THE WORK ROLE TRANSITION OF NEW CAREER FACULTY IN THE TECHNICAL COLLEGE SYSTEM OF GEORGIA

by

AMY L. HOLLOWAY

(Under the Direction of J. Douglas Toma)

ABSTRACT

The purpose of this qualitative case study was to explore the first-year experiences of eleven new career faculty members in the Technical College System of Georgia (TCSG) who transitioned into higher education from business and industry.

Primary findings suggested that these new career faculty members experienced a developmental process of enculturation into the academic work environment that included negotiating an unfamiliar culture, confronting challenges in learning their new work role, relationship building, and reflecting on their evolving professional identities. The data revealed that these new technical college faculty members' emerging professional identities were rooted in their roles as classroom instructors and in the career preparation of their students.

The results of this study suggest that technical colleges can better facilitate the work role transition of new career faculty through improved orientation and more comprehensive faculty development programs to include mentoring and pedagogical training. This study also recommends further research to examine the socialization experiences of new faculty across institution types and populations.

INDEX WORDS: New Faculty, Community College Faculty, Work Role Transition

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DEDICATION

This study is dedicated to the eleven participants who shared their stories and to all new faculty members who discover their true vocation in teaching.

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CHAPTER 1

INTRODUCTION

Due to impending retirements and expected enrollment increases, vacancies for higher education faculty are projected to increase in the next 10 years, particularly at the two-year college level (U.S. Department of Labor's Bureau of Labor Statistics, 2010-11). Growing concern regarding the "graying" faculty is well documented in the research literature on the community college. Figures on the labor market crisis vary from moderate to dire, with estimates of up to 40% of community college faculty retiring within the next 10 years (Hardy and Laanan, 2006). Considering the aging faculty and impending retirements, there will be a great demand for new faculty within the two-year college in the near future.

As more community college faculty retire and enrollments increase, we can expect to see new faculty enter academia through more diverse and unconventional routes. Garrison (2005) observed that as higher education struggles to fill vacancies, it is focusing increased attention on business and industry as a potential recruiting pool. Although there has not been sufficient research to confirm hiring markets in two-year colleges, it seems logical to assume that as more faculty positions become available, these institutions will look toward business professionals as a rich source for recruitment. Gahn and Twombly (2001) note that recruitment is quite unique in two-year colleges as compared to four-year institutions. Specifically, the faculty labor market in two-year colleges does not follow the same patterns as four-year colleges in hiring Ph.D. graduates for teaching positions. Because these colleges are closely tied to their communities and local business and industry, faculty are often recruited using liaisons such as advisory

committees and civic clubs. Although the majority of faculty hired in community colleges transition from other two-year institutions, a significant number of allied health and occupational faculty come to teaching from for-profit business and industry (Gahn & Twombly, 2001). Moreover, community colleges place a strong emphasis on recruiting faculty with relevant job experience in addition to academic credentials (Goodson & Cole, 1994; Higgins, Hawthorne, Cape, & Bell, 1994).

The anticipated influx of new faculty from business and industry underscores the importance of better understanding their role transition and socialization into the higher education market. A review of the literature revealed that while several studies explore the new faculty experience in general, few address the movement from a corporate to an academic environment, and fewer still focus exclusively on experiences of two-year college faculty. The purpose of this study is to address this gap in research by exploring the first-year experiences of new faculty within the Technical College System of Georgia (TCSG) who have transitioned into the academic environment from business and industry. The following research questions guide this study:

- How do new faculty members from the business/industry sector experience the transition into higher education within a technical college setting?
- What perceived differences in work cultures prove challenging for new faculty transitioning from the business and industry sector?
- What do technical colleges need to do to be more effective in enculturating new career faculty?

My study draws on prior research on organizational culture, socialization, and work role transition, gathered from areas of psychology, sociology, new faculty studies, and nursing

education. While these previous studies contribute to the body of knowledge by commenting on the socialization of new faculty, they are largely concentrated on the academic and clinical preparation of new faculty at four-year institutions rather than in two-year colleges. Moreover, few of these studies employ a qualitative approach, which I believe is better suited to explore and describe the first-year experiences of faculty entering into teaching with no prior full-time teaching experience or advanced academic training in their teaching discipline.

For clarity and convenience, this study uses the terms community college and technical college synonymously. The growing body of writing on the American community college generally supports this connection. In defining the community college, Cohen and Brawer (2003) remark that the term applies to both comprehensive two-year as well as many technical colleges. These institutions are characterized by their open access missions, close partnerships with local civic and professional organizations, a strong emphasis on community and economic development, and continuing education. Cohen and Brawer further assert that terms such as vocational, technical, occupational, and career education have become interchangeable, thereby blurring some of the earlier boundaries among two-year institution types such as junior colleges, community colleges, technical colleges, and in some instances, even proprietary, for-profit schools.

There are important distinctions, however, that are relevant to this study and which define Georgia's technical institutes as a unique subset of the two-year college. First, the 26 colleges within the Technical College System of Georgia share a strong emphasis on workforce development as their primary mission. Unlike many traditional community colleges, Georgia's technical colleges are not organizationally structured according to distinctive vocational and transfer education functions. A review of published mission statements revealed that only one

Georgia technical college promoted transferability to four-year institutions as a core value. Instead, system colleges emphasize multiple entry points into employment, including short-term certificates, diplomas, and associate degrees. The Associate of Applied Sciences (AAS) degree offered by system colleges is generally viewed as terminal in nature, although the political push for more seamless articulation between two and four-year systems in the state is prompting many TCSG colleges to consider traditional Associate of Arts (AA) options.

A second important distinction concerns the characteristics of faculty within the technical colleges, most of whom teach within occupational-vocational areas. Although the master's degree is the most common educational credential for full-time community college faculty (63%), national statistics also indicate that faculty teaching in vocational or occupational areas typically hold a bachelor's degree or less (National Center for Education Statistics, 2004). While no system-wide data were available, faculty credentialing information from individual TCSG colleges confirm that over half of full-time faculty members have earned degrees at the bachelor's level or less. These data on educational credentials suggest that most full-time technical college faculty do not transition into higher education through the traditional route of academic preparation. A national study of postsecondary faculty also revealed that the two-year college has the largest percentage of faculty with previous job experience in the for-profit business/industry sector (NCES, 2004). We do not know much, however, about career transitions from the business into the academic sector.

Given the increasing number of new faculty expected to enter into two-year colleges throughout the United States, research about their role transition is essential, but lacking. To date, studies in the transition and socialization of new faculty have been somewhat limited to research-oriented institutions. Yet, the largest percentage of incoming faculty are predicted to be

teaching in two-year colleges (NCES, 2004). Clearly, there is a need to better understand the unique and shared experiences of these faculty and the challenges faced in moving from a business setting to an academic work environment.

This study is significant in terms of its contribution to both research and practice. By focusing on the transition and socialization experiences of new faculty, this study contributes to the body of knowledge that addresses work role transitions in general and career transitions into academia in particular. There are also implications for policy and practice for technical college administrators responsible for the orientation and professional development of incoming faculty. While new faculty members share common needs in adjusting to a new work environment, career changing faculty may require special attention. Given their emphasis on vocational training, technical colleges have traditionally recruited faculty from outside the academic community. Enculturating these new faculty into academia presents challenges that have been largely unexplored in the literature. By presenting faculty members' perceptions of their first-year work role transitions, this case study serves to guide leaders in developing policies and processes that promote successful socialization of career-changing faculty into the higher education community.

CHAPTER 2

LITERATURE REVIEW

Research into the socialization of new community college faculty is essential, but lacking. My review of the literature indicated a scarcity of research on community college faculty in general and on new career faculty in particular. This study is significant in filling this research gap. By focusing on the socialization of new career faculty in two-year colleges, this study contributes to literature in the area of new faculty studies. Furthermore, the results of this study can inform the professional development of new faculty who enter the profession with little or no formal academic training or prior socialization into the academic work environment.

Several areas of research and theory are relevant to the study of new faculty socialization. This review of literature will explore three of these areas: It begins by looking broadly at research in areas of organizational culture and socialization, with an emphasis on academic institutions. The second section provides an overview of work role transition theory and social construction theory, which provide the theoretical framework for this study. The third section summarizes and evaluates empirical studies on new faculty, as well as related literature on new career transitions into teaching.

Organizational Culture and Socialization

There is a considerable amount of literature devoted to organizational culture and socialization. The majority of this literature is theoretical rather than empirical, resulting in a broad conceptualization of culture. For the purposes of clarity and focus, the literature reviewed

here is confined to the perspective of how newcomers adjust to a new professional role, specifically within higher education.

Organizational culture has been well defined in the literature, as both a process and a product. Bolman and Deal (2003) described culture as "the interwoven pattern of beliefs, values, practices, and artifacts that defines for the members who they are and how they are to do things" (p. 243). Tierney and Rhodes (1994) remarked that "the culture of an organization is determined by the manner in which the institution communicates meaning, the purpose of that meaning, and how the meaning is to be interpreted" (p. 15). Edgar Schein (1984, 2004), one of the most cited authorities on organizational culture, described it as "the accumulated shared learning of a given group" (p. 17). Schein (2004) suggested that newcomers must not only learn the overt aspects of culture, revealed through the physical and social environment, but also the deeper dimensions of cultural values and assumptions. In his earlier writings, Schein (1984) described this emerging professional identity as a career anchor, expressed through areas such as security, autonomy, competence, and creativity. Considering socialization as a process of cultural learning provides a useful context for the study of faculty who are entering into a new professional environment.

Cultural learning is most commonly described as socialization, a process of adapting to the values, attitudes, and norms of an organization. Schein (2004) characterized socialization as essential to maintaining cultural legacy, whereby the newcomer learns and perpetuates the beliefs and values of an organization. Schein's view of the socialization process is based on the premise that the human need for stability, consistency, and meaning will lead to conformity and consensus. Whitt (1991) also defined socialization as cultural learning through which newcomers are initiated into the norms and values of an organization. Socialization occurs both formally, through orientation and faculty development programs, and informally, through observation and

social interactions with colleagues. Austin (1990) distinguished the process of learning formal and informal aspects of college culture as explicit and implicit socialization. Explicit socialization is supported by clearly delineated structures, whereas implicit socialization involves a more Darwinian approach of trial and error. This distinction borrows heavily from Schein's (2004) model in which culture is manifested at various levels, ranging from the surface (what Austin would call explicit) to the deeply embedded, unconscious level (implicit). The middle level, that of espoused values, include basic underlying assumptions about institutional strategies, goals, and philosophies. As this level relies on individual perceptions as manifestations of culture, it is the level at which many cultural studies are investigated (Sokugawa, 1996).

Scholarship on academic culture is based on the premise that institutions of higher education share underlying assumptions and philosophies. One of the foundational works on academic culture comes from Tierney's 1990 edited collection, *Assessing Academic Climates and Cultures.* In it, Austin (1990) pointed to institutional culture as a powerful force affecting faculty socialization and professional identity. While Tierney (1990) remarked that a working definition of academic culture is elusive, there are common themes that emerge from the literature to suggest that higher education has a distinctive set of shared values. Some of these key values include the pursuit of knowledge, faculty autonomy, academic freedom, and shared governance (Austin, 1990; Gaff & Lambert, 1996; Tierney & Rhoads, 1994).

One study on academic culture that is especially relevant to the study of new faculty who are socialized into academia from business and industry comes from Philips, Cagnon, Buehler, Remón, and Waldecker (2007). The authors pointed to four key differences between academic and corporate cultures, and in doing so, conclude that there are ubiquitous characteristics to each

sector. These differences include overall institutional purpose and mission, emphasis on individuality and diversity, the decision-making process, and managerial style. In noting these differences, the authors reinforce many of the shared values of the academy mentioned above.

Although much of the research has described a common academic culture, there are also acknowledged differences within departments and disciplines (Austin, 1990; Bergquis, 1992; Tierney, 1990) and among institutional types (Austin, 1990; Gil, 2008). This review focuses on the latter as more relevant to the study of first-year faculty within a technical college setting. Austin remarked that "faculty in community colleges experience an institutional culture different on many dimensions from other institutional types" (p. 67). Gill (2008) also observed the "institutionally specific idiosyncrasy of academic cultures along the landscape of higher education" (p. 197). Both writers emphasize the heavy teaching loads of community college faculty, while Austin also points to a college culture shaped by a greater need for remedial education than upper-level studies. McGrath and Spear (1991) characterized community college culture as shaped by open access missions, strong reliance on adjunct faculty, and strong ties to the community, among other factors.

Despite the recognition of a distinctive culture, scholarship on the community college has struggled for consensus regarding that culture and mission. Cohen and Brawer (2003) provided one of the most commonly adapted definitions of the community college as "any institution regionally accredited to award an associate in arts or an associate in science as its highest degree" (p. 5). But even that definition has lost much of its distinctiveness as more community colleges expand their missions into four-year baccalaureate program areas.

On the other end of the post-secondary pipeline, several writers have remarked that community colleges share cultural values more aligned with high school than higher education.

McGrath and Spear (1991) observed that "community colleges have an ambiguous position within higher education, somewhere between high schools and four-year colleges" (p. 139), noting that traditional collegiate practices such as tenure are not as prevalent within these institutions. In an institutional culture that values instruction above scholarship, the dichotomy between teaching and research has resulted in what McGrath and Spear called "a weak and disordered intellectual culture." Seidman (1985) likewise wrote about the "climate of anti-intellectualism" in community colleges and further blamed this dichotomy for causing role ambiguities among faculty whose role identification is as much aligned to high school teachers as college professors. As these writers have observed, there is a distinct professional hierarchy in community colleges, where most faculty are referred to as teachers and those who with earned doctorates are regarded as elitist and less student and teaching centered.

Caught somewhere between a post-secondary and pre-baccalaureate emphasis, community colleges are often viewed as struggling to accommodate an expanded and diffused mission. In *The Contradictory College*, Kevin Dougherty (1994) offered a critical look at the splintered culture of the community college, torn among conflicting priorities of vocational training and transfer. He writes that "the community college is a hybrid institution, combining contradictory purposes. It is a doorway to education opportunity, a vendor of vocational training, a protector of university selectivity and a defender of state higher education budgets" (p. 8). Although technical colleges often downplay their transfer functions, they also juggle multiple priorities of technical and academic education, economic development, continuing education and, in the case of TCSG colleges, adult education and literacy. Seidman (1985) echoed Doughtery's concerns by remarking that pressure to serve almost every adult educational need has resulted in a fragmented sense of purpose and a false dichotomy between career education

and academic curricula within the community college. He remarked that this curricular divide further undermines faculty collegiality, aspirations, and role identity.

Other writers have observed that community colleges have developed a more hybrid corporate culture. Indeed, the cultural climate of community colleges has been described by scholars using terms such as bureaucratic, managerial, entrepreneurial, and vocational. The hierarchical structure of community colleges favors centralized control with fewer opportunities for shared governance than in traditional, four-year institutions. Cohen and Brawer (2003) remarked that in the community college hierarchical structure, "the collegial or participatory model is a delusion" (p. 105). Instead, the organizational structure is defined by top-down management "with persons at the top receiving greater benefits than those at the bottom; the lowest levels of the triangle are occupied by faculty and students" (p. 104).

Birnbaum (1988) and Bergquist (1992) created similar organizational and cultural models in their respective works, which also characterize the community college culture as bureaucratic or managerial. Birnbaum's four structural models outlined in *How Colleges Work* (considered by many as a classic treatise on academic organizational structures) created the template for Bergquist's four cultures of the academy. Of these four, the managerial culture evolved from secondary school systems where it inherited its formal hierarchical structures and standardized curricular guidelines. Bergquist argued that within the managerial culture, college-level teaching is seen as an extension of secondary teaching. In both cases, teachers operate within a standardized curriculum and function as instructional systems managers by implementing clearly defined educational outcomes. These observations could apply equally to Georgia's technical colleges, which operate under a state standardized curriculum and are governed by a centralized state agency, which originated within the Department of Education.

It is precisely this standardized approach that distinguishes community colleges as bureaucratic structures within Birnbaum's model. Choosing to apply this label in a descriptive rather than a negative sense, Birnbaum wrote that "bureaucratic structures are established to efficiently relate organizational programs to the achievement of specific goals" (p. 107). The benefits of working within a system in which roles, rules, and regulations are clearly established include stability, efficiency, and equity. On the downside, Birnbaum remarked that bureaucratic systems may create a coherent but superficial culture in which participants adhere to rules but do not develop as strong a sense of identity to the college as those in more collegial cultures.

Bergquist (1992) also pointed to the increasing vocationalism of the curriculum as reinforcing these cultural values. As more professional programs are added to the curriculum, more faculty are recruited with work experience outside the academic setting. Bergquist remarked that these professionally oriented faculty "arrive with a background in work environments that sustain the major elements of the managerial culture: top-down decision-making, specification of desired outcomes and objectives, and attention to the most important product of the educational enterprise (teaching and learning)" (p. 89).

While many writers and practitioners champion the community college's emphasis on applied workforce training, others view their growing vocational emphasis more negatively as a disturbing shift in academia from a collegial to a more corporate culture. Levin, Kater and Wagoner (2006) argued that the corporate value system of the community colleges compromises the faculty's role as autonomous professionals. According to these writers, the pressures of the market-based college environment erode the professionalism of the faculty, turning them into "worker bees" or "cogs in the corporate education wheel or gear" (p. 137). While their rhetoric may often seem extreme, these authors draw attention to mounting pressures on faculty caused

by increasing emphasis on productivity, efficiency, and competition -- what is defined as an entrepreneurial culture (Dougherty, 1994; Levin, et.al., 2006).

Literature on community colleges revealed that their culture is unique but difficult to define within traditional academic frameworks. There are as many proponents praising the community college emphasis on teaching as there are critics who argue that the community college emphasis on vocational training perpetuates a corporate mentality fundamentally at odds with the purposes of higher education. Faculty working within this dichotomous culture are described as either having strong professional identities centered primarily on teaching and its intrinsic rewards (e.g., Austin, 1990; Gill, 2008) or having become deprofessionalized and overworked (e.g., Dougherty, 1994; Levin, et. al., 2006). Faculty roles reflect this institutional ambiguity, what McGrath and Spear (1991) defined as a "practitioner's culture," which purports to be student and teaching centered but which, they argue, undervalues the intellectual exchange necessary to sustain a collegiate, academic community. Within the practitioner's culture, faculty are characterized more as independent contractors than members of an intellectual community. Miller and Nadler (1994) expressed concern that the expanding mission of community colleges created a more complex, diverse set of duties, resulting in role ambiguity for faculty: "Community college faculty have been placed in an increasingly vague professional position. Ambiguity over role expectations, rewards, and the institutional culture detract from the perceived primary roles of educational delivery" (p. 441).

Clearly what is done, how it is done, and by whom varies across institutional mission and type. If academic culture is determined in part by institutional mission, administrative structure, and curriculum, among other factors (Austin, 1990), it logically follows that socialization into two-year community and technical colleges would differ from that of other institutional types.

But just what that enculturation is and how it takes place remains unclear given the contradictory voices defining a community college culture.

In addition to defining academic culture as shaped by institutional missions and characteristics, much of the recent research emphasizes the role of the individual in cultural learning or socialization. Organizational identification is often described as a psychological merging of self and group, whereby the individual incorporates the beliefs, values, and interests of the organization. Tierney (1997) explained socialization as "a give-and-take where new individuals make sense of an organization through their own unique backgrounds and the current contexts in which the organization resides" (p. 3). This dynamic between the institutional and individual levels has led researchers to distinguish between organizational *culture*, manifested in artifacts, ritual, and behavior and organizational *climate*, which refers to individual perceptions of the organizational life (Bess & Dee, 2008). For purposes of this study, climate is considered a subset of culture -- that is, a perceptual lens through which culture can be viewed.

Robbins and Coulter (1999) are among those who asserted that culture is individually perceived or constructed: "Individuals perceive the culture of the organization on the basis of what they see and hear within the organization" (p. 80). George and Jones (2008) view the process in reverse: "the organization's culture controls the way employees perceive and respond to their environment, what they do with the information, and how they make decisions" (p. 657). Tierney (1997) also argued that culture is in a constant state of recreation rather than being a fixed form of shared values. In other words, culture is created, not acquired: "Each individual brings to an organization a unique background and insights, and the challenge lies in using these individual attributes to build the culture of the organization rather than have recruits fit into predetermined norms" (Tierney, p. 7). Tierney's conceptualization of organizational culture and

the socialization process shares much in common with the constructionist view of reality, which provides one of the theoretical frameworks for this study.

