heavier workloads for remaining faculty. Because of the limited number of faculty members, new faculty were assigned to teach courses outside their areas of expertise and share more of the administrative load. Work overload, in turn, left new faculty little time to pursue their own professional development. The limited number of faculty also deprived new faculty of a working environment in which they could exchange ideas with colleagues who shared mutual interests.

The current reform of the public university into a government-supervised public university is another change in the Thai higher education system that seemed to affect new faculty. New faculty's morale seemed to be undermined by uncertainty and the lack

of essential information regarding the new system, especially among non-civil servants. Many of the policies that remained unsettled included those pertaining to evaluation criteria, the length of the employment contract, employee benefits, and the policy regarding taking a leave to pursue an advanced degree.

In general, new faculty seemed to have mixed feelings about this reform, even though most of them reported that they were ready for the new system. Some expected that the new system would motivate them to be more active. Others were skeptical and thought the new system would not make any difference unless the current administrative system was improved. Several new faculty members also speculated on the consequences of this new system. One expressed the concern that, without permanent employment, academic freedom would be threatened. In addition, the nature of certain disciplines might not allow faculty to produce research rapidly enough for regular evaluations as required in the new system. Some faculty expressed concern that the new system would lead the university to become too commercial. Finally, some faculty speculated that short-term employment contracts under the new system would make it more difficult for the university to attract faculty applicants and undermine faculty loyalty to the institution.

#### Socialization Experiences of New Faculty

**From the perspective of new faculty member, how are new faculty members socialized into their academic roles and the workplace? What kinds of support are available? What kinds of support are helpful? What additional support do new faculty members need?**

### Socialization Before the Current Employment

Most new faculty started to learn informally about academic roles long before their current academic employment. Some of their learning about academic roles as well as the employing institution began at the undergraduate level because most of them were alumni of their current departments. As students, they had learned about teaching and time management, mostly through observing the positive and negative models of their professors. Some faculty found various experiences during graduate school and previous employment to be beneficial in making the transition to their current academic careers, including experiences as TAs and RAs, research experiences during their graduate programs, and working experiences in formal and nonformal educational settings.

### Socialization on the Job

Whereas new faculty learned to some extent about the academic career before their employment, much more learning occurred on the job. While employed, they learned their roles generally through trial and error. However, this does not mean that they learned the ropes completely on their own. Most faculty members had colleagues with whom they could consult when they encountered problems. The most frequently mentioned supporters were senior colleagues and junior colleagues who had been employed a few years before them. Colleagues helped new faculty learn their roles in various ways, such as letting new faculty observe their classes, consulting, sharing teaching materials, involving new faculty in collaboration, informing them about the institutional culture, giving them feedback, and keeping them motivated. The fact that

most faculty members were alumni of the department also made it easier for them to find collegial supporters and mentors.

None of this faculty group had formal mentors. Some of them had informal mentors, whose support functions matched Kram's (1976) description of the function of mentoring (for details, see pp. 63-64). Others reported that, instead of having mentors, they had regular supporters who served functions similar to the mentor functions described by Kram. These faculty members' assumptions about mentors might be the reason they did not see their regular supporters as mentors. The Thai term for mentoring, *pee leung*, sometimes has the connotation of coddling. Moreover, to some of these new faculty, mentors were responsible for their protégées' career survival. The perception of mentoring as potentially leading to dominance seems to be another reason the faculty in this latter group preferred not to have a mentor.

On the basis of Kram's classification of mentoring, the coaching function of mentors or regular supporters was most frequently mentioned. In most cases, the coaching function began when seasoned faculty collaborated with new faculty in various areas of work. Subsequently, the coaching function evolved naturally as they worked together. Sponsoring and providing exposure were the second most frequently mentioned functions of mentors, particularly in the hard disciplines. Typically, mentors sponsored new faculty by nominating them to fill certain administrative positions or to serve on certain committees. Through those experiences, new faculty had an opportunity to be visible in their institutional or disciplinary communities (exposure function). Mentors or regular supporters also served to protect new faculty by informing them about institutional norms, policies, and working climate. The function of mentors in assigning



challenging work was evident for new faculty who identified chairpersons or heads of areas of study as their mentors.

Overall, the career functions of mentors (as described above) were mentioned more frequently than the psychosocial functions (such as role modeling, counseling, and providing confirmation, acceptance, and friendship). The reason that the latter functions were not mentioned much might be that they are so much a part of informal mentoring that they are taken for granted. The most frequently mentioned psychosocial function was counseling about furthering one's education.

This new faculty group also shared their opinions about the value of having mentors, the necessity of having formal mentors, and characteristics of effective mentoring. In general, most new faculty agreed that mentoring was beneficial. A few who disagreed either thought the necessity of mentoring depended on the context or were concerned about dominance in the mentoring relationship. Although most new faculty advocated mentoring, they were divided in their opinions about whether mentors should be formally assigned to mentees. Those who supported formal mentoring believed it would provide new faculty, nonalumni in particular, equal opportunities to have mentors. Most faculty members who opposed formal mentoring believed that mentoring relationships should naturally evolve from compatibility and personal acquaintances. In terms of the characteristics of effective mentoring, many new faculty believed that it depended on the character and work orientation of mentors. They also believed that effective mentoring needed to have clear objectives, appropriate balance between control and negligence, and assignment of tasks appropriate to mentees' level of competence.

In addition to colleagues, administrators (particularly chairpersons or heads of areas of study) also played a crucial role in helping new faculty learn their roles. The organization of the administrative unit influenced who served as the major socializer in the new faculty's daily work. Typically, the chairperson was the key socializer for new faculty in the department. However, when a department was divided further into areas of study, it was the head of the area of study who served as the key socializer for new faculty in the unit. Overall, both chairpersons and heads of areas of study helped new faculty in similar ways, except on certain issues in which chairpersons had sole authority. Chairpersons and heads of areas of study helped new faculty mostly by giving them work opportunities, providing suggestions on various processes of academic work, and informing them about work priorities, institutional norms, and policies. Both types of administrators encouraged new faculty's professional development. Also, they both had critical roles, as the university was in a transition toward autonomy, in ensuring that new faculty (especially non-civil service faculty) fulfilled the essential workloads required in the evaluations for extended employment contracts. Despite many similarities in the roles of chairpersons and heads of areas of study in helping new faculty, chairpersons had some authority by virtue of their position that enabled them to provide additional support to new faculty, such as allocating resources and serving as a liaison between new faculty and college or university administrators.

In addition to senior administrators, support staff, such as administrative support staff and lab technicians, also facilitated faculty members' transition to their new academic employment. New faculty also received support from people outside their

universities, such as colleagues in the same discipline at other universities, college peers working at other academic or nonacademic institutions, and relatives.

New faculty learned about academic roles and the institution not only through informal interactions and observations, but also from various formal interventions within and outside the university. However, these formal interventions had many limitations, as will be discussed shortly.

Within the university, most formal interventions were centralized programs offered by staff development units. The most frequently mentioned formal intervention was the orientation, which all new faculty were required to attend. The orientation was offered twice a year, at the beginning of a term, and lasted approximately 4 days. The content of the orientation included information about academic employment and an introduction to the university and its rules, regulations, and policies. There was also a teaching training session in which senior faculty shared their early career experiences and simulated ethical problems. In addition to the orientation, there were also workshops, mostly offered by the university's staff development unit. However, a few colleges offered workshops on topics related to their field, such as teaching workshops offered by the College of Education or computer workshops offered by the College of Engineering. Only a few colleges provided their own orientations or workshops on teaching and research.

This new faculty group shared their opinions about these formal interventions. In general, these faculty found the orientation beneficial in introducing them to the university and conveying essential information. Informants mentioned various benefits of the orientation: getting to know colleagues across colleges; obtaining essential

information related to new faculty's employment; acquiring information about the university's rules, regulations, and policies; and learning about the university's structure and administrative system. They also found that the orientation served as a communication forum between new faculty and the university. Particularly during the university's current state of transition into an autonomous university, the orientation not only informed new faculty about the progress of this change but also elicited their input on rules and regulations of the new system.

Informants also praised various workshops offered on campus for providing useful information, such as teaching techniques. At the same time, sessions on teaching and research during both the orientation and workshops were criticized for the limited practicality and relevance of the content, and discrepancy between the ultimate goals conveyed in these interventions and actual university practices. The orientation was further criticized for its length and tightly scheduled activities. Some faculty also pointed out that the orientation was offered long after they had started their jobs.

#### New Faculty's Opinions About the Usefulness of Existing Institutional Support and Additional Support Needed

**What kinds of support are helpful?** The university support that eligible faculty most frequently mentioned as being helpful was the research incentive fund. New faculty found this funding to be helpful not only for carrying out research, but also for purchasing teaching supplies and offsetting the cost of professional development activities. **What additional support do new faculty need?** In general, these new faculty needed additional support in the form of time to get settled during their early

careers, more support staff (both administrative support staff and lab technicians), an increased budget for research, teaching assessment service, research-assistance service, mentor support, more collegial exchange of ideas about teaching, and opportunities for continuing education.

### Variations Among Disciplines

Despite the general similarity of new faculty across disciplines in their expectations, experiences, and socialization process, the findings from this study indicated slight differences among faculty in various disciplines with regard to these three themes. However, because the sample was small, readers need to be cautious in making generalizations about disciplinary differences based on these findings. What follows are my observations from the interviews concerning differences in the expectations, early career experiences, and socialization process of faculty in diverse disciplines. These differences reflect the unique nature of each discipline.

#### Work Priority: Teaching Versus Research

Teaching and research are generally perceived to be faculty's work priorities; nevertheless, the perceptions of new faculty in the four disciplinary areas differed slightly with regard to the relative importance they expected to give and indeed gave to various academic activities. In comparison with faculty in the pure soft disciplines, those in the pure hard disciplines seemed to be oriented more toward research. However, there were some exceptions. For example, faculty in the pure soft disciplines who had been hired under the employment conditions of the new system, in which research is emphasized, tended to emphasize research as well, in line with the new institutional emphasis. In

addition, although there seemed to be general consensus among new faculty in the pure soft disciplines that teaching was their first priority, faculty in the pure hard disciplines were divided in their opinions about whether teaching or research should be the main priority. These new faculty's expectations about the institutional priority also were consistent with how they expected to prioritize their work. Faculty in the pure hard disciplines seemed to impose upon themselves a high expectation for research and had high expectations for a research-oriented work environment.

### Teaching Approach

Overall, most faculty across disciplines wanted to use a student-centered approach in their teaching. However, whereas faculty in the soft disciplines expected mainly to use the student-centered approach of class discussion, most faculty in the pure and applied hard disciplines described their expected teaching approach as a mixture of student-centered, teacher-centered, and discipline-centered approaches. Compared with faculty in the pure hard disciplines, those in the pure soft disciplines put more emphasis on students' holistic development, such as incorporating moral elements into lessons and helping students develop their full potential. In addition, faculty in both the hard and soft disciplines emphasized the importance of cultivating students' critical thinking, as opposed to memorization. However, faculty in the pure hard disciplines tended to emphasize critical thinking within the scope of those disciplines, whereas those in the pure and applied soft disciplines tended to encourage critical thinking for the purpose of enriching students' personal as well as professional lives.

Another observation about variations in teaching approaches among disciplines is that faculty in the applied disciplines tended to expect and indeed emphasized practicality. For example, they emphasized the importance of faculty's having practical experience before teaching, so that they could select lesson content that was relevant to the actual practice of the profession. They also tended to emphasize students' having hands-on experiences in the learning process.

Community Service: Emphasis, Work Opportunities, and Time Spent

Faculty across disciplines generally expected community service to be a lower priority than teaching and research; however, faculty in the applied disciplines seemed to emphasize community service more than did their colleagues in the pure disciplines. Of the few faculty members who expected to see interactions among various academic activities, those in the pure disciplines mainly expected an interconnection between teaching and research, whereas faculty in the applied disciplines added community service to this interconnection.

Faculty members in the applied disciplines tended to have more opportunities to become involved in consulting and doing contractual research. Faculty in one college within the applied disciplines reported actually spending more time on community service than on teaching and research. More faculty in the applied disciplines than those in the pure disciplines also expressed their enjoyment of community service work.

### Administrative Work

In general, faculty across disciplines described administrative work as time consuming, cumbersome, stressful, and irrelevant to academic work. However, in comparison with new faculty in the pure disciplines, fewer faculty in the applied disciplines complained about administrative work.

### Patterns of Social Interaction and Research Collaboration

Faculty members in the pure hard disciplines tended to be more cosmopolitan (in terms of having more interactions with disciplinary colleagues than institutional colleagues) than their counterparts in other disciplines. More new faculty in the pure hard disciplines than in other disciplines reported having opportunities to exchange knowledge with colleagues in the same discipline outside the university through conferences and other professional development activities. Corresponding to the tendency of faculty in the pure hard disciplines to be cosmopolitan was the frequently reported function of mentors in those disciplines, of sponsoring and providing visibility for new faculty in the disciplinary community by engaging them in work collaboration or simply introducing them to colleagues in the discipline. Mentors of faculty in the applied disciplines played an important role in introducing new faculty to different external agencies that often contacted the department for service.

Concerning the pattern of research collaboration, in this study faculty in the pure hard disciplines did not collaborate on research with colleagues inside and outside the university more frequently than did faculty in other disciplinary areas, as I initially had expected. However, in comparison with the research conducted by faculty in the pure



soft disciplines, the research of faculty in the pure and applied hard disciplines required more teamwork with faculty colleagues, student RAs, and lab technicians.

### Sequence of Assuming Different Academic Roles

Early in the career, the work assignment of new faculty in most colleges focused mainly on teaching rather than community service. Some faculty also had to assume administrative responsibilities if their departments did not have adequate staff to share these loads. As a result, they often postponed doing research. Most also did not have much opportunity to do community service work, except for faculty in some departments within the applied disciplines.

Despite the typical patterns of assuming academic responsibilities described above, there were some differences between faculty from the two colleges within the applied hard disciplines in terms of the sequences of work assignments and the amount of community service work they did during their early careers. The two faculty members from the College of Veterinary Science (life science) started their jobs mostly with practical experience in clinical work. Their work required much collaboration across units or departments within their college. They also spent ample time providing community service. On the other hand, the two faculty members from the College of Pharmaceutical Science (non-life science) started their jobs as did the faculty in most other disciplines—that is, with a teaching assignment. They spent much time on teaching preparation and administrative work, as did new faculty in most other disciplines.

## Interpretation of the Findings

Before collecting the data, I expected the socialization experiences of new faculty at this Thai university to be different from those of new faculty in the U.S., due to differences between the two higher education systems in terms of history, culture, and university administrative system. However, as I completed the data analysis, I discovered that there were many similarities in the early career socialization experiences of faculty at this Thai university and of those in the U.S. Yet, despite the general similarities in the early career socialization experiences of faculty across national and cultural borders, there were subtle differences that are too important to be overlooked. These subtle differences derived from many factors, such as Thai norms and values and the historical development of Thai higher education as a system under governmental control.

In this section, I discuss issues and implications of the three main themes of this study: new faculty's expectations, experiences, and socialization process. I also examine disciplinary differences in faculty's expectations, experiences, and socialization process. Further, I discuss how new faculty's experiences and opportunities for professional development were affected by various recent changes in the Thai higher education system, such as the economic downturn, faculty shortage, and reform of public universities into government-supervised public universities.

### New Faculty Members' Expectations

The findings from this study concerning new Thai faculty members' expectations about an academic career before their current employment generally were consistent with

those from previous studies in the U.S. concerning how new faculty and graduate students with academic-career aspirations envision the academic profession.

In agreement with the literature on new faculty in the U.S., these new Thai faculty were attracted to academic careers mostly by intrinsic sources of satisfaction (Olsen & Sorcinelli, 1992; Sorcinelli, 1988). These sources included the challenge and variety of academic tasks, autonomy, academic freedom, flexible work schedules, social contacts, opportunities to teach and conduct research, opportunities for intellectual growth, and opportunities to make a difference in society and in the field through educating the next generation. The findings from this study concerning attractive features of academic careers were consistent with reports on these same issues from new faculty and academic aspirants in the U.S. (Anderson & Swazey, 1998; Austin & Fraser, 1999; Boice, 1992; Nyquist et al., 1999; Rice, Sorcinelli, & Austin, 2000; Sorcinelli & Austin, 1992).

Also of concern was how new faculty's expectations about academic careers, their expected work priorities, and desired teaching approach were influenced by their previous socialization, known as the culture of orientation (Van Maanen, 1983; Whitt, 1991). The study findings indicated that many new faculty at this university had graduated from western universities; therefore, their expectations about academic roles and working climate were influenced partly by those experiences abroad. For example, new faculty who had graduated from research-oriented universities in the U.S. expected the same emphasis on research at their current institution of employment. These faculty members also expected their institution to be well-equipped with resources and facilities that were perceived to be basic in universities abroad, such as library collections, computers, basic research equipment, and ease in borrowing research equipment across

units. These new faculty also brought with them expectations about teaching based on western models, such as using class discussion and paper writing as opposed to the traditional lecture approach. In addition to being influenced by experiences abroad, because most of the new faculty were alumni of their employing institution, their experience as undergraduates at this institution also had shaped their expectations about the working climate and their relationships with colleagues. Most of them expected the working climate to be informal and supportive, but hierarchical.

### New Faculty's Experiences

In general, the experiences of new faculty at this Thai university were similar to those of new faculty at universities in the U.S. Nevertheless, there were some subtle differences, which are discussed in detail in this section.