Work Role Transition and Social Constructionism

Theories of work role transition and social constructionism provide relevant frameworks for studying the enculturation of new faculty into the academic environment. The concept of organizational identity as a complex, socially constructed process is a central premise of this research study. In keeping with both of these approaches, the researcher shares the assumption that experiences of new-career faculty are best understood and captured through qualitative methods of inquiry. This assumption is supported by researchers such as Schein (1984, 2004) and Tierney (1988, 1990, 1997) who also advocated qualitative methods of inquiry to understand organizational cultures which are manifested in the perceptions and values of its members.

Work Role Transition

This study constructs its theoretical framework for understanding the work role transition of new faculty from overlapping areas of organizational socialization, career development and role theory. Much of this career-related research has been combined in psychological and sociological literature and nursing education into a loosely grouped theory known as work role transition. Arthur and Rousseau (1996) defined work transition as "pervading cycles of change and adaptation, including stages of preparation encounter, adjustment, stabilization, and renewed preparation" (p. 34). Anderson (2006) described work role transition as a dynamic, developmental process of assuming the identity, values, and knowledge of a new community of practice. Just as organizational socialization has been described as a learning process, so too is work role transition framed as developmental learning.

Several major themes relevant to this study emerge from research in work role transition, including stress related to pretransitional and postransitional work environments (Nicholson, 1984; Schlossberg, 1984), interpersonal support and socialization (Bravo, Piero, Rodriquez, & Whitley, 2003), role modeling (Clifford, 1996; Neale & Griffin, 2006); and organizational versus individual socialization tactics (Cooper-Thomas & Anderson, 2002; Griffin, Colella, & Goparaju, 2000; Jaskyte, 2005). This section summarizes some of the major research in these areas.

Schlossberg's Transition Theory (1984) serves as a theoretical benchmark for exploring how individuals adapt to change. Schlossberg defines transition in terms of individual perceptions and assumptions leading to a corresponding change in one's behavior and relationships. This model identifies three major contributing factors in determining both positive and negative adaptations to change: 1) the nature of the transition of change; 2) characteristics of pre-and post-transitional environments; and 3) characteristics of individual experiencing change. Of particular relevance to the study of new faculty entering the profession through non-traditional venues is the degree of difference between the pretransitional and posttransitional work environments, which affects the individual's role expectations and job stress. This theory therefore provides a useful framework for understanding the socialization experiences of first-year faculty transitioning into academia from a business and industry background.

Wanous (1992) has written at length on organizational entry, describing it as a transition from outsider to newcomer to insider. Like work role transition, the term organizational entry is used in a broad sense to include pre-entry activities, such as recruitment and selection to the adjustment phases of orientation and socialization. This latter stage is characterized as a process

of social learning that includes adjusting to new roles, norms, and values. Wanous combines several socialization models to create an integrated, four-stage model outlined in Figure 1.

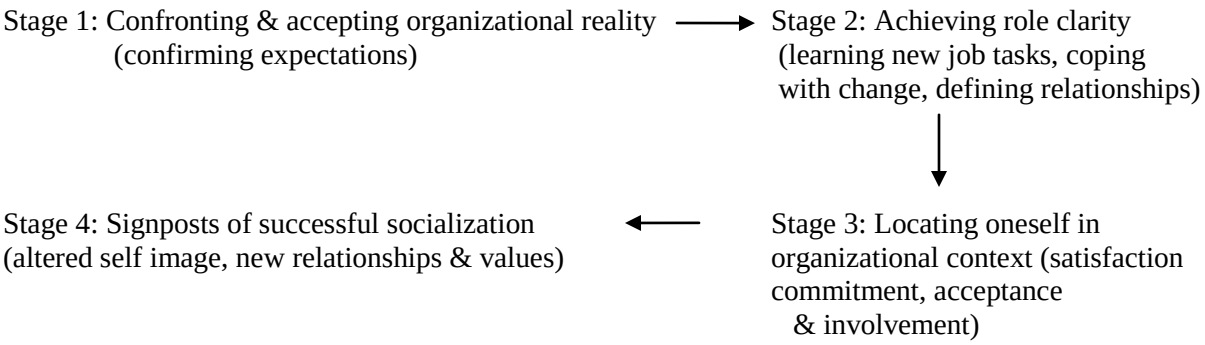

Figure 1. Stages in the Socialization Process (Wanous, 1992).

Although research supports a developmental or stage model of socialization, Wanous cautions that the precise sequence is not as linear as depicted, nor are there established timetables for the rate of socialization. However, he does acknowledge the first year as a critical time in this process.

Whereas Wanous' model is structured by stages in the work role transition, Nicholson (1984) builds his model around contributing factors and adaptation strategies. Nicholson developed one of the few coherent theories of work role transition by concentrating on its impact on personal development and role development, which he acknowledges as individualized and highly subjective processes. Nicholson's model explores the effects/outcomes of four variables on an individual's role adjustment (defined as personal development and role development): 1) role requirement; 2) individual motivation; 3) prior socialization; and 4) an organization's induction-socialization practices. Within this model, adjustment is defined according to modes of replication (the degree to which the transition replicates prior occupational values and expectations); absorption (altering one's values, skills etc.); determination (changing the role to

better match needs, abilities and expectations); and exploration (involving both personal and role changes). The interrelationship of these factors is depicted in Figure 2.

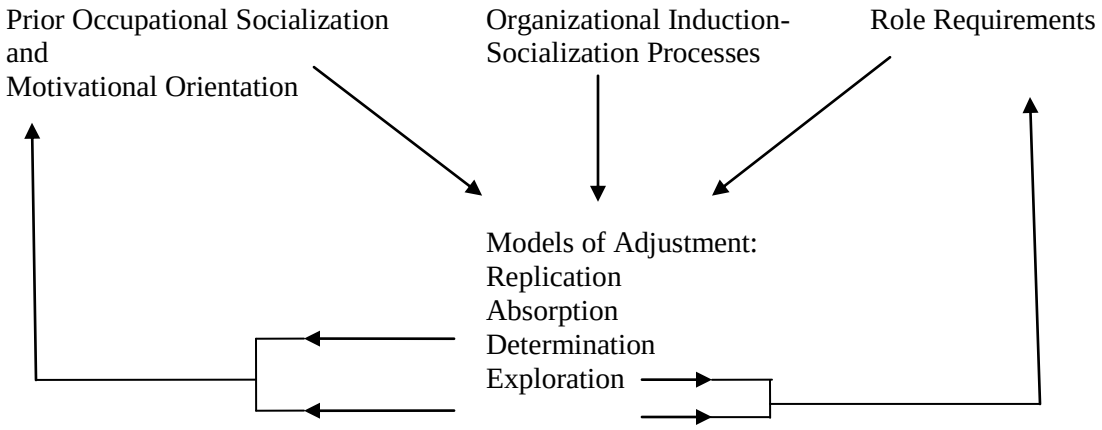

Figure 2. Nicholson's (1984) Work Role Transition Model.

These role-adjustment variables are relevant to the study of career-changing faculty. In discussing role requirements, Nicholson points to the degree of novelty of the new work role and the level of discretion or latitude the newcomer has in altering this work role. According to Nicholson's schema, most white collar occupations are characterized as medium discretion; that is, individuals have some ability to change role requirements, but limited ability to change organizational goals. The autonomous work of faculty suggests some latitude in role development. Furthermore, for new faculty with little or no prior teaching experience, the transition from business and industry into an academic work environment could be considered as medium to high novelty. As Nicholson explains, "the novelty of job demands – defined as the degree to which the role permits the exercise of prior knowledge, practiced skills, and established habits – will usually be a function of how generally similar the new role is to roles previously occupied" (p. 178).

Individual characteristics also play a major role in work role transition. Nicholson (1984)'s model conceptualizes work-role transition as a personal growth process, influenced by

one's personality, values, and identity. In theory, adaptation could involve changing role requirements by manipulating the new environment to match personal needs or adjusting one's perspective, values, or identity to meet the demands of the new role. Whereas earlier research depicted newcomers as assimilating an organization's cultural values, Nicholson theorizes a more proactive process of role development, in which a newcomer may initiate changes related to role performance. The relationship of proactive behaviors to career success is echoed in more recent research in the field of business management (e.g., Baruch & Quick, 2007; Crant, 2000)

The type and degree of proactive behavior varies according to the needs and expectations of the individual as well as the role requirement itself. Individual differences in adjustment are expressed according to a person's expectations, emotions and desire for control or desire for feedback. Whereas entering a new work situation can be perceived as a threat to anyone's desire for control, this adjustment is particularly problematic in situations where there is a mismatch between the situation or role requirements and the newcomer's personality. West and Rushton's (1989) study of 145 student nurses confirmed that such mismatches in work-role transition can result in anxiety, frustration, and high turnover. For new career-changing faculty, the potential for mismatches can arise in transitioning from a structured, low discretion environment to the higher discretion, more autonomous nature of academic work.

Nicholson's (1984) theory predicts that a person's mode of adjustment will also depend upon their prior occupational socialization. He observed that "prior occupational socialization and motivational orientation, in particular, can exert powerful independent influences over adjustment outcomes" (p. 180). Nicholson constructs an elaborate taxonomy in which the level of discretion and novelty interacts with prior socialization to determine predominant adjustment strategies. A medium discretion-high novelty role transition (e.g., from industry to academia)

favors absorption and exploration strategies as the newcomer moves through cycles of role experimentation and development. Absorption is defined as assimilating new skills, behaviors, and frames of reference to meet new role requirements and is often associated with radical job changes. Exploration assumes a more proactive role negotiation, often found in cases of midcareer change. The potential negative counterparts of career exploration are confusion and anxiety for the individual who has lost a sense of personal and role identity. Nicholson acknowledges that individual differences as well as organizational socialization processes will also play major parts in determining role adjustment.

Several studies have attempted to test Nicholson's (1984) hypotheses with mixed results. Ashforth and Saks (1995) argued that work role transitions may be too complex and situational to be tested through quantitative methods of inquiry. Instead, they suggested that a qualitative design may be more appropriate to explore the subjective meanings and dynamic interactions of personal and role adjustments. Goodman, Schlossberg and Anderson (2006) modified the Nicholson model to explain how individuals cope with work transition. Their variables, the four S's, include situation (involving role change, duration of the change and past experience); self (individual and demographic characteristics, such as age, gender, life experience, personality, values); support (to include co-workers and supervisors in addition to family and friends); and strategies or coping mechanisms (such as information seeking, action, and intrapsychic behavior). Regarding role change, their modification of Nicholson's theory suggests a low novelty work role transition facilitates successful adjustment: "The more an individual engages in 'anticipatory socialization,' that is, orientation toward the values and norms of the new role, the sooner the individual will be comfortable" (p. 63). As mentioned previously, faculty encountering a new academic work role may experience less anticipatory socialization than their

counterparts entering the profession through more traditional academic pathways. As a result, career-changing faculty would encounter a difficult work role transition according to this model.

Other scholars have elaborated on the importance of institutional support outlined in Nicholson's (1984) model. Empirical research has found that institutionalized socialization tactics correlate with job satisfaction and organizational commitment and identification and are negatively associated with role ambiguity and conflict. Bravo, et. al. (2003) examined the relationship between institutional socialization and newcomers' role stress (defined as role conflict and role ambiguity). Their study spanned two years and sampled a large (n=661) population of international newcomers into the business and manufacturing job market. The two features of socialization that were found to reduce role stress included institutional socialization tactics and relationships with superiors and co-workers. Institutional socialization was defined to include fixed tactics (provided specific informational content on a timetable) and serial tactics (provided information from experienced members). The authors found that these socialization tactics significantly reduced role conflict for new organizational members. They concluded that "newcomers who experience institutional socialization receive substantial objective and social information that they can use to interpret and respond to their work situation and reduce role stress" (p. 213). Jaskyte's (2005) study of organizational socialization tactics on newly hired social workers also discovered a correlation between institutional tactics and lower role ambiguity and conflict. This study confirmed that organizational tactics (training programs, mentoring) effectively lowered role ambiguity and conflict. These results suggest that newcomers benefit from sequenced training programs, through which they can learn the mission, goals, values, and decision-making structure of an organization.

The positive impact of institutional support is highlighted in two more studies related to the career transitions of military personnel. In their survey of over 300 naval officers who transitioned from the military into a business career, Baruch and Quick (2007) found that perceived support was positively associated with shorter job turnaround and greater satisfaction during the transition. A career moved from a strong bureaucratic organization such as the Navy into a more dynamic business environment would seem to invite the problems associated with a work-role transition mismatch. Yet, the authors found that supportive structures such as career counseling and a pre-retirement preparation program facilitated adjustment, even in a less structured, higher discretion career field. Cooper-Thomas and Anderson (2002) found similar positive effects of institutional socialization tactics with regard to newcomer attitude. Their study focused on British military recruits during first eight weeks of intensive training. The authors found that "organizational socialization tactics facilitate positive attitudinal outcomes by providing the context for newcomer learning" (p 432). Success of organizational socialization was measured in terms of job satisfaction and organizational commitment. The authors also found a positive relationship between institutional socialization tactics and information acquisition (role and organizational knowledge).

Social Constructionism

Like work role transition, social constructionism provides a theoretical perspective for understanding newcomer socialization as a dynamic exchange that occurs at both individual and organizational levels. Social constructionists espouse that reality is both individually perceived and socially constructed. Knowledge creation is a social process apprehended through the lens of individual experience. As a result, there is no single reality, but multiple constructs that must be negotiated through shared frames of reference. Creswell (2003) explained social construction's

ontological stance as complex, varied, multiple and existing within a social and historical context. While understanding or knowledge about reality may be individually constructed, it is still shaped by its social, cultural and historical context. In the following passage, Bess and Dee (2008) explained the social construction of knowledge with relation to organizational socialization:

> Knowledge is created and used in an organization through unique socialization processes that transmit the collective 'know-how' of a particular group to newcomers, who, in turn reshape the collective knowledge base of the social system that they entered….The collective knowledge base of the organization is transmitted to new members, but it is changed – perhaps expanded or updated – in the process. (p. 47)

New faculty working within the same institution, therefore, may share both similar responses to the cultural environment as well as varied and unique experiences within that shared context. Within the constructionist framework, the socialization process assumes that new faculty are active participants rather than passive recipients in cultural learning.

One relevant social constructionist perspective that attempts to reconcile individually and socially constructed realities is described in the literature as sensemaking. Sensemaking provides a theoretical framework in which to understand the process by which culture is created and transmitted. Bess and Dee (2008) described this process as "the development of frames of reference that enable people to comprehend, explain, and interpret events in organizational life" (p. 154). Although sensemaking addresses individual perception or interpretation of organizational cues, it is described as a largely social process (Weick, 1995). Mendoza (2008) described the dynamic between the individual and organizational levels of creating meaning as such: "Each member in an organization has their own schemas [mental maps of reality] that, over

time, come to resemble those from others because all members in the organization need to establish a common meaning in order to achieve social order" (p. 108).

Because of its emphasis on cultural learning, sensemaking provides a relevant theoretical framework for studying the socialization experiences of new faculty. Weick's (1995) landmark writings in organizational sensemaking present several principles or characteristics that could be applied to newcomer socialization. Weick writes that sensemaking is grounded in identity construction: "people learn about their identities by projecting them into an environment and observing the consequences" (p 23). Newcomers construct their work identities through a dynamic and continuous process through which they learn the network of cultural cues and norms that define an organization. Wrzesniewski, Dutton, and Debebe (2003) use a model of interpersonal sensemaking to explain the meaning that employers make of their work. Within this model, work meaning is a broad term encompassing job meaning (evaluating the value of the job), role meaning (understanding of formal social structure at work), and self meaning (acquiring a work identity). They argue that individual sensemaking presents a limited understanding of this process. Instead, it is through social interaction that work meaning is constructed: "an ongoing debate in the meaning of work literature centers on whether work meaning is determined internally (i.e., within the individual) or externally (i.e., by the job and wider environment)…. We take the perspective that work meaning results from both" (Wrzesniewski, et.al., 2003, p. 96).

Sensemaking theorists often describe this process as being triggered in situations of uncertainty and ambiguity, in much the same way that Schein (2004) viewed socialization as a necessary means of social order and stability. Mendoza pointed out that the enculturation of incoming faculty into an academic environment provides a rich sensemaking opportunity:

> Newcomers in organizations encounter many…situations that force them to be actively engaged in sensemaking….Therefore, by analyzing the mental dialogues that new members enact as they cope with their socialization process, it is possible to infer the cultures involved in the dialogues between the newcomer and the entering organization. (p. 110)

Social construction provides the epistemological foundation for understanding organizational identification as a psychological merging of self and group. Schein (2004) and Ouchi and Wilkins (1985) describe these two levels of understanding organizational culture as microanalytical (individual level) and macroanalytical (group level). The microanalytical approach examines how organizational culture is understood through individual processes of sensemaking and learning. The macroanalytical approach to understanding culture posits that there are predominant values and beliefs guiding the socialization and function of members within an organization. Microanalysis understands culture through the perceptions of its members by identifying common themes of shared meaning. Within this framework, new faculty experiences are unique or individually constructed as well as shared within their academic cultural context. This study adopts a microanalytical approach by exploring first-year faculty perceptions of their new academic work culture. It anticipates that both multiple and shared responses of these faculty can be useful in informing institutional policy and practice regarding new faculty socialization.

Theories of social construction and work role transition provide a unifying framework for the study of first-year faculty. This study seeks to add to the body of knowledge by focusing on the work role transition of technical college faculty from business and industry into academia. Relevant studies of new faculty are discussed in the following section. While many of these

studies examine the enculturation of faculty at major research universities rather than two-year colleges, they still provide a firm foundation for empirical research on first-year teaching experiences.

New Faculty

One of the most useful conceptual frameworks for studying new faculty socialization not already discussed comes from Clark and Corcoran (1986), who interpret a three-stage framework for the cultural learning process. The first stage, anticipatory socialization, typically takes place in graduate school where prospective faculty are first enculturated into the values and norms of the profession. The second and third stages, occupational entry/induction and role continuance, consist of recruitment, employment and, ideally, socialization into the academic culture. Prior experiences powerfully influence the socialization experience of new faculty entering the profession. Research reveals that graduate education serves as a common, albeit not always successful, source of enculturation. Tierney and Rhoads (1994) and Austin (1990) are among those expressing concern about the anticipatory socialization of new faculty. The second phase of entry and role continuance is also fraught with challenges as new faculty are socialized into their institutions. Tierney (1997) characterized socialization into higher education as ranging from "reality shock" to simply taking place through the daily business of being a faculty member. Dinham (1999) described becoming a faculty newcomer as a culture shock caused by false expectations and a shift in professional identity from "valued specialist" to "rank amateur" (p. 3). A review of literature on new faculty reveals that these reactions are common.

The literature reviewed in this section represents over 20 years of research on new faculty adjustment. While some of the writings are anecdotal, there is an established body of empirical research, mostly conducted in the late 80s and early 90s, which includes longitudinal studies of

new faculty experiences. This research varies in design and scope, from single institution case studies to multi-campus investigations. Too, the term new faculty covers a broad range of experiences and backgrounds. Despite these differences, there are consistent findings related to stress, work load, and perceived lack of collegiality among new faculty. I summarize selected new faculty studies in Table 1 and discuss these and related studies further in the following section.

Table 1

Selected New Faculty Studies, 1982-2006

Author, Date	Purpose	Design	Findings
Fink (1982)	To explore first-year faculty performance and job satisfaction	Mixed method; interview & survey (n=100)	Factors affecting job performance and satisfaction include teaching load, work identification, and collegiality
Turner & Boice (1987)	To provide a study of the work habits, teaching effectiveness, scholarly and professional activities of newly hired faculty	Interviews, direct observation, and journal log analysis of faculty over one year at large commuter university (n=66)	Faculty reported job-related stress regarding expectations for scholarship; lack of collegiality; poor student evaluations
Sorcinelli (1988)	To study factors contributing to job satisfaction of new faculty	Interviews and questionnaires with new faculty at large research university	Faculty reported satisfaction and high morale, but also high stress (related to workload, balancing work and personal life, and lack of collegiality)
Boice (1991a)	To describe adjustment of new faculty related to collegiality and scholarship at large state university	Longitudinal study of four cohorts over four years (n=146)	Faculty felt isolated and under stimulated; perceived lack of collegiality
Boice (1991b)	To identify factors related to successful teaching; to compare experiences of new faculty at teaching and research institutions	Longitudinal study of new tenure-track faculty at two campuses over 2 years (n=200). Qualitative and quantitative data collected	Faculty cited lack of collegial support; stress over balancing time & workload; intellectual under stimulation; poor teaching ratings and superficial teaching styles.

van der Bogert (1991)	To describe experiences of new faculty at a residential state university	Qualitative and Quantitative data collected (interviews & Likert scale) (n=10)	Faculty reported heavy workloads with little time devoted to scholarly writing/research
Whitt (1991)	To compare expectations of new faculty and their supervisors (administrators)	Qualitative design included interviews and reviews of academic policy manuals and handbooks	Found discrepancy between administrators and faculty regarding perceptions of support
Olsen & Sorcinelli (1992)	To understand pre-tenure faculty career development	5-year longitudinal study; interviews and questionnaires (n=54)	Over time, found increase in time spent on research versus teaching; work satisfaction declined while work stress increased; faculty desired more positive and regular feedback
Perry, et al (1997)	To examine new tenure track faculty's adjustment to teaching	3 year longitudinal study (included community college faculty) Over 250 faculty surveyed;	Institution type predicts adjustment to teaching; responses from community college faculty significantly different than their counterparts in liberal arts or research institutions. Community college faculty expressed less stress, more job satisfaction and perceived control
Bode (1999)	To study new faculty satisfaction with mentoring and collegiality at 5 institutions	Surveyed and interviewed faculty from 5 institutions (n=39)	All faculty reported institutions to be at least moderately collegial. Found little change in % of faculty reported having a mentor compared w/ earlier research. Found mentoring slightly more prevalent in 2 year institutions
Menges (1999)	To explore the new faculty experience.	Mixed method 3-year longitudinal study; used surveys, interviews, & case studies	Identified common themes among new faculty; Work related stress in year one lowest among

			community college faculty; had clearest sense of role expectations (teaching centered)
Rice, Sorcinelli,& Austin (2000)	To explore the experiences of early career faculty	Interviews with a cross representative group of early career faculty (n=350)	Major concerns of new faculty centered on the tenure process, lack of community, work-life imbalance
Siler & Kleiner (2001)	To examine role expectations and adjustment of new nursing faculty	Interview new faculty with and without prior teaching experience (n=12)	Novice faculty had more problems with role adjustment than new faculty w/ graduate school and student clinical experience, Supports strong mentoring and more academic preparation for new faculty
Garrison (2005)	To study new faculty who transitioned from industry or government; explored prior work experience, reasons for entering academia, starting position and salary difference.	Surveyed faculty from 33 institutions in Southeast (n=88)	Over 1/2 participants had prior teaching experience. Most accepted reduction in salary, suggesting academic salaries not competitive w/industry standards. Motivated by desire to teach and conduct research
LaRocco & Bruns (2006)	To explore adjustment of second career faculty	Qualitative study (n=11) of second career faculty	Challenges: expressed difficulty balancing work and home life; juggling responsibilities. Positive responses: sense of independence and autonomy; relationship w/colleagues

The bulk of studies on new faculty, conducted in the late 80s and early 90s, paint a bleak picture of professional adjustment. Longitudinal studies from Turner and Boice (1987), Boice (1991b), and Olsen and Sorcinelli (1992) identified common sources of job-related stress among new faculty, including heavy teaching loads, competing priorities and time pressure, and lack of

collegiality. Of these common themes, the lack of collegial support was the most strongly cited source of anxiety. One of the pioneering studies was Fink's 1982 study, which explored performance and job satisfaction of 100 first-year faculty in relation to work load, institutional identification, and socialization, among other factors. Participants in this study, however, were selected from among graduates of Ph.D.–granting departments of geography; therefore, they had prior socialization into the academic culture. Too, a large proportion of participants had previous teaching experience, usually as a teaching assistant (TA), another source of prior socialization.

In a first-semester study of ten new faculty at a residential teaching university, van der Bogert (1991) provided a comparative analysis of those with three or more years of experience with those who had taught two years or less (referred to as the inexperienced group). This study found that novice faculty experienced more conflict in work role transition than their more experienced colleagues. The inexperienced group included a new faculty who had transitioned into teaching from business. These faculty, like those in other studies, expressed concern about their workloads and lack of course preparation time. Unlike many previous studies, they were satisfied with the overall level of collegial support, although there were noticeable differences in the level of collegial interaction among the two groups. Collegial interaction for the inexperienced group was more limited to departmental networks, in which discussions centered on teaching, whereas experienced faculty were more likely to network outside their own department with those who shared their research interests. In general, scholarly activity was also more prevalent among the experienced group, although the majority of time for both groups was spent in teaching-related activities. Even though the inexperienced group was less likely to collaborate in either teaching or research, they rated collegiality as more important to them than

their more experienced colleagues. Van der Bogert speculated that the inexperienced group may have been more needy and less independent than their colleagues.

More recent and relevant to this study are the works of Benkinsopp and Stalker (2004); Garrison (2005); and Simendinger, Puia, Kraft, and Jasperson (2000) who explored career transition from business and industry into academia. Garrison's study included survey data from 88 faculty at 33 institutions on questions relating to salary changes and reasons for entering academia. Respondents to the survey reported that their primary reason for the transition was the desire to teach, even though the majority (75%) accepted reduced salaries. Benkinsopp and Stalker found similar motivation for the career transition of business managers into academia. Based on the authors' anecdotal observations "from informal and unintended observation over an extended period" (p. 418), their study draws heavily from social constructionist and organizational identity theories in exploring how these individuals construct their work identities. The authors asserted that these identities are shaped in the reciprocal interaction between individual identity and experience and the organizational identity characterized by a "new network of relationships" and a "new community of discourse" (Benkinsopp & Stalker, p. 422). The authors argued that this management experience must be supported and encouraged for these individuals to develop more fully formed, positive academic self identities. By focusing on the cultural identity of transitioning faculty, Simendinger, Puia, Fraft, and Jasperson (2000) also provide a useful framework in which to explore career transitions of management personnel into the academic environment. They remarked that "career transitions from industry to academia involve more than a change in task; they entail a change in organizational cultures" (p. 107).

Career transition was also the theme of Goodson and Cole's (1994) study tracing the development and socialization of seven newly hired full-time faculty at a Canadian community

college, all of whom experienced a career change into teaching. They observed that many faculty in the community college system are hired from non-academic sectors because of their practical work experience. They further remarked that these faculty "receive no formal preparation for their teaching roles; yet they are expected to carry out all the roles and responsibilities associated with being a teacher" (p. 86). The seven new faculty studied had little or no prior socialization to the profession, never having been through any conventional teacher preparation program. Over a two-year period, the researchers noted a developing sense of professional identity beyond the classroom to encompass a widened sense of professional community. The role development of these faculty supports Nicholson's (1984) prediction of absorption strategies in high novelty work transitions.

In their exploratory study of what they term second career academics, LaRocco and Bruns (2006) also confirmed many earlier new faculty findings. Eleven faculty with four years or less in academia were interviewed, reporting struggles with juggling faculty responsibilities while enjoying the sense of independence that came with their new positions. While these responses echoed earlier studies, there was a noted difference in the perceived level of collegial support, which was reported to be high. Although this study does address the gap in literature by exploring the experiences of those who chose a second career in higher education, participants had prior induction into the field through vast experience as applied education professionals as well as earned doctorates.

Other studies of second-career teachers focus on the transition to secondary schools, but with some similar observations. Crow, Levine, and Nager's (1990) ethnographic study of 13 career changers involved graduate students in a college of education who had left business careers for teaching. All of these students indicated that they had traded the career advancement

and financial gain of their former professions for the promise of greater personal satisfaction and an improved quality of life associated with teaching. Likewise, Bullough and Knowles (1990) observed that making the transition to teaching may involve sacrificing a more lucrative career. Their case study traced the first-year transition of Lyle, a 37-year-old laboratory technician, into teaching junior high science and math. Lyle's case study shows him negotiating between the radically different worlds of working in a large government laboratory and classroom teaching. Based on this case study the authors observed that, "for the second-career beginning teacher, the place of prior career socialization and knowledge may exacerbate the difficulty of becoming a teacher and assuming a teacher role" (p. 102). One of the difficulties Lyle experienced in adjusting to his new career role was in establishing a relationship with his students. Although he entered the classroom with highly specialized expert knowledge, Lyle had a limited understanding of teaching and students. As a result, he was ill prepared to handle classroom discipline and soon developed an adversarial regard for his students. His story of personal failure and frustration resulted in part from the discrepancy between his values and expectations and the reality of his assumed role, a common theme in studies of new teachers at all instructional levels (e.g., Bravo, et. al., 2003; Catalano, 2003; Dunn, et. al., 1994; Siler & Kleiner, 2001).

In two related studies comparing the induction of first-year vocational education teachers, Camp and Heath-Camp (1989, 1992) discovered that there were unique challenges or detractors faced by those teachers who entered the field without formal teacher training, as well as minor distinctions in their in-service training. The 1992 study sampled a large population (n=352) of beginning secondary vocational education teachers. In comparing the induction experiences of those with formal teaching training and those without such preparation, the authors found that the group without formal training was more likely to have a mentor, an extra planning period,

and access to an orientation handbook. Out of the twelve participants in the 1989 study, the majority (n=7) had entered teaching from alternative or vocational certification routes. The remaining five participants were graduates of teacher education programs. Those entering the profession without formal, pre-service training were found to have higher than expected induction detractors in the areas of curriculum, pedagogy, personal and professional interaction with peers, and system-related policies and management. Some of the detractors listed by the alternatively prepared group included being unfamiliar with developing curriculum outlines or lesson plans, not knowing how to write a test, and not having enough time for class preparation. These teachers also experienced more frustrations in learning how to operate within the educational system itself, particularly with regard to the less structured work environment. Compared to their more conventionally trained counterparts, however, these teachers expressed stronger community interaction due to their business and industry backgrounds.

Two relevant anecdotal narratives were found that also explored the work role transition from industry to academia. Pollock (1999) and Turley (2002) shared similar reflections on their move into full-time teaching. One such similarity was a significant reduction in salary and position accompanying their move into academia, balanced with the intrinsic reward of working with students. Both authors remarked on having to be acclimated to the academic culture, which Turley characterized as a shift from a product-centered to a student-centered focus. Unlike earlier studies, Turley found a stronger sense of collegiality among his academic department than what he had experienced in the industrial setting. While Pollock observed that collaboration exists within both sectors, he noted that it is more narrowly focused within academic departments compared to the multidisciplinary project team system found in industry. This observation is also echoed in Whitt's (1991) study, which found that the new faculty members' relationships with

their department chairperson were critical to their adjustment. Likewise, Bechhofer and Barnhart (1999) found that department leadership and the level of collegiality within the department were major determining factors in the success and satisfaction of new faculty.

The anecdotal experiences of several high-ranking political and business leaders making the transition into academia was featured in *The Chronicle of Higher Education* (March 8, 2002) with similar results. The article stated that new career professionals "bring practical experience to the table, but many aspects of academic life – preparation for teaching, dealing with the academic hierarchy, the autonomous nature of the faculty – are foreign to them" (Fogg, 2002, p.A10). While they enjoyed the autonomy and creative control of their positions, the new arrivals reported difficulty adjusting to the challenge of teaching as well as to the academic hierarchy and to the slower, more reflective pace of academic life. Several of those interviewed reported having to gain the confidence and skill to move beyond sharing "war stories" to developing more organized effective pedagogies. With one exception, those interviewed had adapted well to their positions. The exception, a retired Air Force Colonel, was frustrated with the perceived lack of reward for teaching excellence.

Other studies exploring the transition of new faculty from the private sector into academia come from the field of nursing, where the shortage of qualified faculty is particularly acute. Schools of nursing are increasingly filling faculty vacancies with clinical specialists who have had little or no teaching experience or prior socialization into the academic profession. Norton and Spross (1994) noted that the nurse clinician brings several strengths to the faculty role, including mastery of advanced practice, strong interpersonal and leadership skills, and an established network of colleagues in field. Although their observations are based on personal, anecdotal experience, many of the developmental challenges they discussed are reflected in the

empirical studies highlighted in this chapter. These challenges including coping with isolation, acquiring pedagogical knowledge and skills, and adapting to a different academic environment. The authors characterize the new academic work environment as less structured, more flexible, and having fewer interactions with colleagues.

Several other writers have commented on the differences between clinical and academic work cultures. Schriner (2007) used the term "cultural dissonance" to characterize the transition of clinical nurses into a faculty role. In exploring the transition of seven new faculty from clinical practice, Schriner noted that those interviewed were neither culturally nor educationally prepared for their new role. Several new career faculty discovered a different reward system in the university setting where clinical competency was devalued compared to the ability to obtain funded research. Without formal training in educational practice, these new faculty struggled to translate their clinical expertise into effective teaching. Diekelmann (2004) also commented on the importance of "pedagogical literacy" for clinicians who transition into faculty positions. The stories of these experienced practitioners suggested that clinical expertise alone did not provide a solid basis for teaching practice.

Several other new faculty studies have commented on the dissonance between novice faculty expectations and the realities of teaching. Structured interviews with 350 early career faculty revealed that newcomers often enter the profession with an idyllic vision of the academic life (Rice, Sorcinelli, and Austin, 2000). Expecting to encounter cultural values of community, collegiality, and cooperation, new faculty struggled instead with a sense of isolation and loneliness. As indicated in earlier studies, job-related stressors for new faculty centered on time pressures and the resulting work-personal life imbalance. Siler and Kleiner (2001) made similar observations about the reality shock of the first year of teaching. Their interviews with 12 new

faculty, six of whom had no previous full-time teaching experience, revealed that faculty with graduate school and student clinical experiences were more prepared for their professional roles than those without prior experience, identified as novice faculty. Novice faculty shared greater conflict with role transition and socialization than their more experienced counterparts in addition to more incongruities with role expectations. These faculty were characterized as naïve about the academic culture in terms of responsibility and teaching load, as well as expectations about their teaching performance. By contrast, the experienced faculty had more realistic expectations and skill in negotiating the academic culture. In both studies, the authors concluded that these faculty would have benefited from improved institutional support and resources, including stronger mentoring relationships. Siler and Kleiner also called for greater academic preparation and improved formative evaluation mechanisms, including peer review of teaching.

Several other new faculty studies reiterate the importance of formal support structures, such as orientation and professional development, in facilitating role transition to full-time teaching. Research has consistently supported the benefits of formal, well-planned orientation programs (e.g., Boice, 1992; Fink, 1992; Lynch & Choate, 1998), yet in many cases, new faculty orientation is left to Human Resources personnel and includes little induction into the role of classroom instruction. In their study of faculty at a large Midwestern community college, Fugate and Amey (2000) noted that first-year faculty identified faculty development programs as a valuable component toward their growth as effective teachers. Those who entered the profession with no prior instructional training believed that their previous work in the career field was essential preparation, but also expressed an immediate need for assistance with teaching skills and classroom management issues. Van der Bogert (1991) found that while new faculty admitted that their lack of experience was a weakness, they displayed little awareness of available

resources to assist them or of specific strategies to help them improve their teaching. In his two-year study of 200 new faculty, Boice (1991b) found that poor teaching ratings and what he termed "superficial teaching" were the norm, due in large part to the lack of formal support structures. Noting that even short-term participation yielded benefits in comfort level and managing work load, Boice stated that faculty development programs offered "bright promise in an otherwise dreary picture of how new faculty develop as teachers" (p. 171). His assertion that the habits, intellectual skills and attitudes of exemplary teachers are acquired skills has strong implications for the role of faculty development in the successful orientation of new faculty. Moreover, Boice (1992) argued that a comprehensive, ongoing process of faculty development is essential to the successful socialization of a new faculty member to academia.

Although the review of research of new faculty yielded common themes and insights, few of the studies described above included faculty from two-year institutions and fewer studies of first-year faculty studies have focused exclusively on the two-year college. Perry, Clifton, Menec, Struthers, Hechter, Schonwetter, and Menges, (1997) included community college faculty in their three-year study of new faculty's adjustment to teaching. Two-year college faculty were also included in Menges' (1999) New Faculty Project, an extensive three-year study of the new faculty experience. In both these studies, new hires in community colleges expressed less stress and more job satisfaction than their counterparts in liberal arts or research institution. Trautvetter (1992) also found that, "community college faculty members perceived their environments to be more trusting between faculty and administrators, more supportive in regards [sic] to teaching and more collegial in nature" (as cited in Dunn, Rouse, & Seff, 1994, p. 398). Olsen and Sorcinelli's (1992) findings could explain the higher levels of satisfaction expressed by community college faculty. Although their five-year study was concentrated on a large, public

research university, Olsen and Sorcinelli did find that respondents attributed greater rewards and less stress to teaching compared to research. They also discovered that faculty expressed greater confidence in teaching and less time spent on teaching preparation over the five-year period surveyed. Given that the institutional mission is more teaching-centered at a community college, it is not surprising that these new faculty reported fewer conflicting priorities than their four-year counterparts.

Grubb (1999) came to a different conclusion regarding faculty satisfaction in his work *Honored but Invisible: An Inside Look at Teaching in Community Colleges.* Based on observation and interviews with 257 community college faculty in 32 states, Grubb and associates portrayed these faculty as overworked and isolated, suffering from a lack of collegiality and institutional support. This work calls into question the teaching-centered mission of community colleges, arguing instead that teaching is "particularly important and especially neglected" (p. 1) within the two-year public college. Rather than taking center stage, teaching is an activity characterized as literally and figuratively taking place behind closed doors (hence, the invisible reference). This book's call to action is to make teaching a more public and visible institutional priority and to foster good teaching through collaboration. Not unlike many of the other studies cited, this work advocates strong peer interaction, mentoring, and faculty development. While this work does not focus exclusively on new faculty, it does provide one of the most richly narrative accounts of teaching within a community college environment. For first-year faculty across institutional types, however, the review of literature revealed nearly unanimous agreement that teaching is both a source of fulfillment and frustration, especially for the novice.

Summary and Implications

Any study of new faculty should acknowledge the social and cultural contexts within which these newcomers are acclimated. Researchers seem to have reached consensus that there are a unique set of norms and mores that define a higher education culture. These values and beliefs, in turn, serve to socialize members into how and what is done and by whom in an organization (Tierney, 1988). Research and theory suggest that the socialization of new faculty into the academic culture is a complex process operating on many levels of individual and social sensemaking. As a result, the new faculty experience has been found to be both uniquely individual and predictable. Studies across institutional types revealed that new faculty share common experiences in their first year, including work-related stress caused by feelings of isolation and unrealistic expectations regarding work load and time management (e.g., Boice, 1991; Dunn et. al., 1994; Siler & Kleiner, 2001; Sorcinelli, 1992).

Although some common themes emerged in these studies, research also suggests that first-year experiences do vary according to institution type. Research on new faculty socialization finds that although this experience is commonly found to be challenging and stressful, community college faculty experience a more positive transition into full-time teaching compared to their four-year counterparts. If, as research has shown, academic culture is both shared and delineated along institutional types, it follows that the socialization experiences of faculty into a technical college will reveal characteristic aspects of a two-year college culture as well as reflecting many of the same experiences found in faculty studies from varying institutional types.

Research into the socialization of community college faculty, however, is too sparse from which to draw generalizations. To date, studies in the transition and socialization of new faculty

have been somewhat limited to research-oriented institutions. While these previous studies contribute to the body of knowledge by commenting on the socialization of new faculty, they are largely concentrated on the academic and preparation of faculty who are socialized into the profession from graduate school. The reality is that a growing number of new faculty are in non-tenure tracks, teaching in two-year community colleges and entering the profession through diverse career paths. Yet, there is a distinct lack of research on the experiences of new faculty who make the transition from practice. While there is an adequate body of research on second-career teachers in the K-12 sector, what literature is available on second-career professionals in higher education is generally limited to nursing education. The literature reviewed on new career faculty indicated common themes in their work role transition and suggested that their experiences are different than new faculty with prior socialization through graduate school or teacher training. Clearly, there is a need to better understand the unique and shared experiences of a more diverse set of new-career faculty and the challenges faced in moving from a business to an academic work environment.