New faculty at this Thai university and university faculty in the U.S. were similar in terms of the sources of their career satisfaction and challenges. Both groups found academic career satisfaction through such intrinsic sources as enjoyment of teaching and research, variation in academic work, social contacts, and social recognition. Challenges in the academic careers of these Thai faculty also were consistent with findings on this topic in the U.S. (Boice, 1992; Rice et al., 2000; Sorcinelli & Austin, 1992). These common challenges included balancing multiple tasks within severe time constraints, building comfort in teaching, dealing with fragmentation in the workplace, having unclear job descriptions and evaluation criteria, receiving inadequate feedback, facing external and personal high expectations, confronting resource constraints, and spilling over of work to nonwork life. The problems of unclear job descriptions and evaluation

criteria were even more serious in this university's current state of transition into a new system because many rules and regulations had not yet been established.

Despite the many common challenges of new faculty in these two national contexts, there were some differences, which derived partly from their unique administration and governance (Thai higher education has long been under the government's control) and cultural characteristics. These factors increased the challenges for new Thai faculty in some areas and alleviated the challenges in others.

### Balancing Multiple Responsibilities

Studies on new faculty in American universities have indicated that they often are pressured to balancing multiple responsibilities (Mager & Myers, 1982; Rice et al., 2000; Sorcinelli, 1988; Turner & Boice, 1989). These faculty are often so overwhelmed with daily tasks that demand immediate attention, such as teaching preparation and committee and administrative work, that they have to postpone their research projects (Boice, 1992; Mager & Myers, 1982; Sorcinelli, 1985). Administrative work seemed to be an even more critical barrier to balancing their time for new faculty at this Thai university, due to the typically heavy administrative loads that they carried. The reason is that there were only limited numbers of professional administrative staff, and job descriptions often were not clearly delineated. For example, various nondepartmental institutes were operated mainly by faculty members, with few permanent support staff. Some new faculty members served as secretaries to the deans and assistant deans. Although the additional administrative responsibilities opened opportunities for faculty to be mentored by these senior administrators, the responsibilities increased their workloads, as well. In addition,

although the Thai university hired TAs and RAs, there was no systematic TA training or evaluation system. As a result, faculty often ended up teaching large classes themselves. Further, the number of RAs was limited.

In addition, unlike in American universities, this Thai university did not have enough professional student affairs staff. Therefore, most of these Thai faculty members had to serve as advisors to both undergraduate and graduate students. Without adequate professional student affairs staff, faculty, particularly novices, often were expected to engage in student-related activities themselves.

### Instruction

Most faculty had educational experiences in western universities. Therefore, they expected to pattern their instructional approaches after those western models, such as using class discussions or paper writing instead of the traditional lecture approach. However, various contextual factors impeded these faculty from achieving their goals, such as students' passivity and lack of critical thinking skills. In addition, most original academic materials in many disciplines were in English, so faculty who wanted to teach by engaging students in discussions of those materials could not do so because the students lacked English proficiency. Some faculty also faced the challenge of translating English technical terms into Thai.

In addition, most Thai universities, including this one, do not have various centers for improving students' basic skills, such as study skills and writing skills, as do their counterparts in the U.S. This, in turn, increased some faculty's teaching burdens.

Finally, the university still had limited teaching resources, such as library collections and computers.

### Heavy Bureaucracy: The Legacy of Higher Education Under Governmental Control

Thai universities typically are heavily bureaucratic, partly because they have long been under governmental control. This heavily bureaucratic system not only increases faculty's administrative workload, but also creates inconvenience in carrying out necessary tasks such as borrowing equipment, requesting resources, and seeking reimbursement for certain expenses. Bureaucracy also causes many new faculty to avoid collaboration because coordinating across units often requires them to go through many bureaucratic channels, which they find time consuming.

Under the bureaucratic system, although faculty seemed to have greater autonomy than employees in private enterprise, as civil service faculty at a public university they were, in principle, expected to maintain office hours from 8:30 a.m. to 4:30 p.m. (George, 1987). Therefore, private consulting or other extramural work during official work hours, especially if it was paid for by a nongovernmental agency, was perceived by some faculty as a type of double payment. Likewise, if a consultancy was expected to take longer than 6 months or a year, new faculty had to ask permission to engage in it.

However, discouragement of extramural consultancy and work did not seem to be the norm across colleges. Although some colleges discouraged faculty, particularly novices, from engaging in those activities, others encouraged such endeavors and saw them as an opportunity for faculty to connect teaching with real world experience and to generate income for the institution as well as themselves. Senior faculty and

chairpersons who encouraged extramural service helped connect new faculty to external agencies. These inconsistencies were likely to convey conflicting messages to new faculty.

Under the new system of government-supervised public universities, it is anticipated that service and research will become increasingly important for the survival of each college. Under the new system, minimum workloads are established for faculty in different areas, in which service is officially taken into account as one of the workload requirements. This policy, in turn, should be able to subdue the criticism toward faculty's involvement in extramural service work because time spent on such activities and remuneration from them directly benefit the institution. However, that has not been the case. Despite structural changes in the evaluation criteria, signs of the old perception about extramural work were still observed when this study was conducted. For example, in some colleges, even non-civil service faculty were still advised to maintain their official full-time work hours, concentrate on intramural activities, and decline much extramural work, especially during their early careers.

The survival of each college increasingly depends on service work, and the public and private sectors increasingly are relying on academicians' expertise to inform their policy and practice. The challenge of leaders of departments and colleges is how to reshape negative perceptions toward extramural work. At the same time, individual faculty need to determine what is an appropriate amount of extramural work for them so that it will not interfere with their teaching and research.



### Research Emphasis

In the current state of transition to the new system, although research is increasingly being emphasized, the pressure to publish or perish is not yet as serious a concern as it is in the U.S., even though research and book writing have long been the main criteria for academic promotion. One possible reason for this situation is that, until now, Thai faculty at public universities have been civil servants and therefore have had job security after passing their first year of probation. As a result, even though research is encouraged through academic promotion, it is not imperative. In addition, new faculty members often have heavy teaching and administrative loads; therefore, they often postpone doing research.

Furthermore, some faculty members perceived of research as personal work, viewing it much like the extramural work described above. This perception might be traced back to the time when most of the university's research funds were not allocated to individual colleges, but instead were directed to university institutes. Individual faculty members' involvement in research through these institutes or in contract research funded by nongovernmental agencies provided them opportunities to supplement their relatively low civil service salaries. In contrast, administrative work, which was not well rewarded but was necessary for faculty to perform because of the limited professional or administrative support staff in many colleges, was perceived as a service to the department and college.

Conversely, many faculty disagreed with the perception that research was personal work and thought faculty's success in conducting research contributed to the reputation of the university, development of the nation, and advancement of knowledge

in the discipline. Despite their disagreement, some of these new faculty informants chose to spend time beyond their official full-time work hours doing research.

The perception by some faculty that research was personal work differed from the prevailing perception of research activity at universities in the U.S. At American universities, faculty members who actively engage in research are perceived as valuable assets of the institution because their research contributions increase not only the institution's resources but also its prestige at all levels.

Whereas the aim of this Thai university is to become a research university, the perception of research as personal work could convey conflicting messages to new faculty. The university has undertaken many initiatives to promote research productivity. For example, in the annual faculty evaluations, research is now officially counted as part of the minimum workload, determining whether the employment contracts of non-civil service faculty are extended. Therefore, research is no longer optional, but it is mandated for their job security. In addition, non-civil service faculty are also hired with an employment condition that emphasizes research. Finally, the university provides research incentive funds for all newly hired faculty with doctorate degrees. Despite these structural efforts of the university, however, the conflicting messages about research can pose a challenge to the university's goal to become research oriented.

### Collegiality

Despite various challenges of academic work and fragmentation of the institution, academic life for new faculty at this Thai university was not completely isolated. Most faculty members, even those who commented about isolation, fragmentation, or conflict

in the department or the university could find at least a few colleagues with whom to consult. The sources of collegial support derived mostly from previous student-teacher or peer relationships. Most faculty described their affiliations as informal and supportive, but hierarchical, like familial kinds of relationships. Even though, as in the U.S., faculty in many colleges encountered a generation gap, these previous relationships eased new faculty's adjustment.

At the same time, this former student-teacher relationship between new and senior faculty, as well as the strong seniority system of the Thai culture, made interactions among colleagues at the Thai university different from those among their American counterparts. For example, academic discourse among Thai academic colleagues was less direct. New faculty members often hesitated to argue with or refuse requests from senior colleagues. This kind of interaction seemed to derive not only from the seniority system and former student-teacher relationships, but also from the Thai value known as *krengchai*. The seniority-by-age factor also made it necessary for new faculty to be cautious about how they interacted, not only with senior colleagues but also with senior support staff.