This study addresses a gap in the literature by providing a voice to a growing segment of professionals who have gone largely unstudied -- two-year college faculty who enter higher education without the conventional socialization through graduate school. This study assumes the social constructionist perspective that the work role transition of these faculty can be understood by exploring individual interpretations of cultural learning and role identity. Much of the research reviewed in this chapter explores issues related to job satisfaction but offers little understanding of how these faculty learn the culture of a new work environment. By sharing the perspectives of a growing silent majority, this study explores how new career faculty are

enculturated into the academic profession in order to inform those with a vested interest in the successful transition of new technical college faculty.

CHAPTER 3

RESEARCH DESIGN

To explore first-year experiences of new technical college faculty who have transitioned to academia through business and industry, I chose a qualitative design, which is best suited for exploratory research aimed at capturing and understanding people's perspectives, understanding a social phenomenon, studying a particular context or setting, and interpreting processes (Creswell, 2003; Merriam, 1998). As appropriate in such work, the qualitative approach acknowledges reality as multiple, varied and individually constructed or perceived. Therefore, personal experiences and perspectives of individuals are considered as viable subjects for research.

Merriam (1998), Yin (2003), and Stake (1995) all point to the importance of studying a phenomenon within its real-life context and from those directly involved. With its emphasis on interpretation and meaning within a particular context, the qualitative approach is appropriate for exploring the socialization experiences of new faculty. Merriam explained its constructivist philosophical approach as such: "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of the world" (p. 6). Ezzy (2002) also described the purpose of qualitative research as hearing and discovering the experiences of the people being studied. Creswell (2007) stated that qualitative research provides a complex, detailed understanding of a phenomenon that "can only be established by talking directly with people…. We conduct qualitative research because we want to understand the contexts or settings in which participants in a study address a problem or issue" (p. 40).

I chose a qualitative research design so that I could gain an in-depth understanding of the experiences of new career faculty transitioning into the technical college work environment. While this study's major research questions could be addressed in a quantitative study, the case study proposes a different approach toward answering these questions. Quantitative and qualitative research designs generally follow the same steps of defining the research problem, reviewing related research, collecting and analyzing data, and discussing findings and implications for further research. Yet they operate from different philosophical assumptions, which translate into different approaches.

One of the fundamental differences between quantitative and qualitative inquiry is explained in terms of inductive versus deductive approaches. Qualitative research is commonly described as having a flexible, emergent design. Rather than testing a hypothesis from a predetermined theoretical framework, qualitative inquiry inductively develops or builds a theory or pattern of meanings that emerge from the data. In other words, the theory is grounded in the data rather than predetermined and then tested against the empirical data. Because qualitative research focuses on more dynamic, subjective realities, it follows that its design must allow room for flexibility. Qualitative inquiry also provides a more rich and holistic understanding of a complex phenomenon.

Specifically, the case study design is appropriate for this study to present a slice-of-life look at the phenomenon of new faculty work role transition. As described by Merriam (1998), the case study "is employed to gain an in-depth understanding of the situation and meaning for those involved…. Anchored in real-life situations, the case study results in a rich and holistic account of a phenomenon" (p. 19; p. 41). For this study, I employed a holistic multiple-case design by exploring the first-year transitional experiences of selected technical college faculty.

Even as each faculty's experience may reflect their unique institutional environments and individually constructed realities, I also expected to discover common first-year experiences. Therefore, this is both a unique and representative case (Yin, 2003) in that the multiple cases predict both uncommon and common results or shared and multiple realities. The institutions in which the faculty are socialized provided the context but not the focus of the study, a distinction which Yin (2003) cautioned is important to establish. Instead, the first-year technical college faculty participants provide the focus of this case study.

Participants

Creswell (2003) stated that "the idea behind qualitative research is to purposefully select participants…that will best help the researcher understand the problem and the research question" (p. 185). Merriam (1998) stated that "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 61). To learn more about the work role transition of new career faculty into academia, I used purposeful sampling to identify participants within the Technical College System of Georgia (TCSG), which provided an information-rich source of incoming professionals from business and industry.

Merriam (1998) further advised that "to begin sampling, the researcher must determine the selection criteria essential in choosing the right people to be studied" (p. 12). Faculty participants were recruited from a roster of registrants in the state-sponsored Phase 1 Instructor Training Institute (ITI), which is often mandated for first-year technical college faculty, and from responses to a call for participants sent to a listserv of academic deans within the system (Appendix A). Based on these responses, I identified those who met the following inclusion criteria: no prior full-time college teaching experience; had worked previously in business and

industry; and whose highest earned degree in field was a bachelor's or lower. I also targeted faculty with an age range of 30-55 to allow for participants with sufficient professional experience in the business and industry sector prior to the transition into higher education. (Appendix B presents the participant data sheet that was used as a screening device for sample selection.) Although some of the participants had limited adjunct teaching experience, none had previous full-time employment in a college or university. I purposefully selected participants for their lack of previous socialization into higher education through graduate school training or other apprenticeship experiences. Through this selection process, I could therefore better capture the experiences of those entering into higher education as professional novices. I also attempted to select participants across disciplines, gender, race and ethnicity, and who represented technical colleges across the major geographic regions of the state.

For this proposed study, the first year socialization experiences of new faculty are explored within the context of Technical College System of Georgia (TCSG) institutions. Georgia's technical colleges are distinguishable in their vocational missions and bureaucratic structure from what has been described in the literature as the traditional culture of academia. Because of their more hybrid culture, technical colleges provide a natural context in which to explore the transition from business and industry into the higher education profession. The eleven participants in this study represented ten different technical colleges within the Georgia system, from large, urban to small rural student populations, spanning across the north, central, and southern regions of the state.

Interview Questions

Participant interviews served as my primary source of data to provide insight into new faculty perceptions regarding the role transition from business/industry to academia. Merriam

(1998) observed that the interview is the most common data collection technique in qualitative research and the best to use in case studies with a few selected individuals. In the case of exploring experiences of new faculty, interviewing was the best way to gain rich descriptive data on their thoughts, feelings and perspectives. Patton (2002) stated that interviewing provides access to another person's inner perspective: "We cannot observe how people have organized their world and the meanings they attach to what goes on in that world. We have to ask people questions about those things" (p. 341). Stake (1995) further asserted that "the interview is the main road to multiple realities" as each interviewee has a unique story to share (p. 64).

Interview questions were designed to explore perceptions regarding the transition from a business/industry to a technical college culture and to further probe the study's research questions. Interview questions included the following inquiry:

- Describe what it felt like to be a first time faculty at your college.
- Describe the adjustments you had to make in moving from a business to a college work setting. What made your transition to college teaching easier? More satisfying? What made your transition more difficult? Less satisfying?
- How did you learn about the responsibilities and expectations of your position? How have you learned the policies and procedures of the college?
- How would you describe your working relationship with your colleagues compared to what you experienced in your former career?
- What do you think your college can do to help improve the experiences of new faculty?

These questions formed the basis of a general interview guide (Appendix C) to ensure some uniformity in questioning while allowing for flexibility in probing and exploration. In a semi-structured format, these questions were designed as prompts more than as a rehearsed script.

Stake (1995), Merriam (1998), and Yin (2003) all indicated that pilot interviews are useful in testing questions. Based on three interviews I conducted in spring 2008 with new faculty at my college, I was able to revise some of my original questions. I quickly learned that framing questions in abstractions invited generalizations. Inquiring about college culture tending to confuse respondents. I gained much more descriptive detail by framing more specific questions about the college's faculty orientation activities or the new faculty's working relationship with their colleagues.

Data Collection

Data collection for this study consisted of interviews with the research participants to gain insight into their perceptions, thoughts, and feelings regarding their first-year experiences as full-time faculty. With any research design, there are limitations based on resources and what one can reasonably expect from participants. For instance, I considered having the participants in my study also keep a journal during their transition to faculty life to supplement the face-to-face and e-mail follow-up interviews that I conducted, but ultimately gathered sufficient data through interviews for the purposes of my study.

Interviews were conducted in person and lasted approximately an hour each. Faculty participants signed a consent form (Appendix D) at the start of each interview. When clarification or additional data were needed, I followed up by contacting participants via e-mail or telephone. I tape recorded all interviews, recorded field notes during the sessions, transcribed four of the interviews myself, and relied on a paid transcriptionist for the rest. For all interviews, I used a semistructured interview format, which involves using a general interview guide to focus the line of questioning while allowing for flexibility in "respond[ing] to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam,

1998, p. 74). Immediately following each interview, I recorded my initial impressions which I also transcribed and refined into notes or memo writing.

As this case study focuses on faculty within the Technical College System of Georgia, I contacted the system's Director of Human Resource to collect statewide data on degree attainment and other faculty demographics, where available. Background information on the system's history and mission was gained through the TCSG website and other documents to give the reader a clearer understanding of this bounded system. The vast majority of the data, however was provided by participant interviews.

Data Analysis

According to Merriam (1998), the purpose of analysis is to make "sense out of the data" or as Ruona (2005) explained, "to search for important meanings, patterns, and themes" (p. 236). Rubin and Rubin (2005) suggested that "as part of an iterative design, the researcher constructs theories of how and why things happen, doing so by combining separate themes that together explain related issues" (p. 57). To help guide this inductive process, I relied on the theoretical frameworks of social constructionism and work role transition as well as the literature on new faculty to analyze the individual and shared perceptions of first-year faculty with a business/industry background. The reliance on theoretical frameworks as guides in qualitative inquiry has raised some debate among scholars who would advocate a more purely inductive, grounded design. Even the "founding fathers" of the grounded theory method, Glaser and Strauss, disagreed over the use of conceptual frameworks to aid data analysis (Dey, 1999). These debates suggest that the inductive versus deductive dichotomy is not as absolute as sometimes presented. Many scholars, including Merriam (1998) and Creswell (2007) argue that qualitative research involves the interplay of both induction and deduction. They support a review of

literature as an important design strategy in providing a framework or point of reference to demonstrate how a study advances, refines, or even challenges the existing knowledge base. Ezzy (2002) describes a sophisticated model of inductive analysis as one in which the conceptual framework guides or informs the process of identifying themes and patterns from the emergent data. The inductive versus deductive debate in qualitative data analysis is perhaps best put to rest by Dey (1999) who offered the following sound advice to consider while conducting qualitative research: "There is a difference between an open mind and an empty head" (p. 251).

Although data collection and analysis are often discussed separately in research design, these steps overlap significantly. Rather than following a linear sequence, qualitative design requires a more flexible, interactive approach of "'tacking' back and forth between different components of the design…" (Maxwell, 2005, p. 3). Merriam (1998) also remarked that "the process of data collection and analysis is recursive and dynamic" (p. 155). I found this recursive nature to be true for my data analysis process. Using the data transcribed from interviews, I searched for patterns and variations of responses while simultaneously collecting additional data. In fact, I found that one step helped inform the other. The process of collecting and analyzing data simultaneously not only has practical benefits in making the process more manageable, but it also can provide new insights to inform subsequent interviews. Merriam advocated this more "enlightened" approach of ongoing analysis by stating that "without ongoing analysis, the data can be unfocused, repetitious, and overwhelming….Data that have been analyzed while being collected are both parsimonious and illuminating" (p. 162).

Several strategies provided a framework to analyze the transcription data. I adapted a procedure developed by Ruona (2005) using Microsoft Word functions to format, organize and code the raw data into meaningful segments. Comments that I considered especially salient were

highlighted for easy access. This initial analytical process could be described as open coding, characterized by speed and spontaneity in remaining open to emergent patterns and themes (Charmaz, 2006). While I tried to remain open and flexible during this stage, the term "speed" hardly characterized my experience. This process was time consuming and often frustrating as predicted by Ezzy (2002): "Open coding often involves considerable experimentation….it is often confusing, frustrating, and somewhat chaotic" (p. 90). Because my primary learning style is auditory, one experimental method I used was to listen to the interview recordings in concentrated intervals and while performing mundane tasks.

I borrowed other analytical and interpretive techniques from narrative analysis and conversational analysis, as both are concerned with contextualized meaning. As I began to experiment with electronically dissecting the interview data, I quickly discovered that removing the data from its contextual framework somewhat stalled the interpretive process for me. Therefore, I devoted the early stages of my data analysis to focused, inductive study of each interview transcription. While my analysis was admittedly not as intensive as conversation analysis (CA) at this stage, it did benefit from some CA techniques, such as identifying narrative cues such as repetition, metaphors and imagery and analyzing nonverbal cues such as pauses and laughter. These inductive exercises helped me to recognize emergent themes within the transcription data, which I coded using a thematic rather than a numeric label (Appendix E).

Because of their concentration on single interview transcripts, these exercises served as a prelude to a cross case comparison of data. I used both the constant comparative approach and narrative analysis to unify and structure the data into coherent segments. As its name implies, the constant-comparative method involves coding and comparing each set of interview data to uncover emerging categories and themes (Merriam, 1998). As described by Reissman (2008) this

approach involves "theorizing across a number of cases by identifying common thematic elements across research participants, the events they report, and the actions they take" (p 74). Although the constant comparative approach was first developed as a strategy for grounded theory, it has been generally applied by researchers to other qualitative designs. Merriam (1998) states that "because the basic strategy of the constant comparative method is compatible with the inductive, concept-building orientation of all qualitative research, the constant comparative method of data analysis has been adopted by many researchers who are not seeking to build substantive theory" (p. 159). This method was particularly useful in revealing major themes and patterns across multiple interview transcriptions. I experimented with rearranging data in new groupings to gain a fresh perspective on how the data related to each other. Using the computer to sort and resort data allowed me to separate and then to integrate data as these connections emerged.

Narrative analysis allowed me to further advance my cross-case comparison of emergent themes. One of the advantages of the narrative approach is that it offers the researcher a holistic lens for analyzing data. As Ezzy (2002) observes, "the parts of the story become significant only as they are placed within the context of the whole narrative" (p. 95). Reissman (2008) also points out that narrative analysis is more case or context centered and holistic than other forms of narrative inquiry.

As an exercise in narrative analysis, I created a one-act play or sociodrama that dramatizes many of the major themes emerging from my dissertation interview transcripts (Appendix F). Imagining several of these individuals interacting on stage demanded a more focused cross case comparison than I might have otherwise have provided. My narrative analysis of interview data followed several models outlined in Ezzy (2002). For example, I used cross

case comparisons to identify major themes in my interview data, which then provided a coherent plot framework for my play. After analyzing the content and context of each interview, I compared and contrasted the transcripts to identify similarities and differences in the narrative experiences of new faculty. The similarities often centered on conflict or shared challenges of entering the teaching profession from business and industry as well as perceived differences in work cultures. I also borrowed from Bell's (1999) methodology by analyzing interview data for repetition, metaphor, and imagery -- that is, how participants recounted their experiences (cited in Ezzy, 2002). I attempted to capture these faithfully in the text of the play by presenting dialogue verbatim from the interview transcripts. Using these techniques allowed me to select four interviews that were most representative of the emergent themes and which best addressed my research questions.

Reissman (2008) notes that many qualitative researchers are using narrative approaches because of their expressive power in communicating human experience. Scripted performance data provide an experiential sense of emotion and mood (McCall, Becker, and Meshejian 1990). McCall et. al. term this analytical approach as "performance science" and state that it can lead the researcher to a deeper understanding of the text. Performing social science, they argue, makes the research process more visible and reminds us "that social science grows out of people talking to people, being with other people, hearing, listening, interpreting, and making something out of it all" (p. 129). What appealed to me about framing these narratives as a one-act play was the creative potential of presenting these new faculty members' stories through dialogue, action, and imagery. Riessman further advocates a dramaturgical perspective by suggesting that, in a sense, our social identity is constructed in performances acted out for an audience. She writes, "one can't be a 'self' by oneself; rather, identities are constructed in 'shows' that persuade.

Performances are expressive, they are performances for others" (p. 106). Dramatizing these narratives allows me to "test out" or "negotiate" (in Riessman's terms) the individual and collective identities of these characters as new full-time faculty.

Through this approach, I combined strategies of analyzing the narratives of other people as well as creating my own narrative interpretation of others' experiences. In scripting this play, therefore, I truly became a co-creator in the interpretive act of data analysis. Although the dialogue came directly from the transcription data, choices of sequence, structure, and stage directions were entirely my own creation and an attempt to capture what I considered essential elements in each of the four interviews as well as to underscore common themes among all the characters.

These approaches to data analysis are unique but share similar inductive processes. With each of the analytical strategies, I had to begin with a focused study of interview data, which was informed by several techniques to discover emergent themes. The disciplined analysis of a single transcription helped me to "rehear" each participant's voice and to understand in a heightened sense their experiences in adjusting to teaching. The narrative exercise allowed me to go further in presenting those voices and experiences within a dramaturgical framework. It also advanced the constant comparative process of exploring the relationships of each new faculty experience to each other. As a result, I believe the interpretive process in understanding participants' meanings and situations was strengthened. Ezzy (2002) advocates that the quality and rigor of qualitative research are improved when the researcher works "to understand the situated nature of participants' interpretations and meanings" (p. 81). Applying a dramaturgical approach to my research design allowed me to do just that.

Trustworthiness

While quantitative research designs discuss issues of validity and reliability, qualitative researchers have developed their own critical vocabulary and standards for data analysis. Many of those working within the qualitative framework prefer the term trustworthiness when referring to naturalistic inquiry. Terms such as authenticity (in lieu of validity) and trustworthiness (in place of reliability) are more than just semantic substitutions. They represent fundamentally different paradigms or philosophical assumptions about the nature of reality. Whereas quantitative inquiry assumes fixed, objective, realities that can be controlled and measured through scientific inquiry, qualitative research is based on a more constructivist view of reality - that is, multiple interpretations that can be understood within a particular time and context (Merriam, 1998). Toma (2005) writes that "approaches based on trustworthiness and authenticity do not diminish validity, instead…[they recast] it in more relativist terms" (p. 410).

Trustworthiness of findings is established through the following criteria established by Lincoln and Guba (1985): credibil**y,** transferability, dependability, and confirmability. These criteria are the qualitative equivalents of the traditional standards of internal validity, external validity, reliability, and objectivity.

Credibility

Patton (2002) asserted that all research should be "honest, meaningful, credible and empirically supported" to be useful (p. 51). Credibility, like internal validity, is defined according to how well the research findings match reality. As qualitative research examines multiple constructions of reality, a study's credibility would depend upon how well the researcher interprets participants' constructions of reality through data collection and analysis (Merriam, 1998). Recommended strategies to strengthen a study's credibility include collecting

rich, descriptive data and explaining it in detail, involving participants in the interpretive process through member checks, and clarifying the researcher's assumptions and biases from the outset of the study (Merriam, 1998; Maxwell, 2005; Creswell, 2007).

The findings of this study are intended to provide descriptive, detailed information about a small group of faculty in a particular context in order to contribute to our depth of understanding of the role transition of new faculty with business rather than academic backgrounds. Through participant interviews, I collected rich data that provided a detailed grounding for my findings. To ensure the trustworthiness of the data, I employed a member checking process to allow participants the opportunity to view the transcripts and to discuss emerging themes during data analysis in order to validate the accuracy of the findings. Using a participatory or collaborative mode of research helps to triangulate the data analysis process and to open it up to alternative interpretations (Merriam, 1998). Member checks also serve to balance the researcher's own assumptions and biases, which I reveal in a later section.

Lincoln and Guba (1985) also recommended peer debriefings as a strategy to establish credibility. Like member checking, this technique allows the researcher to share emerging research design and to test interpretations through multiple perspectives. In this scenario, the researcher consults with professional peers, who challenge and support the researcher throughout the study. The cohort structure of our doctoral program has encouraged a strong network of colleagues who have served in a similar debriefer role throughout our graduate studies together. Throughout the data analysis stage, I relied on that peer network to test my interpretation of emergent themes. Common interest in the case study method further strengthened our ability to provide a system of checks and balances in support of our respective research studies.

Transferability

Transferability is a term often used synonymously with generalizability and external validity when referring to qualitative design. Whatever the terminology, the concept is generally the same -- whether the case study findings can be applied to a similar context.

Qualitative researchers struggle with the issue of generalizability, often seeming apologetic for a study's limited scope and perceived lack of applicability. While a case study may not be reflective of the general population, Stake (1995) emphasized their value in sharing general insights and vicarious experiences, what he termed naturalistic generalization. Merriam (1998) pointed out that "in qualitative research, a single case or small random sample is selected precisely *because* the researcher wishes to understand the particular in depth, not to find out what is generally true of the many" (p. 208). Similarly, other scholars argue that qualitative inquiry is more concerned with particularization rather than generalization (Stake, 1995; Maxwell, 2005). Patton (2002) goes one step further in suggesting that qualitative methods have evolved standards of rigor to the point that the paradigm debate should finally be put to rest.

These standards include providing sufficient descriptive detail and raw data to allow the reader to judge the transferability of a study (Lincoln and Guba, 1985; Stake, 1995; Merriam, 1998; Creswell, 2007), using multiple cases (Merriam, 1998; Yin, 2003), and connecting the findings to a body of theory (Yin, 2003). I applied each of these strategies in my case study. Rich descriptive detail was provided by data elicited from participants relevant to their first-year experiences as new career faculty. Participants were selected from technical colleges across the state, providing multiple case studies of new faculty experiences within the system. Lastly, social constructionism framed the philosophical assumptions of this study, while work role transition provided a theoretical benchmark for this study's findings. Conclusions and implications may

provide validation or challenges to existing theory, thereby contributing to the body of literature. The results of this study could provide strong support for theories of work role socialization and enculturation, particularly within two-year community college environments, as well as prompting retrospective reflection of first-year faculty experiences among readers.

Dependability

Dependability has been used in the literature as a qualitative equivalent to reliability. Whereas in scientific inquiry, reliability ensures replicated results, qualitative researchers recognize that findings are too interpretive and highly contextual to remain stable or predictable from one researcher to the next. The question, therefore, is not whether one could reconstruct a study with similar results, but "whether the results are consistent with the data collected" (Merriam, 1998, p. 206). Because qualitative design is more flexible than highly controlled, scholars advise creating an audit trail to document the study's research procedures (Merriam, 1998; Yin, 2003). Merriam characterized the audit trail as revealing "how data were collected, how categories were derived, and how decisions were made throughout the inquiry" (p. 207). Careful transcribing and coding of interview data, for example, allow the reader to better judge the dependability of the study's findings and conclusions (Maxwell, 2007). This study employed these strategies by carefully documenting the research process, including any changes to guiding research questions or the research design in response to emerging data. Collection, transcription and sharing of interview data also allow the reader to judge the dependability of my study's findings.

The only significant change in design for this study involved the interview protocol. Several factors caused me to reconsider my original design to interview a small group (5-6) of participants at the mid-point and end of their first year of full-time employment. First, the review of literature suggested that rich data on new faculty socialization and transition could be acquired at any time throughout the first year. Moreover, to ensure that I reached a point of saturation, it became

necessary to interview more than the originally anticipated 5-6 participants and to follow up as the data analysis warranted rather than to follow a predetermined schedule. From a practical standpoint, because I was working within a bounded system and limited context, this change also allowed me more flexibility in locating prospective participants at any point during their first year.

Confirmability

As qualitative researchers recognize all inquiry as inherently subjective and shaped by the researcher, they rarely advocate objectivity as a standard. Confirmability demands not neutrality or objectivity, which are recognized as impossible, but that the findings are grounded in the data (Lincoln & Guba, 1985). Providing an audit trail allows the reader to confirm the study's findings reflect the perspectives of those studied rather than the researcher. The dividing line between researcher bias and subjectivity depends on whether the researcher can provide a deep understanding of the world of the participants rather than superimposing his or her own meaning on the data (Toma, 2005). In order to discover this balance, the researcher should be aware of how his or her assumptions, values, and biases influence the study. To this end, I discuss my relationship to the case study and its participants in the next section.

Researcher Role

In qualitative study, the researcher is recognized as the primary instrument in data collection and interpretation (Creswell, 2007; Patton, 2002; Merriam, 1998). While scholars may disagree on the desired degree of subjectivity within qualitative research, they acknowledge both its benefits and drawbacks. A close connection to the research subject may yield rich and meaningful data. On the downside, a human instrument is prone to mistakes and personal biases (Merriam, 1998). Since researchers play such a key role, they must be highly aware of their potential influence on the findings of the research. As such, it is important to discuss here my knowledge and experience in relation to the study's subject and participants.

The study of the work role transition of new technical college faculty has both personal and professional relevance for me. My professional life experiences are somewhat similar to that of my research participants, in that I have first-hand knowledge of role transitions into an academic culture having taught 15 years as a faculty member at various two-year colleges in both of Georgia's higher education systems. Although I entered teaching through a conventional route of graduate school, I have not spent my entire professional life in academia. Several years of work experience in a medical school, a small lumber and hardware company, and at a daily newspaper have offered me a first-hand view of varying organizational cultures.

I also have a vested professional interest in this topic. In my position as Dean of Instruction, I am responsible for coordinating and often conducting faculty development, including new faculty orientation. I believe that the shared experiences of new faculty at the college can better inform administrators such as myself in planning meaningful programs and activities to assist new faculty in adjusting to academic life. This goal reveals my preference to conduct research with potential practical, applied value. Therefore, I approach the topic with the perspective of scholar-practitioner. This project has much scholarship potential, as there is little research in the area of career transitions from industry to academia, and even fewer that specifically address community or technical college faculty, who comprise the large majority of teaching faculty in this country.

As a Dean, I clearly hold position power that could exaggerate the social desirability potential of this study. To reduce this risk, I purposefully selected new faculty outside my home institution with whom I had no prior contact. Despite these cautions, as Maxwell (2005) points out, the researcher's influence is inevitable. To preserve the integrity and credibility of the research, the goal of the qualitative researcher is to "understand the world as it unfolds, to be true

to complexities and multiple perspectives as they emerge, and be balanced in reporting both confirmatory and disconforming evidence with regard to any conclusions offered" (Patton, 2002, p. 51). I worked to achieve this goal throughout the data analysis and reporting stages.

Lastly, if the research design is as much a reflection of the researcher as much as the purpose of the research itself, I openly acknowledge that my experience, values, and views are more aligned with qualitative design. While I recognize the value of quantitative data in research and in practice, I also rely on personal interaction and feedback to inform much of my decision-making. And as a researcher, I gravitate toward talking with people to gain a deeper understanding of a complex problem or issue. I also enjoy the flexibility of the qualitative research design and the opportunity to become personally involved and engaged in the research process. I believe this method of inquiry is a better fit for both my research subject and for me as the primary instrument in presenting this case study.

CHAPTER 4

FINDINGS

This chapter presents a brief profile of each participant interviewed for this study along with my overall impression of their demeanor and first-year experience and addresses findings relevant to each of the study's guiding research questions:

- How do new faculty members from the business/industry sector experience the transition into higher education within a technical college setting?
- What perceived differences in work cultures prove challenging for new faculty transitioning from the business and industry sector?
- What do technical colleges need to do to be more effective in enculturating new career faculty?

The Participants

All interview participants were first-year faculty in a Technical College System of Georgia (TCSG) institution who had recently transitioned into full-time teaching from the business and industry sector. The 11 participants ranged in ages from 31-52 and included faculty from diverse disciplines, including practical nursing, culinary arts, aircraft maintenance, and computer information systems. Four of the subjects transitioned from adjunct into full-time teaching. The majority had no prior teaching experience. The highest degree earned in the teaching discipline was a bachelor's degree. Two of the participants had master's degrees out of field; six of the eleven participants had an earned bachelor's degree in field; and three of the participants had earned an associate's degree or less. In order to maintain confidentiality, I

assigned pseudonyms to each participant interviewed. Furthermore, given that participants could be easily identified by referring to their home institution by name or location, each technical college represented is referred to in generic terms. The participants' positions at the college, however, are maintained. Table 2 presents an overview of participant information, including assigned pseudonym, position, previous work experience, and educational background.

Table 2

Overview of Participant Information

Participant Pseudonym	Age	Current Position	Prior Work Experience	Educational Background
Steve	46	Instructor, Commercial Construction Management	25 yrs in finance/project management; one quarter adjunct instruction (current college); 2 years substitute teacher (K-12)	B.S., Construction Management A.A.S., Art Advertising
Lucille	50	Instructor, Practical Nursing	10 years nursing practice; 2 years adjunct instructor (current college)	Bachelor of Science, Nursing; Associate's Degree, Nursing.; LPN Diploma, Practical Nursing
Ben	39	Instructor, Computer Information Systems	1 ½ years Software Design Engineer; 4 years restaurant management; no prior college teaching experience	B.S. Electrical and Computer Engineering
Susie	53	Instructor, Radiological Technology	5 years Radiographer in hospital setting; 13 years corporate finance; no prior teaching experience	M.B.A.; B.S., Business Economics; A.A.T., Radiologic Technology
Ray	31	Program Chair & Instructor, Air Conditioning Technology	11 years experience service technician/ manager; no prior teaching experience	Diploma, Air Conditioning Technology

Michael	47	Program Director & Instructor, Culinary Arts	Over 20 years culinary experience, including executive chef; no prior teaching experience	Associate's Degree, Culinary Arts
Leigh	34	Program Director & Instructor, Practical Nursing	12 years RN experience (hospital setting & private practice); two years experience adjunct instructor.	Bachelor of Science, Nursing
Joyce	41	Instructor, Practical Nursing	12 years clinical experience; shift supervisor for hospital; taught at secondary level; two years experience adjunct instructor	Bachelor's of Science, Nursing; Diploma, Practical Nursing
Henry	47	Program Chair & Instructor, Health Information Technology	24 years in field experience; 15 years health management; no prior teaching experience	B.S., Psychology
Scott	43	Instructor, Aircraft Maintenance Technology	12 years industry experience + 4 years military; no prior college teaching experience	M.S., B.S., Theology
Carl	52	Instructor, Industrial Technology	30 years experience as industrial mechanic and supervisor; no prior teaching experience	High School Diploma; Industrial Management Coursework; Work

The initial interviews with the participants were conducted between March 2009 and December 2009 at each participant's respective college. Each interview lasted 60-90 minutes.

Individual Participants

Steve. Steve was midway through his first year of full-time teaching at the time of our interview. His previous work background included 25 years combined experience in the public and private sectors, most recently in finance/project management for a government agency. He taught as an adjunct for a quarter at the college before securing the full-time position. Steve did not enter into the profession through any deliberate, premeditated route. College teaching was not his chosen vocation as much as a discovered one. Instead, practical considerations such as a need for financial stability and a higher quality of life lead him to the profession. His true passion he conveyed to me was art, which he still plans to pursue on his own.

Our interview lasted approximately 90 minutes. Steve's demeanor was friendly and animated, but also punctuated by nervous laughter. He seemed eager to share his story and required little prompting to talk at length, although he needed some encouragement to keep on topic. Early experiences with student complaints had left him questioning his role as an educator and the purpose and value of teaching as a profession. Although he was open in the interview with me, he admitted to being cautious in sharing these same concerns with colleagues.

Lucille. At the time of the interview, Lucille was approaching the end of her first year as a full-time practical nursing instructor at a large metropolitan technical college. Lucille's transition to full-time teaching was facilitated by the fact that she had two years adjunct teaching experience at the same college. As a graduate of the nursing program, she had been previously acclimated to the college as a student. Lucille had an early goal to become a teacher and seized the opportunity when the adjunct opening became available. Prior to her career transition to full-time instruction, Lucille worked in the health field as an ICU nurse for nearly 10 years.

Lucille was friendly and relaxed throughout our interview and struck me as positive in outlook and dedicated toward teaching. The major theme that came out of this interview was Lucille's desire to develop her teaching skills. She was concerned that in her first quarter, her students may have suffered from her novice teaching abilities. Although she is still not yet entirely comfortable, she has gained some confidence in her abilities and trusts that her situation will continue to improve.

Ben. Ben had been a full-time computer instructor at a small rural technical college for six months at the time of the interview. He followed his wife from Atlanta when she relocated to accept a position in the health field. He worked as a software design engineer for a telecommunications firm for a year and a half before being laid off. Before that, he worked various part-time jobs in the technology arena and completed associate and bachelor's degrees in the electrical/computer engineering fields.

Ben entered the profession with little formal teaching experience. He had substituted for two months at the K-12 level along with tutoring while in college. To prepare for his full-time position, he read several books and journals devoted to the art of teaching. He was enthusiastic about the prospect of helping students and developing as a classroom instructor entering into the profession. He spoke animatedly about teaching during the interview, shared his student opinion survey results with me, and conveyed commitment to creating an engaging student-centered learning environment. Ben's major difficulty in his first year has been outside the classroom, in navigating the world of college politics. The teaching is what has sustained him throughout a difficult adjustment to the politics of working in a small technical college as opposed to the more insulated world of the classroom.

Susie. Susie had a diverse work background before accepting the position as a full-time radiography technology instructor. She holds an MBA in business administration and worked for 13 years in corporate finance and as a CPA before deciding to make a mid-life career change. She returned to college as a non-traditional student and earned her associate's degree in radiography technology from the same college where she now teaches full time. Prior to her current position, Susie worked five years as a Radiographer in a medical center and hospital setting.

At the time of the interview, Susie was in her first quarter of teaching. As a graduate of the program, she already had a strong socialization into the college as well as established relationships with her colleagues, many of whom had been her instructors. As a result, one of her biggest adjustments appeared to be in redefining her role from student to teacher. From her work experience in the hospital, Susie had already established strong relationships with many of the program's clinical sites and had previously served as a preceptor to many of her current students. Because of these advantages, Susie agreed that the full-time position at the college seemed custom made for her.

Ray. Ray serves as the chair and sole full-time instructor for the air conditioning technology program at a large technical college. His previous industry experience included a position in management for a local air conditioning, heating, and plumbing company. Although he had no prior teaching experience before accepting the position, Ray had been previously socialized into the technical college system by having graduated with his diploma in air conditioning technology from a smaller, sister institution.

At 31, Ray was the youngest participant interviewed, but had already gained 12 years in-field experience in industry. During our interview, Ray appeared confident, competent and

assertive. He sat back in his office chair with his arms folded, but as the interview progressed, his body language appeared more relaxed. My initial impression of Ray was that he seems dedicated to building the program and re-establishing its relationship with its business partners. He emphasized that he was not afraid of change and perceived that the program needed to be upgraded to meet industry standards. During his first year, Ray has made "wholesale changes" in the program by upgrading the student lab area, restructuring the program's scheduling hours, implementing a computer assisted learning component, and relocating and renovating his office space.

Michael. Michael had been employed full time for almost a year at the time of the interview. He has over 20 years experience in the culinary field, most recently as an executive chef. Michael's situation was unique in that his first year has been spent entirely on administrative tasks and he had not yet taught in the classroom. He was hired to build a new culinary arts program at the college and has spent nearly a year creating the curriculum, which includes 18 courses, as well as designing classroom and lab space.

Michael seemed both excited and apprehensive about the upcoming quarter of teaching. There were 30 students already registered for the two introductory courses, which are mostly lectured based. He had no previous teaching experience. In preparation for the first two classes, he had been searching for innovative, active teaching techniques by researching on the Internet and networking with colleagues across the state. He shared with me his lesson plan for the first day of class, which included a variety of ice breaking exercises. Michael struck me as a friendly, energetic self starter who is adjusting well to his new position and is enjoying the challenge of building a new program from the ground up.

Leigh. Leigh was halfway through with her first year of full-time teaching at the time of the interview. Like Susie, she had prior socialization into the college as an adjunct instructor and had already established a relationship with her peers and students. She is the sole full-time instructor and director of practical nursing at a satellite campus location, teaching a small group of four students. She has worked with this same group of students since she began and planned to continue teaching them throughout their clinical rotation and into graduation. In addition to her adjunct teaching, Leigh also had some clinical training experience in field where she served as a registered teaching nurse in a trauma center. Working in a teaching hospital seems to have helped her make a natural connection between training and practice.

After 12 years working in a clinical setting, including the ER and Recovery Room, Leigh was ready for a career change. With two small children to consider, she was also ready to relocate to a smaller, more rural community where she had family. Given her family ties, class size, and prior adjunct experience, Leigh seems well situated at her college. Moreover, as a member of the Faculty Council and the program chair at her campus location, Leigh was already assuming a leadership role and positioning herself into the college decision-making structure.

Joyce. At the time of the interview, Joyce was about to enter her fourth quarter as a full-time practical nursing instructor at a small, rural technical college. She was one of two nursing instructors on the main campus, with two more full-time instructors at satellite locations. Joyce had worked as a shift supervisor at a 100+ bed hospital, a job she described as rewarding, but mentally challenging and stressful. She decided to make a career change after having her third "late life" child and pursued her interest in teaching, which she viewed as a natural extension of her work as a preceptor/clinical educator. She also credited a former LPN instructor as a mentor who encouraged her to enter the profession as an adjunct instructor. After teaching part-time at

the college for two years, Joyce seized the opportunity to teach full time when a position became available.

Her transition into college teaching was both unique and typical. Joyce did have prior teaching experience at a secondary level. Through her experience there, Joyce gained competence and confidence in what she considered as essential skills in the profession: developing lesson plans, adopting standards to classroom teaching, updating her computer skills, and integrating instructional technology into her teaching. These skills have facilitated her transition into her current position. Joyce also credited her in-field experience with providing her a real-life understanding of current industry practices. She expressed a strong sense of responsibility to remain clinically competent by maintaining a part-time position at the local hospital.

In just eight months on the job, Joyce seemed to have reached an advanced stage of professional competency and identity: She was actively involved in COC accreditation by writing student learning outcomes for health core classes. She was also instrumental in guiding her college through a successful site visit from the Georgia Board of Nursing and was involved in preparing her students for their state board exams as well as web enhancing courses for fall quarter.

Henry. Henry was in his first quarter as program chair and lead instructor for the newly created Health Information Technology program at his technical college. Having over 20 years experience in field, 15 of which were in a management/supervisory roles, Henry seemed well positioned for the administrative tasks of implementing and promoting this program. At the time of the interview, he had been in the position less than two months, but had already made gains in curriculum development by networking with colleagues across the state. His consulting

experience has also benefitted him in organizing an advisory committee from former work associates.

Because his program was still in the planning stages, Henry had little contact with students at the time of the interview. He had been recruiting prospective majors and expected to begin accepting students into the program the following quarter. He also planned to teach the first two introductory courses during that quarter and, like Michael, was preparing for the challenges of classroom instruction.

Scott. Scott was into his second quarter of teaching when interviewed after having previously worked as a maintenance technician for a major airline and as a technical recruiter for an aviation company. Scott entered the profession with no formal teaching experience. He cited his teaching background as instruction in bible study and Sunday School. He was interested in the opportunity to make teaching a vocation when he learned of the full-time opening. After having recently worked four years in a human resources position, Scott was ready for a career change.

Although he has had to make some adjustments because of his lack of teaching experience, Scott appeared to be very comfortable in his new position with a small group of students and supportive group of faculty within his program. He commented that "It's been the best decision I've ever made to come into teaching."

Carl. After 30 years working at the local industrial plant, Carl was laid off when a buyout resulted in corporate downsizing. He seized the opportunity of the full time position when it became available at the college. At the time of our interview, Carl had just completed his first quarter of classroom instruction, teaching safety and mechanics courses to students in the industrial and electrical technology areas. Although he had no formal teaching experience or

training, Carl referenced his years of mentoring new mechanics as a plant supervisor as preparation for classroom instruction.

Carl appeared cautiously optimistic about his new profession. His former experience has taught him that no job is 100% secure. His sense of survival and sustainability at the college was directly related to protecting enrollment in his program area. As a result, he had spent much of his first five months on the job recruiting new students at local industries, the high school, and among currently enrolled students. To help secure his own position, Carl had worked on diversifying by cross training in related trade areas.

Major Themes

The semi-structured interviews yielded rich and descriptive data that were analyzed using the constant comparative method. The study's three major research questions guided the process from which several major themes emerged. Six major categories were constructed by sorting and categorized these themes: Reasons for entering the profession, perceived differences in work cultures, adaptation challenges and strategies, institutional support, relationship building, and professional role identification. The following table provides an overview of the major categories and themes based on participant responses.