#### Challenges Related to Institutional Change

Also of concern in this study was how various changes in the Thai higher education system had affected the early career experiences of new faculty. First of all, the 1997 economic downturn aggravated the problem of resource constraints and faculty shortages, as anticipated at the beginning of this study. As a result, problems of limited resources and work overload seemed to be worse for this new faculty group than for their

counterparts in the U.S. The concern about resource constraints was of particular concern to faculty in the pure hard disciplines. With the devaluation of the Thai *baht*, institutions had to pay for the same amount of research equipment and imported chemicals at a higher cost, with more limited funds. In addition, as expected, the governmental policies imposed on the university to freeze new hiring resulted in heavier teaching and administrative loads in some departments. With such increased workloads, some new faculty members had no time left for early career adjustment or professional development. The budget for professional development also was decreased.

New faculty had mixed feelings about another change in Thai higher education, the change to a government-supervised public university. On the positive side, new faculty saw this reform as an impetus that would motivate them and their colleagues to be more active. They anticipated that research and service would be increasingly important because these pursuits gave the institution an opportunity to generate extra income.

However, because this university was still in a state of transition, various rules and regulations still had not been established. A lack of information and a sense of uncertainty seemed to undermine new faculty's morale. Unless the delineation between administrative and academic work responsibilities is clarified in the new system, the problem of faculty work overload may not be resolved by this reform, and it may even get worse. The reason is that the new system demands more research and service, and it has an evaluation system based on minimum-workload requirements.

With an increasing emphasis on research and quality assurance in the new system, many new faculty anticipated increased academic rigor, as in western universities. At the same time, they anticipated several problems, which seem to parallel challenges that new

faculty in the U.S. are now facing, particularly with the tenure system. Without a permanent employment guarantee as under the civil service system, faculty in this study were concerned about the consequences of a short-term employment contract and periodic evaluations. For example, some informants were concerned that the annual review for contract extension would pressure faculty to publish at a rapid pace, which may not be compatible with the nature of research in some disciplines. Some faculty also were concerned that the pressure to publish would leave faculty with less time to devote to teaching. Others feared that such pressure would infringe on new faculty's autonomy because they would have to choose to do research on topics that could yield quick results. Without a permanent employment guarantee, they were concerned about the consequences if an evaluation was unfair.

Some new faculty also were troubled that the new system might lead universities to become too commercial and in turn limit low-income students' access to higher education. The reason is that most public universities in Thailand are selective but charge lower tuitions than private institutions. The Thai system has only two open-access public universities. In contrast, in the U.S., even if one cannot afford to attend a public university, there are many open-access community colleges.

### The Socialization Process

Van Maanen and Schein (1979) categorized organizational socialization strategies into six dimensions: (a) collective versus individual, (b) formal versus informal, (c) sequential versus random, (d) fixed versus variable, (e) serial versus disjunctive, and

(f) investiture versus divestiture. Using that framework, I interpreted the socialization of the new faculty members in this study as follows.

### Collective Versus Individual Socialization

The socialization experiences of these new faculty can be described as more individual than collective. New faculty in most departments reported that they were the only, or one of the few, new faculty in their departments. Therefore, each of them learned the ropes independently. One of the few forms of collective socialization was the orientation, which all new faculty members were required to attend. However, this was only a one-time session. Once the orientation was over, new faculty members scattered to their own departments, and there were rarely other cases in which new faculty who were hired in the same cohort learned their roles as a group.

Across disciplines, new faculty in a few departments seemed to experience more collective socialization than others. For example, a faculty member in the College of Veterinary Science reported that the head of his unit of study and a few senior faculty members outside of his department served as mentors for all new faculty members in his unit. It was also the only college in this study that had its own orientation. This might have been the case because of the unique nature of clinical work, which typically seems to require teamwork or collective efforts.

### Formal Versus Informal Socialization

Most new faculty's socialization was informal, but there was a small amount of formal socialization. In general, new faculty learned their roles and became acquainted with institutional norms through trial and error, with informal collegial support from time

to time when they encountered problems. The key informal socializers included senior colleagues, junior colleagues with a few more years of employment experience, the chairperson, the head of the area of study, support staff, colleagues outside the employing institution, and relatives. Senior faculty and junior faculty with a few more years of employment experience were most frequently mentioned as important sources of socialization support. The former student-teacher or peer relationships between new faculty and seasoned faculty were unique to this Thai university. This seemed to be an important factor that facilitated the informal socialization of new faculty at this institution. These former relationships made it easier for new faculty alumni to find collegial support as well as mentors. New faculty also learned about institutional priorities by observing institutional policy and practices such as resource allocation.

In terms of formal socialization, most new faculty were introduced by means of a centralized program, such as an orientation and various workshops. The main program was the new faculty orientation, which was a one-time mandatory program, offered twice a year for all new faculty. This new faculty group made some comments about the orientation, which were consistent with findings from a previous study of the successes and failures of Thai faculty development programs (Sinlarate, 1994). These findings indicated the impracticality and irrelevance of the suggested teaching methods to actual classroom experience. Faculty also discussed the lack of time to practice suggested techniques in the classroom. These findings were consistent with Tierney's (1998) observations regarding limitations of orientations in the U.S.—that a one-time orientation at the beginning of a semester often overwhelmed new faculty with an influx of

information and therefore gave them little time to absorb and experiment with the new techniques they had learned.

### Random Versus Sequential Socialization

Through random socialization, new faculty are socialized haphazardly. Random socialization and informal socialization occur concurrently. In addition to random socialization, some new faculty in a few colleges experienced sequential socialization, which reflected the unique nature of their disciplines. For example, a faculty member in the College of Veterinary Science (an applied hard discipline) reported that it was necessary for her to start her academic responsibilities in clinical work (which in this study was considered community service work) in order to explore possible areas of specialization before continuing her graduate study. Beginning with practical experience, new faculty in this applied discipline learned which topics were important to teach and to research. For example, through extensive experiences in clinical work, new faculty in the College of Veterinary Science learned which disease cases were frequently found in the clinic or teaching hospital. Therefore, they decided to emphasize those diseases in their teaching. Or they could select their research topics from the problems they encountered through practical experience. This reflects what Van Maanen and Schein (1979) described as sequential socialization, in which role learning progresses in orderly steps. One needs to master a certain skill or competence before moving to the next level.



### Fixed Versus Variable Socialization

This study included faculty with two types of employment statuses: civil service faculty and non-civil service faculty or university employees. Socialization of civil service faculty can be described as a combination of fixed and variable socialization. “The fixed versus variable socialization process refers to whether the timetable related to moving through different organization roles is fixed (precisely spelled out) or variable (vague and unclear)” (Tierney & Rhoads, 1993, p. 28).

Civil service faculty were awarded permanent employment status after passing an approximately 6-month to 1-year probation, a period of fixed socialization. After new faculty earned their permanent employment status as lecturers, their progress up the academic ladder varied. However, there was a minimum timeline for progression from one position to the next—from lecturer to assistant professor (3 years), assistant to associate professor (3 years), and associate to full professor (5 years). In contrast, according to the policy stated in the current university draft bill, socialization of university employees or non-civil service faculty seems to be fixed. That is, non-civil service faculty will be evaluated every year to determine whether their employment contracts will be extended another year. In terms of promotion in academic rank, if the minimum timeline for each academic position remains as expected, having their employment based on a performance contract will inevitably pressure faculty to meet a fixed timeline for academic promotion. Therefore, it seems that, in this system, socialization after the probationary period is likely to be more fixed than in the bureaucratic system.

### Serial Versus Disjunctive Socialization

In serial socialization, experienced colleagues serve as role models for and provide guidance to novices. Therefore, serial socialization tends to result in continuity of norms and values from predecessor to successor. In contrast, novices who encounter disjunctive socialization have no role models.

At this university, overall, new faculty's socialization can be described as serial socialization. This is partly the result of the unique nature of this university, in which most new faculty were alumni of their departments. Therefore, senior colleagues or more experienced junior faculty were the former professors or college peers of these new faculty members. This was particularly the case for some faculty who continued straight from their undergraduate and graduate studies to employment in the same department. However, a few departments were experiencing a generation gap. In that situation, the transmission of values from the senior cohort to the novice cohorts was disrupted.

### Investiture Versus Divestiture Socialization

In investiture socialization, novices' previous socialization or culture of orientation (Whitt, 1991) is welcomed in the new setting. The new organization expects to take advantage of the skills, values, and attitudes novices bring with them to the organization. In contrast, in divestiture socialization, novices are expected to leave behind the culture of orientation in order to be compatible with the new setting.