Table 3

Overview of Categories and Themes

Coding Categories	Major Themes
Reasons for Entering the Profession	Opportunity and Stability Improved quality of Life
Perceived Differences in Work Cultures	Faculty autonomy Social and political climate Institutional Mission
Challenges and Strategies	Adapting to New Culture Course Preparation Learning to Teach Other duties as assigned

Institutional Support	Mentorship Orientation Professional development training
Relationship Building	With Students With Colleagues
Emerging Professional Role Identity	Shifting Expectations Sense of Fulfillment

The next section provides descriptive detail and interpretation relevant to the work role transition of first-year technical college faculty with non-academic professional backgrounds. An in-depth discussion of the major categories and related themes follows using selected participant responses and excerpted quotes from the interview transcripts. Emphasis is on emergent categories and themes relevant to this study's three guiding research questions.

Reasons for Entering the Profession

"I re-invented myself….You know, one of those mid-life things you go through about evaluating where you are in your career and your family." *- Susie*

Two major themes emerged to explain why these new faculty chose to make a career change into academia. Interestingly, interview data revealed gender-specific motivators. Male faculty viewed their transition into full-time teaching as a positive career opportunity that provided both professional challenge and job stability, whereas the female faculty more frequently cited advantages related to improved quality of life. Only three participants specifically cited the desire to teach as a prime motivator to enter the profession.

Full-time employment in a technical college was perceived as a stable career opportunity by the majority of faculty interviewed. Even in an economically unstable market, technical colleges were viewed as providing security because of their growing enrollment and comprehensive benefits package. Carl best epitomized the search for stability after having served as a casualty of corporate downsizing. He commented:

> When you worked somewhere 30 years [you] pretty much thought you were secure and then, bam!, the rug gets snatched out from under you. Anywhere else you go you're leery…..You don't ever feel like you're 100% secure in a job. But I felt like this would be more secure than just about anywhere else.

To ensure his security, Carl had spent the first four months on the job promoting his program and diversifying his job skills.

Steve often referred to career opportunity as the prime motivator for entering the teaching profession. A word count of his interview transcript revealed that he mentioned opportunity 12 times. In his case, he was searching for a more lucrative career to supplement his artistic endeavors.

> I grew up wanting to be an artist and still am…mostly painting and drawing. I fell into that myth of the starving artist mentality. So I started looking into things, for my future. I wanted to do something that was related in some way, but something that might have the potential to actually make some money.

Other faculty interviewed, however, cited the pay as a drawback rather than a motivator. Joyce was surprised to discover that the pay was not comparable to what she earned in the nursing field and was having to supplement her faculty salary with night shifts at the local hospital. She stated, "I think that educators are not paid enough. When I was quoted the salary, I literally laughed. I said, 'You have got to be kidding me!' [Human Resources] said, 'yes, and they've given you all your years of experience.'"

Ray decided to take the pay cut for the opportunity to work with students and to revive a struggling program. He used the word "challenge" several times when describing his reasons for moving from industry to assume the air conditioning program chair role at his college after the

former program chair was fired. He explained, "The reputation of some of the people over the program was bad. People didn't want to work for them. It was like a challenge for me. I like challenges. So that was one of the reasons I took it." Ray added that he wasn't afraid to make the necessary changes to restore the program's reputation in the community.

Both Henry and Scott benefited from professional networking in securing their positions. Henry discovered that an aging demographic was creating opportunities for new hires in higher education. He was also motivated by the challenge of creating a new Health Information Technology program at his college.

> I [had] consulted in this area for five years now and I found out about this program starting up. And then on a national level meeting several educators at conventions and meetings, several of them were talking about the age gap and that many are even older than myself and they're about to retire so we got to grow more faculty. They had encouraged, they liked my topic presentation, they thought I would be a great instructor and teacher.

Scott sought a career change after having worked as a Human Resources recruiter for a small-sized aviations company. He learned of the opportunity to teach at the technical college while working at several local job fairs.

> I was at a job fair with different schools and they had a job fair here. I set up a display and that's how I met [program chair] and not just this school but at other schools also. I would go for Career Days…. Then when I saw [program chair] at a middle school Career Day and they had us in the same room together because we both dealt with aviation and he asked me if I was interested in the job and I said that I would be.

Scott also said that he decided to apply for the position at the college because he had enjoyed teaching Sunday school, although he had never taught in academic setting.

Over half of the participants interviewed indicated they were drawn to academia to improve their quality of life. For Steve, it was the desire to relocate that eventually led him into teaching. He said he and his wife moved to the metro Atlanta area as "a leap of faith" without any job prospects and transitioned into full-time teaching after substituting in middle school and teaching for a quarter at his home institution.

Others cited the more flexible scheduling provided by full-time teaching as the main attraction. In his former position as a plant supervisor, Carl said he was "on call all the time." By contrast, in his work for the college, he observed he was better able to protect his personal time. He explained:

> Here you don't have things and people coming at you from all sides like I did there. I mean, they were coming at me all the time. I'd get called on the weekends…. It wasn't every weekend, but at least twice a month on the weekend.

The opportunity for more conventional work hours was also cited as a prime motivator for Michael to change careers. As is the nature of that business, Michael's work hours as an executive chef were erratic and typically included weekends and holidays. After 20 years in the field, he considered a career change with more stability. He said one of the benefits in working at the college is that he and his wife could enjoy more quality time together.

Several of the female faculty interviewed commented that higher education provided a more family-friendly environment and work schedule. Lucille stated she was ready for a mid-life career change after raising her children and working 10 years in the fast-paced, stressful field of nursing:

> I raised my children, got them out the door and then when I was in my 40s and I thought, 'I'm gonna do something.' I just decided I wanted to do something and I wanted to go to school and I would watch the teachers teach and presenting and I would think, 'I would really like to do that. That's what I want to do, that's my goal.' And so I started out with a goal of teaching.

Lucille called her hospital work "physically and mentally draining." By comparison, she said she enjoyed the more leisurely pace of academic life.

Joyce's observations on her work as a hospital shift supervisor were nearly identical. She also characterized her former profession as mentally and physically exhausting, involving high levels of stress and multitasking. Having a late-life child forced her to re-examine her work schedule and priorities. When her child entered kindergarten, she decided to enter the teaching profession. She stated:

> I knew that I always wanted to end up or end my career as an educator….So I always wanted to do that. But at the time what led me to do that was having a late-life child. Our daughters are both now in college and we have a 10-year-old. So when he went to kindergarten I wanted a change.

After having worked in a hospital and private physician's office, Leigh was also seeking a career with more regular hours and with holidays off. The long hours and weekend shifts in her former profession created a strain after she had children. Leigh also commented on the fast pace and pressure of the nursing profession compared to the more leisurely pace of academic work:

> I felt like I was on the run constantly. You're worried about being behind and what if a patient gets sick. Because you never know what's going to happen.

> Here, you work at your own pace. If I want to take work home with me I can do it at home…. I couldn't do that at my other job.

Like Lucille, Susie considered a new career when she was faced with an empty nest situation. After working in finance and as a CPA, she traded in her MBA for an associate's degree in radiologic technology. She explained she was ready for a life change:

> My daughter is now a freshman…so I thought now was the time to do something else….and my dream 30 years ago was to someday teach in a community college. So I re-invented myself….You know, one of those mid-life things you go through about evaluating where you are in your career and your family.

She also admitted the retirement benefits were an added attraction of the job.

Differences in Work Culture

"It's different but it's not different." – Carl

All of the participants interviewed acknowledged differences between their former business and their current college work environments. These differences related to level of autonomy found in faculty work, the social and political climate, and the mission and core values of the institution.

Faculty Autonomy

While most of the participants enjoyed the freedom and flexibility provided by faculty work, they also agreed that there were also drawbacks to faculty autonomy. Henry characterized faculty autonomy as "a double-edged sword." He observed that his new position was more flexible, less stressful and deadline-oriented than what he had experienced in industry, yet he also expressed the need for more guidance. He indicated:

> [There's] definitely more autonomy on setting more of my schedule and just really controlling my schedule…. There just seems to be a little more of a vacuum where I'm more accustomed to having a little more direction, at least early on…. {You have to be] very good at setting your own goals and deadlines and adhering to these because a lot is left up to you.

Michael shared a similar perspective in noting that the autonomy of his current position had both benefits and drawbacks. Like others interviewed, Michael seemed to enjoy the flexibility and freedom of faculty work. Whereas he was responsible for supervising 14 employees at his previous position, he said he enjoys the opportunity to create and run his own program at the college without having to deal with the problems of managing a staff. However, like Henry, he observed that the college needed to provide more direction to new faculty.

Steve's ambivalence was of a different nature. While he seemed to embrace the opportunity to work alone, he also reflected wistfully on a lost sense of collegiality in moving into education. Reflecting on the solitary nature of his work, he stated:

> I gotta know that I'm being creative in whatever it is that I'm and that I have that opportunity I feel that satisfaction having that freedom to do what you think is going to work, kind of test it out and that's really what I'm doing. And I don't like to be micromanaged or anything like that… I like to figure things out myself. I'm kind of a loner in that respect.

However, Steve used an entirely different tone when discussing his work as a county government employee. Regarding his colleagues, Steve remarked, "Everyone worked well together.... Very nice people. We got along very well." In that position, Steve had the opportunity to work on a

public art project, which placed him in contact with professional artists with shared interests. He explained:

> It was a wonderful experience. I worked with professional artists who were incredibly business minded and detail-oriented– nothing like what people usually perceive…It was wonderful to work with them because it was so professional. I do miss that quite a bit.

Joyce was the only participant interviewed who indicated a loss of freedom as a faculty member compared to what she had experienced in health care and K-12 teaching. In Joyce's case, autonomy was equated with control. She expressed satisfaction in being in charge as a shift administrator at the hospital and as a career and technical education coordinator at the high school. Regarding the coordinator's position, she stated, "I was my own boss." By contrast, at the college, she shared the responsibility of educating fifth quarter nursing students with a veteran, lead instructor. She explained, "We both share the responsibility, and I don't always get my way. In your classroom, you can always get your way…. Your teaching approach can be any you want it to be. Because I was in complete control there." Joyce perceived that this team teaching situation had compromised her autonomy.

Social and Political Climate

Interview data revealed that the cost of an increased sense of autonomy was often a perceived loss of collaboration and collegiality. Scott and Lucille were the only exceptions in remarking that they discovered more of a collaborative work environment at the college than what they had experienced in industry.

In his work as a technical recruiter, Scott said he was largely unsupervised since the company's headquarters and many of his supervisors were located in another state. By contrast,

at the college, he worked closely with three other faculty in his program area, including his immediate supervisor. He remarked:

> Here, I'm still on my own a little bit as far as instruction. At least in this position, if I need help, there is someone I can ask. Whereas [at previous employer], the recruiting specialist was up in Greensboro, North Carolina … so a lot of it was learned on my own.

For most of the faculty interviewed, their prior work environment resembled Steve's more than Scott's. Ray admitted to experiencing a bit of "culture shock" when he left his position at a small industrial firm to teach at a large urban technical college. His former position was described as high pressure and high intensity, but also highly collaborative. By contrast, Ray was having difficulty adjusting to the slower paced, more solitary work of the college. As a manager, Ray was also used to visiting clients rather than being confined to an office and lab area. When asked about the similarities in the work environments, he responded: "To me it's pretty much totally different. I used to be only in the office a few hours a day. Now I hardly ever see anybody as far as who I work with."

Similarly, Henry pointed to a lack of community as one of the major differences in work cultures. "There's not so much of what I would call a sense of community among faculty," he commented. "We meet as a group, but it's rare it seems like, and then sub groups seem non-existent to me. Whereas in health care, that was something that occurred frequently." He added that college units appeared compartmentalized with little perceived support and networking among them. Rather than perceiving a cohesive college community, he described the development of what he termed "internal communities" or subcultures within the college.

Both Susie and Lucille also remarked on the lack of cohesiveness at their colleges. In Susie's case, this perception can be attributed to her frustration in trying to learn the organizational hierarchy and the relationship among college units. She stated, "There's Student Affairs, Academic Affairs, Admissions. I get them all mixed up….. Everybody seems to be a Vice President or Dean or something." Susie indicated that it would have been helpful to have received an organizational chart outlining the roles and responsibilities of the various divisions of the college. Lucille described networking within her college as limited to individual groups or cliques. Although there are several college-wide meetings, she observed that "everybody's together, but they're still in their individual groups…. You're always being divided into your group."

Scott seemed content to insulate himself in his program area and to avoid becoming entangled in office politics. He stated, "I'm walking around pretty much with blinders on. I have to prepare myself and my classes and [I'm] not paying much attention to what goes on." When asked about college politics and office gossip, he responded, "If it doesn't affect me, I'm not paying much attention to what goes on."

Ben articulated the greatest level of frustration in acclimating to the social and political climate at his college. He described his former working environment as "very open, friendly and relaxed" in which a small group of engineers worked collaboratively together. By contrast, he has noted little collaboration among his colleagues in the Computer Information Systems (CIS) program area as indicated in the following passage:

> The relationship within the CIS community is zero. I don't know if it's my personality or it's the culture or what. It might be both but I think it's the culture….. This is my second quarter, okay, and I came from a very open

> environment where we feel free to talk about stuff. And my first quarter I tried and tried and I thought it was me and I had to survive the first quarter on my own, really I did everything on my own.

Ben perceived the political climate at his college as closed and controlling. He said he had already earned a reputation as somewhat of a troublemaker because of his outspokenness at faculty meetings. He remarked, "If you don't have any complaints, then you're good. When you go to a meeting you have to be quiet and don't ask questions." He confessed, "The politics are really hard especially for a new person who doesn't know about the politics."

By contrast, Lucille found the political landscape at her former work environment more difficult to navigate than what she had experienced at the college. She described her former workplace as uncomfortable because of an adversarial relationship between doctors and nurses. She remarked about the power position of doctors who were often quick to blame nurses for problems with patients. By contrast, she discovered a more level hierarchy at her college.

> Everybody pretty much looks at everybody as a peer. There's been a lot of support and everybody carries the load. I haven't really found it to be a place where there's a lot of back biting. Everyone just does their own thing at their job.

Several faculty interviewed shared their observations about the bureaucratic structure of the technical college and the system at large. Steve was perhaps the most politically jaded after a 25 year career in government that ended when a pet project's funding was cut. As the result of the political fallout he observed in his former profession, he said that he tries to avoid the political spotlight at his college. He did, however, share his views about the relationship between local colleges and the state agency. Some residual bitterness can be heard in his response to the technical college system's centralized form of governance:

> What really concerns me is the things that often happen at the high end of, beyond the college at the state level….. They don't really seem to be thinking about the impact that they are really having throughout the board…. And I feel that's unfortunate because government with all its best intentions when they try to get involved with things they just make it that much more difficult.

The general consensus of other faculty interviewed was that their colleges suffered from a lack of centralization that resulted in lost efficiency. Ray commented that one of the biggest differences he noticed in changing professions was with the college's bureaucratic red tape, which he felt impeded progress. He expressed frustration with the poor information and communication flow he had witnessed at his large technical college. He stated that it often took two months for a purchase requisition to get processed, whereas in industry, he could have received supplies in a matter of days. "Things like that boggle me," he said, "something comparatively easy, yet why is it so hard to get approval? It's very time consuming and inefficient." He also described himself as constantly "chasing information," often having to go to four or five different sources to answer a question. He remarked, "If industry worked that way, nobody would get anything done."

Joyce, Henry, and Susie expressed similar frustration with what they perceived as a lack of organization and efficiency at their colleges. All three had previously worked in the health care field which they observed was more tightly regimented. Joyce remarked that working at the college was "a whole different world" than what she experienced in the health community. She also noted that the educational environment was less structured, with its roles less defined than in the clinical setting. As she explained it:

> In the clinical setting, you know the right way. There's not two right ways to get the same thing done in nursing. In medicine, if you don't give the right medicine, then you're going to mess up….It's more black and white. In education, it's not that way.

After working in a hospital environment, Susie also found the lack of written policies and procedures disorienting. She remarked that she was more conditioned to a structured, checklist approach to work tasks. "It's more cut and dry," she observed.

Henry called the policies and procedures at his college a "moving target." He said many of these were communicated more by word of mouth than written and clearly disseminated. He elaborated:

> I guess the … thing that I thought was a little different here is how loose the whole organization is (pause). Maybe it's just because I'm the only person who's in my department at this point, but it seems very loose on just HR issues and all that. It's just kind of a "by the seat of your pants" kind of thing. I've always been in fields where it's more regimented…. It just seemed more clearly outlined and HR even took the lead on that. Whereas here, it just seems to be left to the department or even the chair, and you just figure things out.

Henry viewed academia as "playing catch up" with the business world with regard to documentation and accountability. He acknowledged the system's attempts to standardize curriculum as an attempt toward a more centralized, business model but added, "I think there's growing pains and learning curves still."

Differences in Mission

Several faculty shared their perceptions on the differences in working in a product-based versus a service industry. They expressed surprise to discover enrollment management practices that reflected more of a for-product mentality than they had expected from a service industry. Their perspectives are aptly captured by Carl who observed, "It's different but it's not different."

Scott remarked that an emphasis on human capital rather than profit resulted in a less deadline-driven work environment. He stated:

> This is much more laid back. At [previous employer], everything is on a time schedule. Time is money, but here it is not…. The product here is getting the students a good education. They have to be here for two years to get through the program … At [former employer] you have a shorter time frame and the pace is much quicker.

Although Carl had also observed that there was less pressure to produce on deadline, he could see that academia was not entirely immune to an assembly-line production mentality. As he observed:

> They have different goals when you work in industry. Industry is, you know, getting the product down the track. You gotta get it out. Here…the product is the students, getting the students in, get 'em trained, get them out.

Ben was more critical of the enrollment-mill mentality that he had witnessed at his college. He stated:

> We don't care about the product. In the corporate world, we did care about the product because the product brings us money. Here we care about getting the

> product in. There's really no incentive for retention. It's really for recruiting. So we spend more time recruiting than teaching.

Ben's interview revealed that he was experiencing a crisis of conscience between his sense of idealism in helping students learn and the pressure he sensed from the college's administration in protecting enrollment numbers. He stated:

> No matter what you think, it's about the numbers, Me, I got into this business to help students. I'm a moral guy. I try to do the right thing …. Who suffers? The students suffer, and they [college administration] really don't care because it's about the funding.

Scott also took issue with his college's for-profit mindset where he believed it would benefit from a more student-centered approach. Like, Ben, he was concerned that students would ultimately suffer from the college's enrollment management practice of front loading programs with limited resources. He stated:

> There was a big push to get students enrolled this quarter…. I see the business aspect of it trying to get as many people as you can to get the money from tuition but then how are you going to teach seventy students when you can only handle thirty? I saw that this quarter and I think that shortchanges students. If it is more about getting the money and instead of about teaching the students to be good employees, the students are going to suffer. You've wasted all this money buying all this new equipment. So running as a business I can see. From the administration standpoint, the process is good, but as a teacher, you're going to be doubling the class size that you normally teach. Somebody is going to get left out.

The perceptions shared by these faculty suggest that the college's administration exemplifies more of a corporate mindset, whereas the faculty are more invested in student success (human capital).

Adaptation Challenges

"I never worked so hard until I started trying to teach." - Steve

These first-year faculty articulated many of the same challenges in adapting to their new work roles. Common themes that emerged from the data analysis included adapting to the academic culture, course preparation, learning new material, teaching, and challenges related to non-teaching duties.

Adapting to a New Culture

Research has identified that culture is expressed through an institution's language, customs, and rituals. Responses from the faculty interviewed revealed that even the most commonplace artifacts can pose a challenge to those entering a new work culture. For example, Susie joked that one major adjustment in moving from a hospital to a college workplace was in her wardrobe. She elaborated:

> I'm not going to wear scrubs in the classroom… I'm going to be in the hospital in the morning and then I'm going to be in my office in the afternoon. I can't look like crud, so I had to really re-think my professional image style. You know really, we have to do that… I wanted a look that was professional in the classroom. You have to wear sensible shoes in the hospital but you can't wear tennis shoes in the classroom.