In this study, although a few new faculty had remained in the same department from their undergraduate schooling until their current academic employment, many others had continue their study abroad, mostly in western countries. A few faculty had

worked in other academic or nonacademic settings. In general, the skills and knowledge that new faculty members brought with them to this university were highly valued. However, at the same time, new faculty members needed to adjust to certain norms of the institution. For example, a faculty member who had graduated from an American university and expected to adopt the western model of setting office hours later learned to accept the Thai situation in which interruptions are inevitable. This individual was still trying to find other alternatives that were more viable in the new setting.

In sum, in light of the dimensions of the organizational socialization scheme, new faculty's socialization at this university can be described, in general, as individual, informal, and random more than collective, formal, and sequential. The main socialization strategy, which can be described as formal and collective, was the orientation. The unique situation of this university, where most new faculty were alumni, made serial socialization possible. In terms of the investiture versus divestiture dimensions, skills and knowledge that new faculty brought to the university were highly valued, but there were certain practices and norms to which new faculty needed to adjust in order to conform to the mainstream.

### Disciplinary Variations

The disciplinary frameworks that were used to guide the analysis in this study were those of Biglan (1973), Becher (1987), and Braxton and Hargens (1996). Biglan classified disciplines into three dimensions on the basis of (a) the level of paradigm development of the discipline (labeled hard-soft), (b) the practical application of the discipline (labeled pure-applied), and (c) whether a discipline involves life or nonlife

subjects. Becher drew on Biglan's disciplinary classification but focused only on the hard-soft and pure-applied dimensions. Braxton and Hargens classified disciplines into high-consensus and low-consensus disciplines, which was consistent with the other authors' classification of disciplines into hard-soft dimensions. That is, in the hard disciplines, the knowledge paradigm tends to be well established; therefore, members of these disciplines are likely to share a greater consensus about the body of knowledge in the disciplines. The opposite is true of the soft or low-consensus disciplines. These differences in the nature of the disciplines, in turn, are likely to contribute to variations among faculty in different disciplinary areas. These models guided my initial assumption about disciplinary differences among new faculty in this study.

As I analyzed the data, I observed some patterns of similarities within and differences across disciplines, which were consistent with how the above-mentioned authors distinguished among disciplines to a certain extent. However, there were also some exceptional cases in which these disciplinary classifications were not applicable. These cases often were found when other forces also influenced new faculty, such as their institutional culture, institutional policy, or even their own personal interests.

For example, previous disciplinary studies (such as those of Becher, 1987, and Braxton & Hargens, 1996) have indicated that faculty in the pure hard or high-consensus disciplines tend to be oriented toward research. Consistent with those studies, in this research many new faculty members in the pure hard disciplines expected to emphasize research and indeed did so. They tended to expect a research-oriented working environment and to have self-imposed high expectations regarding research. Conversely, new faculty members in the pure soft disciplines tended to place great emphasis on

teaching and student advising. For instance, faculty members in the pure hard disciplines were divided on whether only teaching should be the highest priority or whether both teaching and research should be equal work priorities. In contrast, respondents in the pure soft disciplines concurred that teaching was the highest priority, except for those who had been hired under the employment condition that emphasized research.

Another consistency between what was observed in this study and in previous research on disciplinary differences was the tendency of faculty in the applied disciplines to be service oriented. Biglan (1973) pointed out that faculty in the applied disciplines tend to have a high commitment to service activities, enjoy service activities, and indeed spend more time on service work than those in the pure disciplines. Consistent with Biglan's research, the findings from this study indicated that more faculty in the applied disciplines than in the pure disciplines perceived community service as an essential role and enjoyed it. Also, faculty in the applied disciplines did not express as much dislike for work related to service to the department and college (administrative work) as did those in the pure disciplines. New faculty members in one college within the applied hard disciplines even pointed out that starting their service work (clinical work) was a prerequisite role before proceeding to teaching and research. However, inconsistent with previous studies, only faculty in one college within the applied hard disciplines spent most of their time on service work. Most other new faculty in the applied disciplines spent most of their time on teaching preparation and administrative work, like those in the pure disciplines.

Furthermore, in terms of patterns of social interactions, authors have asserted that faculty in the pure hard disciplines tend to be cosmopolitan; that is, they identify and

interact more with disciplinary colleagues than institutional colleagues (Becher, 1987; Braxton & Hargens, 1996). Consistent with some disciplinary studies in the U.S., the findings from this study indicated that more faculty in the pure hard disciplines than in other disciplines reported participating in conferences or attending other professional development interventions of the discipline, offered at other universities. The cosmopolitan orientation of faculty in the pure hard disciplines also seemed to influence their socialization process. For example, mentors' function in providing exposure and visibility for protégées in their disciplinary community was more evident among faculty in the pure hard disciplines than in other disciplines, especially in comparison with faculty in the pure soft disciplines.

Biglan (1973) found that faculty in the pure hard disciplines engaged more in research collaboration than did those in the applied hard disciplines. In this study, however, frequent research collaboration among faculty in the pure hard disciplines, particularly within the college, was not distinctive from that of faculty in the applied hard disciplines. In comparison with faculty in the soft disciplines, faculty in both the pure and applied hard disciplines tended to involve not only colleagues but also RAs and lab technicians in research collaboration. This pattern of frequent collaboration among those in the hard disciplines, in turn, has implications for new faculty's socialization process. That is, these frequent collaborations eased the initiation of novices into their new roles in general and the development of mentoring relationships in particular.

In terms of teaching approach, Braxton (as cited in Braxton & Berger, 1999) pointed out that faculty in the low-consensus disciplines (soft disciplines) tend to emphasize in their teaching students' development of critical thinking skills and use a

student-centered approach. In contrast, the findings from this study indicated that faculty in the pure hard disciplines wanted to use a student-centered approach as much as did those in the soft disciplines. They also equally emphasized critical thinking. However, there were some subtle differences. That is, besides a student-centered approach, faculty in the pure hard disciplines also expected to be able to apply teacher-centered and discipline-centered approaches effectively. Concerning the objective of fostering students' critical thinking ability, faculty in the pure hard disciplines expected to help students learn ways of thinking appropriate to the discipline, as opposed to learning by memorization. Faculty in the pure soft disciplines, on the other hand, emphasized students' development of thinking skills for the purpose of enriching their professional as well as personal lives.

In terms of the socialization process, distinctions among disciplines as classified in previous disciplinary models of the new faculty socialization process were not obvious in this study. For example, the socialization experiences of faculty from two colleges (the College of Veterinary Science and the College of Pharmaceutical Science) within the same applied hard discipline can be characterized differently, based on Van Maanen and Schein's (1979) model of socialization (for details of that model, see pp. 57-59). The only difference between these two colleges seemed to be that the one is a life science and the other a nonlife science. Socialization of faculty in the College of Pharmaceutical Science, which can be described as individual and random socialization, seemed to resemble that in other colleges. Socialization of new faculty in the College of Veterinary Science tended to be more collective and sequential. In terms of collective socialization, the College of Veterinary Science was the only one in this study that had its own

orientation. A faculty member in this college reported that the head of his area of study served as a mentor for all the junior faculty members in his unit. In terms of sequential socialization, both faculty members in the College of Veterinary Science emphasized the importance of embarking on the academic role through orderly steps—that is, starting from clinical work (practice in a community service area of work) before assuming teaching and research responsibilities. The unique socialization patterns of new faculty in this college reflected the practical orientation and collaborative nature of work in this discipline.

Writers on disciplinary differences have suggested that there are some variations among disciplinary areas—pure hard, pure soft, applied hard, and applied soft (Becher, 1987; Biglan, 1973). The findings from this study were consistent with those from previous research to a certain extent. However, in this study, it was found that other factors also contributed to differences across disciplines. These other factors included institutional norms, policies, and individual preferences.

### Implications of the Study

Findings from this study revealed some discrepancies between new faculty members' expectations and their actual experiences on the job. Various challenges during faculty members' early careers were described. I particularly focused on how new faculty were affected by various forces of change, including the university's transition toward independence from the government, the economic downturn, and the faculty shortage or generation gap in some departments. Important sources of support for new



faculty members' socialization and the usefulness and limitations of these supports were identified. Also reported was additional support that new faculty would like.

Based on the findings from this study, I also developed a model to explain critical factors that influence new faculty socialization at this Thai university. There are three primary influences on new faculty socialization: individual experiences, collegial support, and institutional opportunities. Within each area, the model shown in Figure 1 identified important factors.

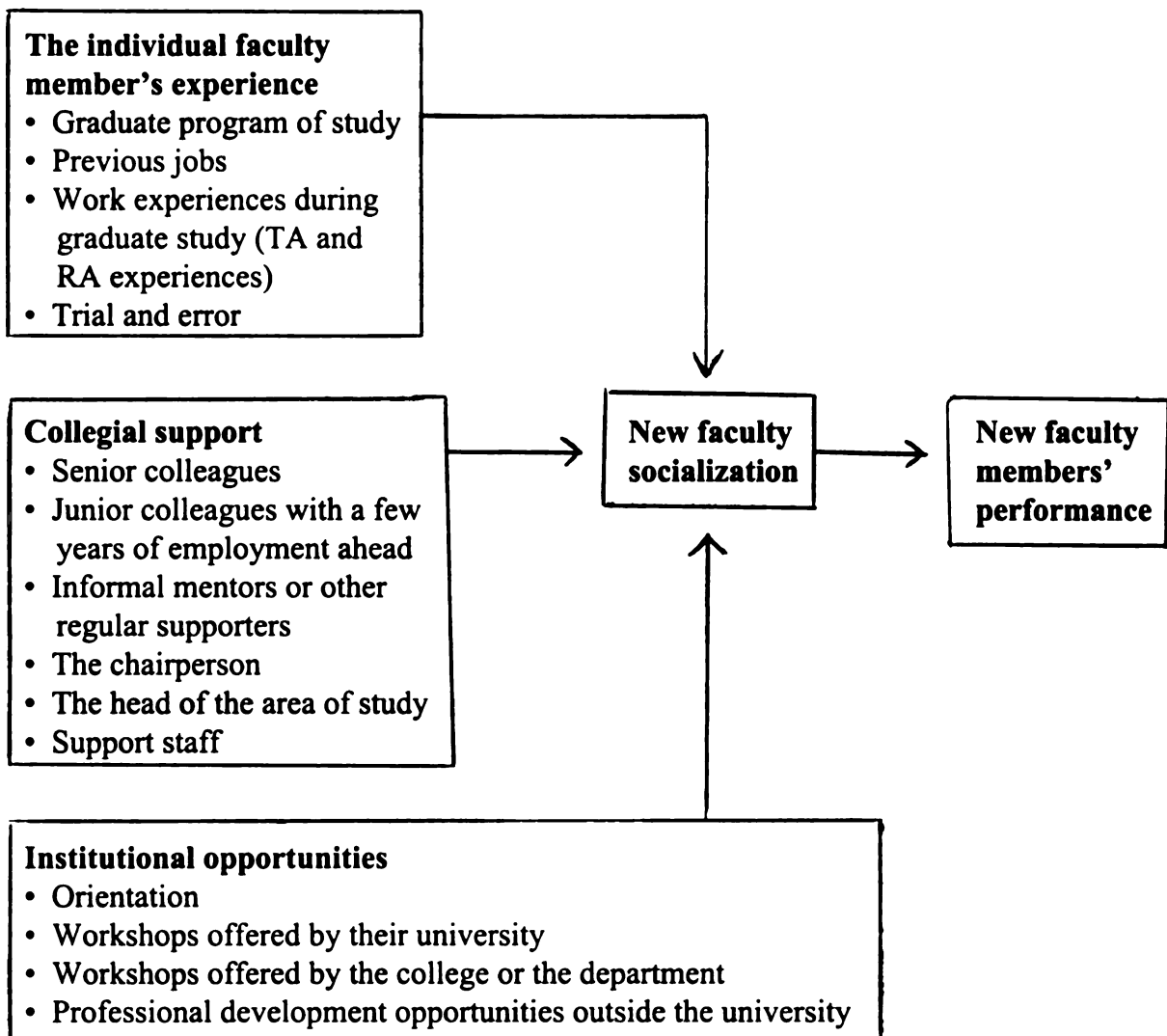


Figure 1: Critical factors that influence new faculty socialization at this Thai university.

In this study I attempted to respond to the current needs of this university by eliciting new faculty's points of view about the policies of the new system, in which the university is more independent from the government. What follows are recommendations for institutional policies in general and faculty development in particular, based on the study findings.

### Implications for Institutional Policy

#### Clear Delineation of Responsibilities

The responsibilities of faculty and support staff need to be clearly delineated. Job descriptions of different categories of university staff members need to be clearly identified.

#### Clear Job Descriptions

When they are recruited, new faculty should be informed about their job descriptions, institutional expectations and priorities, evaluation criteria, and other policies regarding salary, benefits, and leave. Chairpersons are in an appropriate position to provide new faculty with this essential information. At the same time, this detailed information can also be posted on the college's web site so that all new faculty members can obtain the same information.

#### Effective Administration

It is important to ensure that the new system have an effective administrative system that eases the coordination and resource sharing across units. New faculty in this study reported that collaboration was an important way in which they learned their roles

from colleagues. However, cumbersome administrative procedures often discouraged faculty from coordinating and collaborating across units.

### Evaluation

On the basis of the study findings, various suggestions can be made for faculty evaluation. First of all, the timeline for evaluation needs to be flexible because new faculty members do not assume multiple academic responsibilities concurrently. Some colleges differed from many others with regard to the sequence in which and length of time that new faculty members focused on different academic roles. In addition, the research-production rate in different disciplines varied. Second, in determining the weight of minimum workloads for different academic activities, the evaluation system also needs to take into account variations among departments in work priorities and the workloads in different areas of academic work. Evaluations based on minimum workloads also need to take into account the diverse interests of individual faculty members. In short, the minimum workloads of different types of academic work and the timeline for evaluation should vary by college. One way that the evaluation could take into account the personal interests of new faculty is to use a portfolio compiled by each faculty member. Third, in terms of the evaluation process, from the beginning of their employment, new faculty should be assigned a committee mentor who provides new faculty formative and summative evaluations. This committee can evaluate new faculty on the basis of individual faculty members' portfolios, containing records of their work. This suggestion is consistent with Boice's (1990) idea of linking group mentoring with

evaluation through “cataloguing,” a faculty development technique in which new faculty summarize and compile records of their work, their goals, and their future plans.

### Learning Service Support

For the long term, university should include a plan to systematically organize units that promote students’ development and learning outside of the classroom, such as a writing center or writing lab and a learning service center to improve students’ basic skills. Not only can these units alleviate faculty’s loads, but they also can be a training ground for academic-career aspirants to develop their teaching skills by serving as consultants at these centers. Student affairs units with adequate official permanent staff should be in place to alleviate faculty workloads in student advising and other student-related activities.

### Systematic Application of Teaching and Research Assistants

The study findings indicated that many colleges employed TAs and RAs. However, the lack of a systematic TA and RA training and evaluation system impeded faculty from maximizing the benefits of having these assistants. Therefore, it is suggested that the university establish a systematic system of training and evaluating TAs and RAs. Effective training will not only enable faculty to make the most of the TAs and RAs in their colleges, but also prepare prospective faculty among assistants. However, with the current budget constraints, TA and RA training can be part of the larger faculty development program.

### Implications for Faculty Development

Typically, when universities are in a situation of financial constraints, the faculty development program is often the first target of a budget cut. However, with the reform of this university into a government-supervised public university, the role of a faculty development program in preparing faculty early in their careers is critical. Faculty developers and administrators need to find ways to develop an effective and efficient program and source of career support. On the basis of the study findings, I make the following recommendations.

#### Coordination of Faculty Development at All Institutional Levels

In providing faculty development services, there should be more coordination between the university and college levels, as well as among colleges within similar or closely related disciplinary areas. At the time of this study, the university provided twice-yearly 4-day-long orientations at the beginnings of semesters. The orientation covered a wide range of information, from institutional policies to training on teaching techniques. Participants often were overwhelmed with a vast amount of information. Frequently, they had little time before entering the classroom to process and experiment with the teaching techniques suggested in the orientation. Some training provided in the orientation also was offered by a few colleges. In the situation of budget constraints, coordination between university and college faculty developers could reduce redundancy and thereby expenses.

Alternatively, the university could provide a shorter orientation and coordinate with colleges or groups of colleges within similar or closely related disciplinary areas to

provide follow-up sessions focusing on teaching and research training. The university's centralized, short orientations should focus on providing essential information to new faculty, such as on the university's rules and regulations, policies, and sources of institutional support. Teaching and research training, provided by each college or groups of colleges within closely allied disciplinary areas, could provide material that was more specific, practical, and relevant to the context of the discipline or department. Such a practice could also reduce the redundancy of teaching and research training provided at the university and college levels.

### Mentoring Service

In addition to formal training at the university and college levels, mentoring should be encouraged because it provides opportunities for new faculty to learn their roles in the actual work setting. For example, after new faculty learn teaching techniques from the workshop, mentors can follow up what these novices have learned, by providing ongoing feedback and classroom observation. In sum, collective socialization through formal training and individual socialization through mentoring should go hand in hand.

One advantage that new faculty at this university had was that, as alumni, most of them had ties with their senior colleagues from having been former college peers or students, which eased the process of developing informal mentoring relationships. However, to build on this advantage, the mentoring process should be more systematic and structured. This does not mean that it is necessary to assign mentors to mentees. Instead, in a well-structured mentoring process, mentoring pairs might work together to develop guidelines for mentoring objectives and the activities involved. Serving as a

mentor should count toward faculty's promotion as an optional form of workload. Other ways to encourage senior faculty to serve as mentors would be to explain the benefits of serving as a mentor and to provide financial or honorary incentives for senior faculty. Faculty developers or department chairpersons might arrange sessions in which various mentoring pairs could assemble as a group to share their experiences. Chairpersons might also consider assigning mentors to nonalumni new faculty on their request. The preceding suggestions are consistent with recommendations Boice (1992) made after conducting research on new faculty in the U.S.