Both Joyce and Henry commented on the challenge of language acquisition in making the transition from the medical field to the academic environment. Joyce noted a separate "language

of education" she had to learn to adapt to her new environment: "You know, there's a language of medicine. But [in education], it's a whole different world of language I needed to learn to be effective." Henry also commented on having to learn the academic vernacular. As he observed:

> There is definitely a different language in the terms that are used…. The medical field has a very specialized, unique vocabulary and the academic environment does as well. When people start talking BANNER [student database], for instance, it's like a foreign language. And then the accreditation and all that, the acronyms I'm not familiar with yet.

Another challenge Henry pointed to was in understanding when to use courtesy titles. He explained:

> No one's really given me guidance on the vernacular. Well, like the title thing. I had to ask that the other day because, ok, do I call you Dean or Doctor and all that? I still haven't figured that all out yet. Because in some hospital settings it's very clear. A doctor should be called a doctor. Within a hospital, some hospitals, it's very clear. They check you up front. First name, Mr. and all that. Here, again, it's just very free flowing. But I can't tell when I've used it one way or the other. Is it appropriate or what's expected?

Both Joyce and Ray experienced difficulty in learning what Joyce called "assessment on the fly." Ray's college had just successfully completed its substantive change and reaccreditation visit from the Southern Association of Colleges and Schools (SACS). As a program chair, Ray said he found himself thrown into the process without adequate preparation or guidance:

> One of the difficult things here was when SACS came through and I had to create stuff for SACS. I had to meet with the lady a couple of times over that to find

> some direction on what to do because I had no idea on how to do that. That frustrates me because nobody is here saying this is how you know what you need and this is where you need to go. I just got an e-mail saying I need to this by a certain date.

Even though she was not the lead instructor or chair for her program, Joyce found herself being tasked to write student learning outcomes for the nursing program. She stated that she would have been completely lost without her experience at the secondary level.

Scott and Leigh also remarked on the challenges of being a new faculty member during a SACS accreditation year. Neither had the level of responsibility of Joyce or Ray. However, both seemed well versed in the accreditation process and expressed that their college provided adequate information. Leigh stated: "When I started we were right in the middle of the merger and then we went through COC and then everybody took time out and said what I needed to know." Scott sensed more pressure at his college when he remarked:

> We had several meetings, the faculty did, and they stressed the importance that we needed to know what the QEP was. For when the SACS team came here, just in case they stopped one of us…. [The College President] at one of the meetings said, "Please, do not be the one that messes it up for us."

The merging of several technical colleges within the system had also affected several of the new faculty interviewed, with varying degrees of impact. Considering that five of the eleven faculty interviewed worked at technical colleges that had either recently completed a merger or were in the process of merging with another TCSG institution, the topic was raised less frequently than I expected. Michael seemed too engaged in new program development to

comment on his institution's merger, although it had been one of the more contentious in the respective communities. Leigh and Joyce both remarked that the process had gone smoothly from their perspective, with faculty from both colleges working collaboratively to agree on program standards. Only Ray and Ben specifically commented on the impact the merger was having on the college culture with regard to changes in leadership and a shift in institutional priorities. Ben had already perceived a culture clash in merging his small rural college with a larger technical college when he stated:

> We are in a merger now with [X] Tech, that's a huge thing here. And their goal obviously, I'm sure you're aware of that, is to supply students to [nearby four-year institution] and we're not like that. So with the merger, ultimately, we see if we've still got the same role…. This merger has been really, really tough, but we'll see what happens.

Although he did not articulate it directly, many of Ben's struggles in adapting to his college's culture can be attributed to tensions caused by the merger. As a result, his college was experiencing significant turnover in leadership. Ben noted that all the deans had to reapply for their positions. From Ben's description, his natural outspokenness (particularly at college assemblies) was at odds with a college culture of silence and uncertainty.

Ray also remarked on a shake-up of administration positions caused by his college's merger. He observed, "The day after I was hired I had an hour orientation where they brought people in and said what position they were in, but none of those people are in those positions anymore after the merger." Ray further speculated about the effect of leadership changes on the decision-making structure of the college.

> I really think people have a hard time making a decision [here] and I don't know if it's the merger or they're worried about their job or they just don't know how to make a decision. It could be a combination of all these.

In both cases, Ben and Ray implied that the merger was partly to blame for their not receiving the guidance needed to adjust to their new positions. In Ray's case, the administrative turnover presented him with a confusing chain of command. He stated:

> A lot of the upper bosses here I've never met. I've met the vice president a couple of times before the merger process; it changed a lot of that aspect. Before the merger I didn't know anybody but my direct boss. I have a department chair, but I deal more with the dean than I do the department chair. He's been the dean now for about a quarter. He was a faculty member before the merger.

When asked whether he believed the merger had an effect on the administration's ability to nurture new faculty, Ben replied, "I'm not getting the attention or the recognition [I] deserve."

Course Preparation

Course preparation, including curricular development and learning new material, was an area that participants discovered occupied a surprising amount of time and energy. Several faculty interviewed were given little to work with beyond state standardized outlines for their program curriculum. In the case of the new program chairs, Michael and Henry, materials had to be developed from scratch.

Henry commented that his program was too new to be standardized. Still, he had been proactive in contacting his colleagues at other technical colleges to develop collaboratively a curriculum that he could use as a template for his program. Although Michael's program has a

state standardized curriculum, he said the existing model provided little more than a guideline. He admitted to being very detailed in his planning, as evidenced by the notebooks of curricular material he has already developed lining the shelves. With an entire year dedicated to new program development, Michael said he was getting restless with all the down time and the sedentary work of being in front of a computer.

Lucille and Joyce commented that their predecessors, both retired faculty, had left them little material to work with. In addition to teaching 30 hours a week, Joyce had to develop lesson plans on her own as the only fourth quarter nursing instructor at the college. Although she said she enjoys organizing and developing instructional materials, she admitted the preparation time was more than she expected. Materials from previous instructors were outdated or in such disarray that Joyce had to reconstruct the curriculum. She commented, "I started from nothing."

Scott also inherited instructional materials from his predecessor, but found himself devoting time to customizing and updating this material. He stated:

> I spent a good deal of time preparing because I don't have my own lesson plans…. Some of it's just lecture, and some of it's a little bit of hands-on, and some of it is pretty in depth. So I had to develop it on my own…. I'm just a few steps ahead of the students and the class schedule.

Steve commented that he put in a lot of extra time on the weekends trying to keep up with course development and preparation. He admitted to being a perfectionist, which serves to increase his work load: "It's very demanding of me because that's just the way I am. It's so time consuming beyond belief, you know, setting up exams and trying to figure out all of that." He added, "I never worked so hard until I started trying to teach."

Another unexpected aspect of course preparation was having to learn new material. Several of the participants discovered that their in-field experience did not provide an adequate knowledge base for classroom instruction. As Ray observed:

> I had to go back and relearn some of the materials. Knowing it and teaching it are two different things. Learning what works and what doesn't work, how to bring it across has been a difficult thing for me. It always came easy for me to work on, but to show or teach somebody how to do it has been a challenge.

Scott commented that in his case, the challenge to his content expertise was a matter of specialized versus general knowledge. He noted, "I pretty much had to teach myself before I could teach students. I knew how it worked, just a general idea. But I didn't know the specifics enough to teach it." His industry experience had included eight years as a mechanic with Delta airlines and before that, several more years in the military. He found it difficult to transfer this experience with large commercial aircraft and transport and military helicopters to the smaller crafts used at the college. He explained, "The equipment is different. Everything is smaller than what I'm used to working with…. And some of the things I'm teaching I've never worked on before."

Several allied health faculty also discovered gaps when applying their specialized training to a more comprehensive, generalized curriculum. As the solo instructor for fourth quarter nursing, Lucille felt her clinical expertise was inadequate preparation to teach the body of work required. She tried to fill her knowledge gaps by studying. Likewise, Leigh found herself teaching out of specialization. Her most recent clinical assignment was an OB/GYN unit. As a former nursing director and ER nurse, she discovered she was out of practice and had to refresh her skill set. Susie did not have to relearn new material as much as unlearn bad habits. She

explained, “You get some bad habits when you’re in the real world. I needed to take back bad habits. You just get comfortable in what your routine is and now you have to explain why you do it that way.”

Ben was the most proactive in learning his new craft. He entered the profession with only modest teaching experience as a tutor in college and later as a substitute in the K-12 school system. To fill his knowledge gap, he studied the craft of teaching. He relayed to me some of the materials he had studied that promote student-centered pedagogies. Ben’s first quarter included a four-course teaching load. Because these courses covered a wide range of content, Ben said he had to learn the same material along with his students.

Several other faculty interviewed had made similar efforts to ensure that their instructional materials were innovative and engaging. What impressed me in talking to these first-year faculty was how eagerly they embraced instructional technology. Over half of the faculty interviewed were using online learning platforms to web enhance their courses. Henry was developing his courses as web enhanced because of the technologically driven nature of his discipline. Lucille had taken advantage of training workshops provided by her college to web enhance her courses. Both Susie and Joyce had contacted the distance education specialists at their respective colleges to receive training in the online learning platform and were applying that learning to course development. Leigh was constantly searching for visual aids and supplemental material through medical websites and YouTube videos. Ray had integrated a computerized learning module into his course to free up more time for hands-on, individualized instruction.

Learning to Teach

In addition to learning new material, another major challenge for these new faculty that emerged from the data was in adjusting to their roles as classroom teachers. Although Carl reported that his first quarter of teaching was "easier than I thought," for most participants, learning to teach was a major concern in their role development as effective, confident new career professionals.

For both Michael and Henry, they could only anticipate the challenges that lay ahead as they prepared for their first quarter of teaching. Michael shared some concerns about his ability to be effective in teaching and motivating students. He worried about the level of commitment and preparation that the students would bring to the classroom, but was excited about the diversity of students which ranged in age and culinary experience. He recognized that the lecture classes would present one of his biggest teaching challenges. With his years of in-field experience, he said he felt more at home behind a stove than a podium.

Like Michael, Henry had mixed feelings about his upcoming classroom teaching experience. At the time of our interview, he had spent his first quarter preparing his program for its first group of students. Although he was excited at the prospect of teaching new students, he also shared concerns on pacing the class and in addressing the needs of a diverse group of students. He explained:

> I think I'll need to get a grasp being a first-time instructor for how do you have to manage a class. How do you keep the class motivated as a group during the lectures or labs but also providing extra work for those people that want to excel and are motivated and engaged the whole time? On the other hand, providing enough time for those that need extra [help]?

The faculty who had already made the transition to teaching expressed varying levels of ease, with those teaching within the clinical setting appearing to be most within their comfort zone. Leigh's prior experience as a clinical educator at a teaching hospital helped her make a smooth transition into clinical training at her college. For Susie, the transition into clinical teaching was further facilitated by the fact that she had previously worked at both clinical sites. She explained, "I already knew the people and I was familiar with the clinical sites. So the clinical part of my job was easy to step right into other than my role change." Susie's prior socialization into the college as a student also helped her adjust easily to her new role. She said she had saved all her notes as a student and was able to use them and her own experiences as a student to inform her own teaching: "I remember the things that were confusing to me as a student. So I went and updated the material, to make it flow more logically for someone to use later that way."

Several other faculty believed that their in-field experience gave them more credibility in their teaching discipline. Susie explained that the textbook was no substitute for on-the-job training, which required practitioners to adapt to less than textbook-perfect patients. Scott also commented on the difference between textbook and practical knowledge. He viewed his industry background as an advantage in being able to offer the students both perspectives. He stated that many of the textbooks approved by the Federal Aviation Administration (FAA) included outdated material. Because of his experience in field, Scott was able to point out current industry practice. Similarly, Ray had spent the first few months on the job updating the air conditioning lab to meet industry standards. Ray admitted he had relaxed and was less "by the book" with his students than when he began teaching

By contrast, Joyce did not believe that her experience as a clinical educator was adequate preparation for the college classroom. Instead, she observed that even with strong clinical skills, translating them into classroom teaching required "a totally different perspective." She added, "it's something that you just don't walk into the classroom and do" without proper training. She confessed that she spent her first year "winging it." She asked, "How do you know what to teach? How do you know how to weigh things? How do you know how much time to spend? What is important? What is more important than the other things?" She likened her first year of teaching as "being thrown to the wolves."

Lucille admitted that she also "winged it" during the first quarter of teaching. As a result, she felt she had short-changed the students. She stated, "I feel sorry for those students. They wanted more and I didn't have it to give to them." Lucille confessed that while she enjoyed teaching as an adjunct instructor, she found the added responsibility of full-time teaching terrifying. She explained:

> My first year as a full time nursing instructor was terrifying, absolutely terrifying, because you feel the responsibility and the weight…. And not knowing. I have never, well, I taught bible study and things in church but I never taught in the classroom where it was so structured where you have to get all these chapters done and all this material covered in this amount of time and how do you divide all that up? It was very challenging and I'm thinking this isn't going to work…. It was frightening.

To compensate for her lack of knowledge and experience, Lucille shadowed several senior faculty and observed their teaching. She had also been implementing more creative

techniques, such as problem-based learning through case studies and web enhancing her courses. Her goal, as she described it, is "to be a great teacher."

Reflecting on what may have helped ease his transition into classroom teaching, Carl also pointed to shadowing as a valuable training resource:

> I think it would be neat to have a new, especially one like myself who's had nothing to do with teaching, who's never been in a classroom setting as a teacher, maybe spend a week or two and go in every class on campus and spend the day, just sit back in the corner as a student. Cosmetology, even that, you know, sit in the corner for a class when one of the teachers is gonna have a lecture, and you just go sit in so that you can pick up some pointers. That would be cheap training.

Instead, Carl said he relied on both his industry and personal experience in training new mechanics. He stated:

> I always taught the new mechanics…. And my son, he's a mechanic, and I taught him. He calls me all the time and he'll tell me, he used to tell me right quick, "Whoa, whoa, whoa, you're getting upset with me and I'm not catching on." So he actually taught me how to teach.

Ben and Steve's experience in the classroom appeared to be mirrored images of each other. While Steve struggled with the power dynamics inside the classroom, for Ben, the world of the classroom offered a safe haven from the political land mines beyond the classroom walls. In Steve's case, his second quarter of full-time teaching was marred by student complaints, which left him guarded and frustrated. His conflict can be heard in the following interview excerpt:

> You know you would think a little bit more discipline would still be out there. I don't know. Sometimes maybe from the cultural aspect of it, some students are going to want to be spoon fed … [But] when students are responsive, it's very gratifying if they do get involved and do ask questions. That's another thing that sometimes even when you're trying to do that, it's not there. Then you're trying to figure out is it me? Is it them? (laughs). What's the deal?

By contrast, Ben revealed more of a servant leadership approach to teaching. He described his challenge as an instructor as how to "better serve" students within a small, rural community:

> You have to remember that our students are technical students at a technical college …. It's pretty rural and it's a little bit of a challenge since they are not your typical … students. So to see that these students who are normally homemakers, farmers, truck drivers, to be able to go and grasp this material.

Ben believed that more unconventional methods were necessary to reach this unique population. He became immediately animated whenever he discussed teaching strategies. The following passage describes his student-centered, interactive approach to teaching gleaned from his research:

> You have to empower student-owned strategies. So what does that mean? The students in class, the students have to work. You have to make them really get into the work and to develop their own learning skills. And that's how I ran my classes and so you notice there are a lot of hands-on, not theory…. I try to really build their student-oriented strategies. Not only to see that it works in a classroom environment, but to take it to other classroom environments and take it beyond.

Ben appeared eager for validation of his efforts in the classroom. During the interview, he even offered me an unsolicited look at his grade book and student opinion surveys.

Administrative Duties

Four of the eleven faculty interviewed assumed administrative roles as program chairs or directors along with their teaching duties. Michael expressed the least challenging adjustment to his role as the sole instructor and chair for his program, possibly because he was given an entire year to develop the program. For Ray, teaching was relatively easy compared to adjusting to his duties as program chair. He admitted that "I didn't know how to go about it." He claimed to not have been given a lot of direction with regard to his program chair duties. As he explained, "I got handed the keys to the car without any directions so to speak." Leigh also felt unprepared to assume her role as the director of the nursing program at a satellite campus. She said, "At the [satellite] campus, it's only me. I'm the only one. So I have these students from start to finish. So it's only me, I'm the director and the instructor and everything."

Others relied on transferrable skills acquired in industry to make the adjustment. As a health management consultant, Henry said that he was used to navigating new cultural landscapes: "Being a consultant, you always had to come into an environment as the new kid on the block…. I think that helps me be adaptive." He also remarked that his experience as a consultant allowed him to think creatively, "outside the box." He explained, "Departments typically want fresh ideas when they're going to make changes and streamline processes." He added that his information management background had provided him with the organizational and problem-solving skills needed to run a successful program.

Before assuming her teaching position, Leigh served as director of nursing for a private physician's office. She told me that her biggest learning curve was in transitioning from patient

care into nursing management. These two roles had prepared her for her current position at the college where she serves as the program director for nursing at a satellite center. In only six months on the job, Leigh had guided her program to a successful site visit from the Georgia Board of Nursing and had helped revise her program's standards following a merger that expanded the nursing department from three to eight full-time nursing faculty.

Advisement

One of the most common complaints to emerge from the interview data regarded being unprepared for student advisement and registration. Michael was one of the few new faculty members interviewed who did receive some formal advisement training. As a result, he seemed to assume that duty much more easily than many other first-year faculty interviewed. For most, advising was cited as one of the major challenges of their new professional work role.

Susie admitted that the hardest part of the job for her had been advising because she had received no training. Instead, she was self taught, having uncovered an old handbook and observed more seasoned colleagues. Leigh had a similar experience, having received no formal advisement training, yet being entirely responsible for course and program planning for her five nursing students. Like Susie, she was resourceful in observing more experienced faculty and in locating relevant information. Although she seemed proactive in seeking help and information, Leigh also seemed hesitant to appear too reliant on others. She commented several times that she needed to "spread her questions out more evenly" so that she wouldn't "aggravate more than one person."

Lucille was also unprepared for her role in advisement and registration. Her training consisted of some observation. But because her office is separated from her colleagues, Lucille

felt she was left to fend for herself. As a result, she felt panicky when confronted with problems or questions and often had no idea where to get answers.

Ray's advisement training consisted of a 15 minute "crash course" with a supervisor. He admitted he was still concerned about locating and interpreting academic information and misadvising students. Scott's program chair also served as his primary source of advisement training. He also admitted to being insecure in this role: "My program chair showed me how to do [advising] at the end of my first quarter. I brought in all of my students and registered them all that first day. Two weeks later, one of them wanted to change classes. I didn't know what to do."

For both Steve and Henry, frustrations over advisement reflected larger issues of communication and information acquisition at their colleges. Steve observed that "the challenging part…is just knowing all the policy aspects on how things are done, and making sure that it is correct, so you're giving the right information." Henry had little guidance in advising and resorted to scanning Intranet documents for information. He also recounted difficulties in learning BANNER, the student information database that it used in colleges throughout the technical college system.

Institutional Support

"It is shocking to me that they stress training more [in industry] than in education." - Ray

Institutional Support can refer to formal and informal mechanisms within the college. Interviews yielded varying levels of institutional support with regard to preparation time, new faculty orientation, and faculty development activities.

One measure of institutional support was in how much transition time was allowed to new faculty before they were assigned full-time teaching loads. Michael was the biggest beneficiary in being given an entire year to focus on new program development. Henry was

allowed a quarter to set up his new program at the college before teaching classes. Other participants were hired primarily as teaching faculty and had significantly less time to prepare for classroom instruction. Carl was given two months of preparation time, even though his program was well established and there were other full-time faculty in his program area. He spent that time shadowing the other instructors, preparing classroom materials and building his own knowledge base. This level of institutional support was unusual, given the experiences of the other new faculty interviewed for the study.

Ben and Lucille were given a few weeks to settle in and develop teaching materials. In Ben's case, he did feel somewhat rushed since his predecessor had left the college with the students and lab area unattended. Lucille expressed ambivalence about the level of institutional support. On the one hand, Lucille stated, "I don't feel like [the college] let me to drown." However, when asked if she was assigned a mentor or given any guidance by other program faculty, she responded, "I guess that would be one of the negative things is that, you know, they [mentors] were available, but it's pretty much, 'here's the stuff (laughs). Good luck! I'm here if you need me.'"