### Roles of the Chairperson

The chairperson should officially be considered the key supporter for new faculty. Typically, the chairperson already has multiple responsibilities, in addition to being an important source of support for new faculty. To facilitate chairpersons' task of helping new faculty in their departments, the staff development unit might prepare guidelines or arrange sessions informing chairpersons how they can support new faculty. Some of the critical roles of chairpersons include informing new faculty about their job descriptions and departmental policies, referring them to appropriate sources of support, encouraging senior colleagues to assume the role of mentor, and even assuming the role of mentor themselves.

In this Thai university's current state of transition, chairpersons should play a critical role in ensuring that new faculty members fulfill the workloads required to obtain contract extensions. Another important role of chairpersons is to serve as cultural leaders or change agents who shape departmental norms to be consistent with those of the

university. This is because departmental norms often exert a great influence on faculty's behavior. For example, in responding to the increased research orientation of this university, cultivating research-oriented norms needs to start at the departmental level. Chairpersons can influence the behavioral patterns of faculty in their departments by sending consistent messages through their words and deeds. For instance, while relaying the university's increasing emphasis on research, chairpersons need to allocate resources and workload assignments consistent with the new institutional emphasis.

### **Research Training**

As this university endeavors to become a research-oriented university, research-training workshops will become increasingly important. Such workshops should be offered at each college or group of colleges in related disciplines. Various activities can be involved in these workshops, such as sharing ideas, information about current literature, and time-management techniques. In addition to research workshops, faculty developers and administrators can promote a research orientation by encouraging senior and junior faculty to form mentoring relationships for the purpose of improving novices' research skills. Administrators should also encourage collaborative research. The findings from this study indicated that collaboration, particularly in the area of research, is an effective way in which new faculty develop their research skills.

### **Training in Teaching**

To enhance new faculty's teaching skills, various forms of support should be available, including encouraging collaborative teaching and organizing brown-bag lunch sessions in which senior and junior faculty can discuss teaching techniques. There



should be formal training in teaching, as well as mentoring on teaching. Through formal sessions, new faculty can be informed about various teaching techniques, with opportunities for practice outside of the actual classroom. Follow-up mentoring on teaching can involve classroom observation, sharing of syllabi, and personal teaching tips. Follow-up mentoring would enable new faculty to have mentors to help them deal with problematic teaching situations that arise in their own classrooms.

### Computer Training

The university should continue to promote computer training. Such training should not only provide how-to information, but also inform faculty when to use which programs and technologies to maximize students' learning. Computer consulting service and technical support should also be in place.

### Classroom Research

Classroom research should be encouraged because it facilitates the use of a student-centered teaching and learning approach, which many new faculty members desire but often fail to achieve. Classroom research also enables new faculty to receive constant feedback from students, instead of relying solely on student evaluations, which often are criticized for their inadequacy in providing constructive and reliable feedback. Classroom research also enables new faculty to link teaching and research.

The preceding recommendations, particularly those concerning faculty development, are consistent with and were informed by studies of effective programs in the U.S., such as Boice's (1992) research on effective mentoring, Fink's (1992) review of orientation programs, Jarvis's (1992) review of strategies for improving research

performance, Austin's (1992a, 1992b) review of an effective teaching-fellows program, and Kort's (1992) suggestions for how to use classroom research to enhance student-centered classrooms. The preceding recommendations are also consistent with the principles of good practice for supporting early-career faculty, which Sorcinelli (2000) suggested. These principles of good practice include (a) improving the tenure process through communicating clear expectations, providing ongoing feedback, enhancing collegial review processes, and setting flexible timelines for tenure; (b) promoting collegiality through encouraging mentoring, extending mentoring and feedback support to faculty aspirants, and recognizing the role of the chairperson as a career sponsor for new faculty; and (c) helping new faculty balance their time by providing them support in enhancing their teaching and research skills, and in balancing work and nonwork life.

In general, the experiences of new faculty in this Thai university were similar to the early career experiences of new faculty in the U.S. Therefore, models of effective faculty development interventions in the U.S. can be selectively adopted and adapted to apply to the particular situation of new faculty in this Thai university, as evidenced in the preceding implications.

### Recommendations for Future Research

1. Currently, not all public universities in Thailand have fully changed into autonomous universities. When this study was conducted, the university had two types of faculty: civil servants and non-civil servants. Only 5 new faculty members in this study were non-civil servants. However, through my interviews with these faculty members, I discovered that these non-civil servants experienced additional institutional

expectations and challenges that the civil service faculty did not frequently mention. In the year 2002, when all public universities will have changed into autonomous universities, it would be interesting to have another interview study to learn about the experiences of new faculty when the university has fully changed into the new system.

2. This was a qualitative study, in which only 17 new faculty members were interviewed. This qualitative study provided a rich description of new faculty's expectations, experiences, and socialization process. Now a large-scale quantitative study should be carried out to determine whether the findings from this study are generalizable to a larger population of new faculty. This future quantitative study could test the strength and relationships among factors that influence new faculty socialization, based on the model that was developed from the findings of this study (see Figure 1, p. 400).

3. In a future study, not only new faculty but also administrators and faculty developers could be interviewed using the same interview protocol, to compare how different groups perceive the socialization experiences of new faculty. A study of new faculty's socialization from multiple perspectives could reduce the bias that might occur from basing a study solely on the perspective of one group because a similar action or environment can be interpreted differently from diverse perspectives. A study of new faculty's socialization experiences from multiple perspectives could also enhance communication between new faculty, on the one hand, and administrators and faculty developers, on the other. Discrepancies between the views of these two groups could alert administrators to reflect on their actions and communications with new faculty.

4. In this study, many new faculty members reported that they were ready for the new university system, one that is independent from the government, partly because they had not been fully socialized into the existing system. It might be interesting to conduct an interview study with mid-career faculty who had already been socialized into the existing system, to learn about the challenges they faced in the new system and how they were adjusting to it.

5. This study was focused on the experiences of new faculty in a public university and provided insights into how the economic downturn had affected the academic life of this new faculty group. It would be interesting to conduct a parallel interview study of the experiences of new faculty in private universities under the same circumstance of an economic downturn. According to Vargo (2000a, 2000b), since the economic downturn, private universities have experienced a dramatic reduction in student enrollment and, as a consequence, have experienced a loss of income. Under these circumstances, new faculty in private universities will have to work under even greater budgetary constraints because private institutions do not receive as much direct financial support from the government as do public institutions. It would therefore be useful to learn about experiences of new faculty in private universities, in order to provide support for new faculty in these situations.

6. Most new faculty in this study were at least undergraduate alumni of their employing institution. As a result, these new faculty seemed to have had less difficulty than I initially expected in making the transition from their culture of orientation during college years to the culture of employment. However, other institutions of higher education, such as private universities and colleges and the Police Academy, often recruit

faculty who graduated from different institutions of higher education. Therefore, the socialization experiences of these individuals might require a greater adjustment than those of new faculty employed at institutions that typically recruit their own graduates. Thus, new faculty's experiences in these higher education institutions might be an interesting topic for future research.

### Concluding Thoughts

During a time of institutional budgetary constraints, faculty development programs are often susceptible to being scaled down or even eliminated. However, because of the change of this university into a government-supervised public university with new demands for quality and quantity of faculty work, the university needs to prepare faculty, particularly new faculty, who have many years of employment ahead of them, to meet the new demands. This study indicated that faculty face many challenges in their early careers. The uncertainty of the university in transition, the constrained budget, and limited staff create even more challenges for new faculty. There were many discrepancies between new faculty's expectations and their actual experiences on the job. For this reason, institutional and program support for new faculty should not be reduced; rather, it should be the university's highest priority.

New faculty members in this study learned their roles mostly through daily work as well as interactions and collaboration with colleagues and various groups of people at the university. From the findings concerning the limitations of existing programs, I concluded that an effective faculty development program does not need to be a large-scale, expensive undertaking. Instead, effective faculty support can involve a

combination of socialization strategies and provide opportunities to experiment with new techniques in the actual work setting. For example, a formal collective program can be supplemented with informal one-on-one mentoring. Regular faculty participation and interactions with colleagues also are important. In addition, there were slight differences across disciplines in new faculty's experiences and the process through which they learned the ropes; therefore, such differences need to be taken into account in providing support for new faculty. Finally, faculty development needs to go hand in hand with organizational development. An effective administrative system and high collegiality of the workplace can facilitate faculty members' work and boost faculty morale during a time of increasing new demands under fiscal constraints.

## APPENDICES

**APPENDIX A**

**LETTER OF APPROVAL FROM THE MICHIGAN STATE  
UNIVERSITY COMMITTEE ON RESEARCH  
INVOLVING HUMAN SUBJECTS**



**MICHIGAN STATE**  
**U N I V E R S I T Y**

July 10, 2000

TO: Ann E. AUSTIN  
417 Erickson Hall

RE: **IRB# 00-399 CATEGORY:2-F**  
**APPROVAL DATE: July 10, 2000**

**TITLE: NEW FACULTY SOCIALIZATION AT A THAI UNIVERSITY**

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the **UCRIHS approved this project.**

**RENEWALS:** UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Projects continuing beyond one year must be renewed with the green renewal form. A maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for a complete review.

**REVISIONS:** UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

**PROBLEMS/CHANGES:** Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.



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**University Committee on  
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Michigan State University  
246 Administration Building  
East Lansing, Michigan  
48824-1046

517/355-2180  
FAX: 517/353-2976

Web: [www.msu.edu/user/ucrihs](http://www.msu.edu/user/ucrihs)  
E-Mail: [ucrihs@msu.edu](mailto:ucrihs@msu.edu)

If we can be of further assistance, please contact us at 517 355-2180 or via email: [UCRIHS@pilot.msu.edu](mailto:UCRIHS@pilot.msu.edu). Please note that all UCRIHS forms are located on the web: <http://www.msu.edu/user/UCRIHS/>

Sincerely,

David E. Wright  
UCRIHS Chair

DEW: bd

cc: Apipa Prachyapruit  
711 Burcham drive apt #8  
East Lansing, MI 48823

## **APPENDIX B**

### **INITIAL LETTER TO FACULTY MEMBERS AND CONSENT FORM**

Dear faculty member,

I'm a graduate student in the Higher Adult and Lifelong Education program at Michigan State University in the United States. My research advisor is Dr. Ann Austin. I graduated from Chulalongkorn University in 1994. I'm writing to ask you to participate in a dissertation study that I am conducting. The title of this study is "New Faculty Socialization at a Thai University." The purpose of this study is to understand how new faculty members at this university learn their roles. The study will explore the following themes:

1. New faculty members' expectations about their roles and this university.
2. Challenges that new faculty members face during their early careers.
3. The processes through which this university socializes new faculty members.
4. Variations in new faculty members' socialization experiences and institutional socialization strategies by discipline.

This study is an interview qualitative study. To collect the data for this study, I will have to interview 16 new faculty members, consisting of four new faculty members from colleges that represent four disciplinary areas: pure hard, pure soft, applied hard, and applied soft fields. In each disciplinary group, there are two men and two women. The interview will take approximately 2 hours.

I would like you to share your perceptions about how you learn your roles. I will audio-tape our interview and take some notes. I also would like to ask your permission for further contact in case the interview transcripts need further clarification.

The confidentiality of your identity will be protected. I will be the only person who can identify the respondents from the transcripts. To ensure the confidentiality of your identity, in the data-collecting process, the audio-transcripts and field notes will be identified by code number instead of your name. In terms of reporting the results of the study, your name and other identifying information will be disguised. Also, you are free to withdraw from participation at any time. If that is the case, the transcript of your interview will be destroyed.

I hope that you will be interested in participating in this study. If you agree to participate, please read and sign the consent form and send it back to me in the self-addressed envelope.

Thank for very much for your concern.

Apipa Prachyapruit

## Consent Form

You are being asked to participate in a research project about new faculty's socialization experience at this university. The project itself focuses on your expectations about an academic career, career challenges, the process through which you learn your roles, types of institutional support, and additional support that you perceive you need.

You will be asked to engage in an approximately 2-hour interview session and possible an hour-long follow-up interview. During the interview, you will have opportunities to reflect on how you learn your roles. Your responses will be kept confidential, and no comments will be attributed to you in any report on this study. Furthermore, no details will be provided in any oral or written reports that could identify you. Your participation in this study is voluntary, and you may withdraw or decline to answer any questions at any time with no penalty. And your privacy will be protected to the maximum extent allowable by law.

Investigator:  
Apipa Prachyapruit  
Graduate student  
Higher, Adult and Lifelong Education  
Department of Educational Administration  
Michigan State University

Dissertation chairperson:  
Ann E. Austin, Ph.D.  
Higher, Adult, and Lifelong Education  
Department of Educational Administration  
407 Erickson Hall  
Michigan State University  
East Lansing, MI 48824  
(517) 355-6757

UCRIHS Chair (contact person for any questions about participants' rights as human subjects of research)

David E. Wright  
246 Administration Building  
Michigan State University  
(517) 355-2180

Please check one statement below:

\_\_\_\_\_ I give consent that the interview can be audio-taped. At any time I may ask that the tape recorder be stopped.

\_\_\_\_\_ I do not give consent that the interview be audio-taped.

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

## APPENDIX C

### INTERVIEW PROTOCOL

## **Interview Protocol**

This study focuses on new faculty's socialization experiences. Faculty socialization is defined in this study as a process in which new faculty members learn their roles and institutional norms.

### **Introduction:**

1. What is your current department in this university, your academic rank, and the number of years that you have served in this appointment?
2. Is this your first job after graduation? If not, what is your prior work experience? How many years were you in that job?

### **1. Expectations About the Academic Career at This University**

- What did you expect your academic life at this university to be like?
- What are certain characteristics of the academic profession and of this institution that drew you here?

### **Probes:**

- a. What aspects of academic life at this university did you expect to enjoy most and least? What aspects of academic work did you expect to be challenging or demanding?
- b. What did you expect to be the work responsibilities of faculty members?
- c. How did you expect to balance various academic work responsibilities? Which responsibilities did you expect to be your work priority? Have you been able to balance these various responsibilities as you initially expected?
- d. Which academic activities did you expect to be the priority of your department, college, and university?
- e. What evaluation criteria did you expect?
- f. How did you expect to teach? Have you been able to teach as you expected?
- g. What kinds of support did you expect from your department, college, and university? How have those expectations about institutional support been met?

### **2. New Faculty Members' Experiences: Needs and Challenges:**

- As a faculty member, what aspects of academic life at this university do you enjoy the most and the least?
- What aspects of academic work and life at this university do you find challenging, demanding, and/or stressful?

### **Probes:**

- a. Collegiality: How would you describe the working climate of your department, college, and university? How would you describe your relationships with other colleagues, and relationships among colleagues at the department, college, and university level? What kinds of support from colleagues and others in the workplace (the department, college, and university levels) do you seek and obtain? How much work collaboration is there in your workplace, and in how much collaborative work have you been involved?

- b. Workload and time constraints: How do you balance multiple work responsibilities? What activities do you consider your work priority? Which work responsibilities do you find particularly time consuming and demanding? How well do you balance work and nonwork life?
- c. How comfortable are you with your teaching role? What are some challenges that you have encountered in teaching?
- d. What are the institutional evaluation criteria? What are your opinions about the current evaluation system?
- e. How would you evaluate your own current performance? Are you satisfied with your current performance?
- f. How adequate is the current institutional resource support?

**3. Socialization: How are new faculty members socialized into their academic roles at this university?**

Faculty socialization is defined in this study as a process through which new faculty members learn about their roles and institutional norms.

- How do new faculty members learn to do their jobs?
- What are helpful strategies that this university uses to help new faculty members learn to do their jobs?
- What additional support do new faculty members need?

**Probes:**

- a. What are important sources or persons that help you learn to do your job and about your workplace, including formal and informal ways of doing things?
- b. What are your sources of feedback? How adequate and effective are they?
- c. What kind of formal institutional support is available at this university? Does this university have any orientation(s)? How is/are the program(s) organized? How helpful is/are they?
- d. What other kinds of formal support are available to enhance new faculty's skills in teaching, research, and other areas of work? Have you participated in any of those interventions? How helpful are they?
- e. What are the roles of your chairperson in helping you learn your roles and adjust to the workplace? How helpful are they?
- f. Do you have any mentors? How many people do you considered as your mentors?
  - \* If you have, was/were your mentor(s) assigned to you? Or did your mentoring relationship evolve from personal acquaintance?
  - \* Please describe the characteristics of your mentor(s), in terms of years of work experience, academic rank, and age.
  - \* How has/have your mentor(s) helped you learn to do your jobs and facilitate your adjustment to your new workplace?
  - \* Have you ever worked in collaboration with you mentors?
  - \* How did your mentor contribute to your academic career advancement within and outside the university?
  - \* Has your mentor ever saved you from any potentially difficult situation that might jeopardize your career?
  - \* What do you think contributes to the effectiveness or ineffectiveness of a mentor?

4. **How have various changes within this and outside this university affected your academic life? For example, how does the prospective change of this university into a government-supervised public university affect your work life? Or how does the recent economic downturn affect your work life?**



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