More than any of the other participants, Susie and Carl were forced to hit the ground running. Susie was hired on July 1 and began teaching the same day. However, since her first teaching assignment was a clinical course, she felt well acclimated to the role. At the time of the interview, she was preparing for her first lecture course in fall quarter, still over a month away. Carl has hired on August 3 and began teaching the next day. He stated that his transition was made easier by the fact that his department had been assigned an administrative assistant who had helped him develop syllabi and instructional materials such as PowerPoint presentations.

Formal, college-wide orientation programs ranged from several days of scheduled activities to several minutes with the Human Resources Office staff. On the minimal end of the orientation spectrum, Ben and Susie reported that their only orientation consisted of a large stack of papers to sign. Susie added that the volume of paperwork was "overwhelming." Instead, she actively sought out a colleague who was retiring to help her learn the ropes. She also read through college policies and procedures online.

Beyond the standard HR orientation, Michael commented that his college did not do much to help new faculty transition to full-time teaching. "You're on your own" he stated. Much of what he has learned of the college's policies and procedures has been self taught or gleaned through an employee handbook that he requested from the Human Resources department. In addition, Michael attended the state sponsored Instructor Training Institute (ITI), which consists of 2 ½ days of workshops targeted at new technical college faculty. At the time, however, he had already been employed for six months. He stated that this training would have been more useful if taken earlier.

Henry also remarked that the college's orientation was "minimal" compared to what he had experienced in the health care industry. He had observed a self-service approach to orientation compared to what he had experienced in health care and said it was "overwhelming" having to learn about college policies and procedures on his own. He stated, "materials were handed to me, given, but not much time for explanation. It's just 'here, kind of do it on your own.' He added, "I was amazed that everything was piecemeal and there is no clear pathway for anything to get to garner information." To fill in his knowledge gaps, Henry took the initiative to seek out information from his dean and coworkers and also requested a mentor.

Both Ray and Joyce were critical of the college's lack of training in general. Compared to industry, where training was conducted on a weekly basis, Ray had been given little direction by the college. He remarked, "It's shocking to me that they stress it more [in industry] than in the education field." Ray's formal orientation lasted an hour and consisted of an overview of college policies and procedures. But most of what he has learned regarding policies and procedures, he said he picked up on his own, through trial and error. He suggested more mentoring and ongoing orientation in classroom management and fundamental instructional practices such as keeping a grade book and preparing lectures. He explained, "You come in with blinders on and not knowing which way to go. I think it makes a big difference when someone can give you a little bit of direction."

Joyce commented that standard college orientation practices were not adequate to prepare new career faculty for academia:

> There needs to be more of a learning process. You can't go from industry into technical education with absolutely no experience in education, no experience or training in education…it's a totally different perspective. Something you just don't walk into a classroom and do.

Even though, like Michael, she attended the Instructor Training Institute (ITI) workshops, Joyce remarked that they provided only a "crash course" into instructional practices: "You cannot learn to write and utilize a lesson plan in one day. There's no way."

Lucille's new faculty orientation was one of the more comprehensive, but she stated that it was still inadequate in preparing her for classroom teaching. Her new faculty orientation included a two-day program, with an overview of college offices and services, policies and procedures, but provided little pedagogical training. Although she was shown a video related to

first-time teaching, she stated it was not enough. She was eager to increase her knowledge base and comfort level in the classroom through additional training.

Leigh was the most complimentary of her institution's efforts to provide professional development training and support to new faculty. She mentioned several in-service workshops as well as several information sessions regarding institutional mergers and SACS-COC accreditation. In addition. Leigh had also attended the state sponsored faculty development Instructor Training Institute, which she said was helpful in teaching practical skills and active learning techniques. Several others had also attended ITI training and found it helpful.

Even when orientation and ongoing professional development support structures were available, other faculty members interviewed did not take advantage of them or recognize the relevance toward their teaching. Henry had noticed some opportunities were available but was preoccupied with building his new program. He stated:

> I know there is ongoing faculty development. Details go out and that tell us when something comes up, courses or sessions that I see thus far outside ANGEL and, um, intranet training. One was most recently on domestic violence. And, uh, now that one, I can see somebody understanding and identifying anything in the student. But, unfortunately, there's going to have a career day that same day so I'll be at the career day. The other one was (pause) had to do with child early development or something like that. But I didn't think they related to HIT [teaching discipline].

Scott expressed a similar sentiment when he said:

> During quarter break, there were a lot of activities for new faculty members, but I spent most of my time getting ready for this quarter so I chose not to do that…. I

> figured I got two weeks to get ready for my classes, so that was a little bit more important to me than anything they were doing.

Likewise, Susie was aware of some workshops her college sponsored on writing student learning outcomes, but chose instead to focus on preparing materials to teach her first lecture course the following quarter. She did express interest in taking some education classes to receive more formal training.

Relationship Building

"I like to meet people so I'm not so isolated." - Susie

Data analysis revealed that building relationships with students and colleagues was a key factor in determining how well adjusted these faculty felt about their new work role. This section explores the participants' perceptions about their support network with their students, colleagues within their program and department, their immediate supervisor, and the college at large.

With Students

Nearly every participant commented favorably about their relationship with their students. In discussing their relationship with students, female faculty revealed a high supportive, mentoring approach, while male faculty referred more frequently to basing their relationship on mutual workforce-directed goals.

Susie worked with students while on staff as a radiographer at the local hospital. There, she precepted students and gained hands-on experience in a teaching role. She commented, "I've always had a passion for working with the students. The students gravitated toward me…. I liked working with them and I liked teaching." As a non-traditional student herself in the same program, Susie believed she served as a strong role model for her students. She explained:

> There are a lot of different women that are in different places in their lives. You know, I did it. I was older than a lot of them when I did this. I can encourage them and it's hard, but you can do it.

As an adjunct instructor, Leigh had also established a relationship with her students prior to accepting the full-time teaching position. Compared to many of the other faculty interviewed, she also had the advantage of a small class size, with only four students in her program at the satellite location. Leigh commented that she set high standards and expectations for her students but that she also took time to act as a mentor and advisor. She credited her previous experience in-field as preparation for this role:

> You have to be somewhat of a counselor and advisor. For some people, they're scared and it's a major life change for them also. A lot of them have families, a lot of them have children, and I think it was a lot harder than a lot of them anticipated. I just kind of sit and listen to them. And the good thing about being a nurse is that you've already experience that with patients. So, you know, you have to be empathetic.

Joyce also expressed empathy for her students' life situations and a great deal of pride in their success. When I asked her what had been the most rewarding part of the job so far, Joyce responded:

> Just knowing personal things about them, knowing that some of them went through a divorce….I get to have the best of both worlds. I don't get to see all of them [at graduation]. But I still get to see some of my students [succeed].

Scott shared a different viewpoint in stating that he tried not to get too involved in his students' lives. In his program, Scott works with a small group of six students for over 20 hours

each week. Because of this constant contact, he said he tries to maintain a professional distance. When asked what lessons he had learned in his first few months on the job, he responded, "I know I shouldn't get too close to the students." He added, "I don't share too much about myself. I don't get involved. And I hear some of them talk, and I don't get involved in it. But we do have a good relationship."

Both Lucille and Ray also appeared to be seeking equilibrium in their relationships with their students. Lucille derived her sense of satisfaction from working with students but admitted she had difficulty striking a balance between being viewed as a peer and as an authority figure and between being too strict or too lenient in responding to their work. She stated, "I think a lot of times, you can't appear to be their friend…. If you're too soft in the beginning, you've lost them." Ray believed that his youth worked both to his advantage and disadvantage in relating to students. Because his students spend several hours a day in the lab, he observed that "you get involved in their lives." On the other hand, he remarked "you have to learn not to get too close."

In his role as a classroom facilitator, Ben sought connection to rather than distance from his students. Through his teaching, Ben seemed to be attempting to recreate the sense of community he had experienced in his former profession but which he found lacking at the college:

> It's trying to get the group effort. I believe that when we are in a group, we not only learn one, but everyone learns from each other. I try to build a cohesive group. Now by the end of the year they are working together, and they don't care, they are not competing with each other, you guys are competing against yourselves.

For Steve, his relationship with students had become a central source of conflict. During our interview, he spoke excitedly about his efforts in redesigning the curriculum, but his tone changed dramatically when discussing his relationship with students. Student complaints had left him struggling with a growing sense of bitterness and betrayal as revealed in the following excerpt:

> We do get a class climate survey issued at the end and last quarter, and that was one thing that I didn't feel I got as prepared for as I would like to…. I had one particular student who was making these totally subjective, just putting out an opinion out there that just had no basis. And then I noticed that apparently I've had that student again, whoever it was again, and trying to go beyond everyone else again. And that was one thing I shared with [supervisor]. I'll sit with the President or whatever. Because I don't really have any problems. I've dealt with that kind of thing before. But it is really, really aggravating to have that type of issue, because unfortunately I think that that's what gets seen…. It's just those few students that really make it really not a nice experience.

Steve's problematic relationship with his students was aggravated further when a few sent an anonymous e-mail complaint to the administration. When asked how he felt about this incident, Steve responded:

> I would expect that you can't please everyone all of the time, definitely. And I would expect that you can always improve the way you do things and all that. And that's not the thing. What I didn't expect was for people to be doing it behind your back and allegedly coming and presenting themselves and complaining, without going to the instructor. And they tell me, we always… any student to the

> instructor, go through the formal process if they really do have an issue, which obviously hasn't happened because they didn't go that route.

Steve's story underscores the importance of the teacher-student relationship in determining the quality of the first-year experience, especially in vocational programs in which the instructor averages 25 hours a week in contact with a small group of students.

With Colleagues

Another common theme that emerged from the interview data concerned the new faculty members' relationship with colleagues and perceived sense of collegiality at the college. In many cases, a close working relationship with colleagues, particularly the program chair, helped offset a lack of institutional support or perceived lack of college community. The opposite was also found to be true in colleges with well-defined professional development and orientation programs. Even with existing institutional structures to promote community, it was more the quality of the relationship with the program chair or immediate supervisor that determined the new faculty's sense of satisfaction with their work role and connection to the college.

Susie's transition was eased by the fact that she had graduated from the very same program in which she now teaches and had already established relationships with many of the senior faculty. She commented:

> My colleagues used to be my instructors so it's been a wonderful transition. From day one, they treated me like I was a peer. Even in the clinical sites where I used to work they have a different perspective of me now that I'm an instructor.

Her most difficult challenge in building relationships was in establishing herself as the new instructor at clinical sites where she was not known. Another advantage Susie had is that all three full-time faculty in her program had offices in close proximity. Although

their working relationship was close, Susie admitted she did not know many other faculty and staff on campus. To compensate she has actively sought out mentors by requesting online training from one of the deans, shadowing a retiring colleague, and networking with other college faculty in her teaching discipline.. She remarked, "I like to meet people so I'm not so isolated."

As Susie's example indicates, propinquity of lab and office areas was a factor in the socialization of new faculty interviewed. The participants' level of physical isolation was often reflected in their comments regarding their relationships with colleagues. Like Susie, Scott's sense of collegiality was heightened by his close proximity to faculty in his program area. Not only were their labs adjacent, but they also shared an open office space with other Trade and Industrial program faculty.

Henry expressed ambivalence about his office location. Although he enjoyed the perks of a new building, he was surrounded by faculty from unrelated disciplines. As a Health Information Technology faculty, he said, his discipline was a hybrid of allied health (located in another building) and business technology, which included areas ranging from administrative assistant training to marketing management. "I'm the unique kid on the block," he said.

Michael had been temporarily housed in an office adjacent to the Dean while his program facility was being renovated. This process was delayed by contracting problems, which he described as "a sheer nightmare." There were a few other faculty in the same building, which houses trade and industrial programs. He commented that he had limited contact with most of the faculty, since everyone stays in their "own little world." Michael's close proximity to his Dean has been an advantage to his learning about the college and its policies and procedures. He seems to have a close working relationship with that administrator, although recently his program was

reassigned to another Dean with whom he has limited contact and whose office is located at a satellite campus.

Leigh's daily contact with colleagues was also somewhat limited because of the small size of the satellite campus where she was situated. In addition to herself, the campus housed a director, receptionist, and a handful of adjunct instructors. To maintain contact with the other nursing faculty, Leigh visited the main campus at least once a week, and was even given a small office there.

Lucille communicated competing desires for social contact and independence. She told me that offices were assigned according to faculty's seniority. Those who where were there longer got the prime real estate. As a result, even though she was on the same floor as the rest of her department, her office was separated on the opposite end of the building from the other nursing instructors. The one other nursing instructor she was developing a friendship with was leaving the college for another job. It was obvious to me that Lucille already felt the loss of a friend and colleague when she told me that there was not much socializing with other faculty in her area. "You know, I don't have a lot of time for that," she said.

Ray was also combating a sense of isolation. Like Lucille, his office and lab areas were physically separated from other faculty. Whereas in industry, Ray worked collaboratively as a team, at the college, he is the only full-time instructor in his specialized program. He was having difficulty adjusting to the solitary nature of faculty work, remarking that he rarely had contact with his colleagues. He remarked: "In this area I never see anybody. I never hear anything. I get everything done by e-mail."

By contrast, Joyce's conflict with a senior nursing faculty member was perhaps heightened by their close proximity. Shared classroom space had created some territorial issues related to the sharing and storing of instructional materials:

> Most of my problems is that both of us being in that classroom and both of us presenting the material. We are teaching the same group of students even though I may teach one course. And that's not hard to deal with. But when we're both in there… So I had all of my files secure that I wanted in my office. I didn't want anybody to get back in there and mess them up. I'm very, I guess, um, I don't mind sharing but yet I don't want anybody to come in and just rearrange things…. But yet I wanted my files to be left in here. You know, we really actually got in tension. She wanted access to them in the classroom. It was, like, I'll do it, but I won't like doing it because, um, I feel like these are my things.

The tension over shared space was symptomatic of a larger conflict in this working relationship. Joyce expressed contradictory feelings about her colleague's seniority, saying that "we should respect her" on one hand, but also remarking that her knowledge and skills were outdated. When asked about the source of conflict in this relationship, Joyce responded:

> I feel like there's a lot to do with I'm still in that industry. I'm still there. I was looking at some of her previous notes, some of her old notes, and I said, "Oh my! We don't do that."…. So we decided that we would show the old way briefly, but then we would teach the way that it's really done in industry…. Here again being with someone that's been an educator, you see the weaknesses there.… And that is one of the main reasons, other than having to have a supplement [that] I'll probably always stay in

> industry as long as I can do it…. Because there's no way I could have stayed up on things, had I not been.

Joyce's knowledge of current practice was clearly a source of pride but also of contention in her relationship with this senior faculty member, as evidenced in the following statement:

> I might go up the nurses and go "let me do your IVs for you. Give me all your IVs" if I'm having an easy day, because I want to keep those skills up…. She may have seen that, but she can't go and start an IV.

Joyce's relationship with this veteran instructor was the exception to the data collected on mentoring relationships. In most other cases, participants had turned to other senior faculty or their immediate supervisors as mentors. Both Lucille and Ray turned to their former instructors as mentors, while Susie relied on advice from a retired instructor. Usually, faculty interviewed cited the program chair as their main source of support.

The importance of the program chair in facilitating a successful faculty role transition was confirmed through the data collected. Like many of the other participants, neither Scott nor Carl received much institutional support. Yet, both cited their program chairs as instrumental in helping them adjust to their new roles. In both cases, the program chair seemed to have primary responsibility for acquainting new faculty with the policies and procedures of the college, as well as providing program-specific orientation. Scott expressed the most satisfaction with his new position and also referred to his program chair by name more frequently (15 times) than any of the other participants interviewed, thereby suggesting that there is a strong connection between successful new faculty socialization and the mentor-novice relationship.

By contrast, Ben felt he had been neglected by his supervisor. What attention he has received from his chair and dean has been in response to a few impolitic comments at meetings.

Although Ben has channeled much time and energy into classroom teaching, none of his supervisors has observed his teaching or offered positive reinforcement for his efforts. He remarked: "My mentor [program chair] doesn't say anything. My dean is sarcastic…. None of them show any kind of acknowledgement, only when I do bad[ly]."

Ben's response to this perceived lack of positive reinforcement was to insulate himself in a self protective shell. He follows the mantra, "Go Alone" which he kept in plain view in his office as a reminder. To compound his struggle to adjust to his new position, Ben sensed an acute lack of commitment on the part of faculty and administration at his college. He told me that "The relationship within my department is zero. The administration doesn't listen and the faculty don't care." He was already second guessing his decision to work at the college.

The loner sentiment was also echoed in Steve's interview. Steve's first-year experience does not follow the usual pattern established in the literature of craving more social interaction with colleagues. Instead, Steve's isolation seems self imposed. Although he was open in the interview with me, Steve admitted to being more reserved in his dealings with colleagues. Even though new faculty at his college did receive institutional support through orientation, mentoring, and social events such as a Christmas party, Steve chose to remain self reliant. When I asked him what kind of mentoring relationship he had, he replied "I haven't had to go to him too much for things. I can figure it out, usually. I'm kind of a loner in that respect."

Professional Role Identity

"It's a good feeling getting phone calls from employees that…want to hire more people from the school." - Ray

Even though the participants interviewed were at different stages in their career development as new faculty, there were common responses related to their professional role

identities. These themes relate to shifting expectations and perceptions regarding their faculty role and the sense of fulfillment expressed through this role.

Shifting Expectations

As new career faculty with little prior socialization into higher education, many of the participants based their expectations for their new professional roles on what they had experienced as students or what they had learned from others, often in the K-12 sector. Ray explained, "You don't know what to expect. All you know is you are going to be a teacher. I know teachers at elementary schools and high schools, but it's a lot different in that realm than it is here."

Ray and Joyce shared similar perspectives of how those in business and industry often view the privileged life of academia. They both confessed they expected a less demanding work schedule than what they had experienced in field. They soon discovered the reality of new faculty life demands long hours and commitment. As Ray indicated, "It's not a 40 hour work week. I put 50-60 hours a week into the shop. From the outside looking in it looks like any other job, but there's so much more to it than that." Joyce also elaborated on her rude awakening to the realities of faculty work. She stated, "You're blind-sided. You have in your mind's eye and I did, well, this is going to be an 8 to 3 job, and this is going to be easy. I expected to have an easier life." She also joked about being unable to convince those outside academia about the challenges of her new profession: "And now I go and I tell some of these people, 'ya'll better quit talking about teachers, you know, having the pie life. That's not true.' But then you cannot convince people it's more difficult to teach."

Ben and Steve's reality shock was more severe and damaging. Both expressed idealistic expectations, but were soon left questioning their commitment to continue in the profession.

Steve characterized his first-year experience as “a roller coaster ride.” This metaphor captures the tension between his idealized expectations to make a difference in his students’ lives and the painful experience of being the source of student complaints.

This tension was also illustrated by Steve’s use of laughter. At the time of interview, I could recognize that much of this was nervous laughter. During the analysis stage, I counted 17 instances of laughter indicated in the transcription data. Contextually, laughter occurred either at moments of self disclosure or when Steve was discussing difficult interactions with students. Steve was struggling to reconcile his idealistic expectations with a somewhat rocky start. Although he still believes in the transformative power of education to make a difference in student’s lives, he expressed surprise and frustration by what he characterized as a culture of entitlement and immaturity. His struggle is best captured at the end of the interview when he likened teaching to a drug: “It’s both painful and compelling.”

Ben also entered the profession idealistic and eager to make a difference in the lives of students. He was soon disillusioned by what he perceived as an institutional priority on enrollment rather than retention: “I went into teaching to help people really to be something else. And now how I see things really work.” Ben’s crisis of conscience had resulted in dampening his enthusiasm and dedication to teaching. He commented, “When I first started, I was so motivated I would work 60-80 hours a week….. And now I work just about 40 hours a week and I feel sad about that. Like the fire has been diminished.” Ben’s negative experiences left him questioning whether he could continue at the college. He remarked that working with the students was what had sustained him.

Sense of fulfillment

For the new faculty interviewed, the greatest source of fulfillment was in helping students succeed. Several used the light bulb metaphor when referring to the satisfaction they received from empowering their students to learn. In considering their role as educators, many of the participants also identified with the vocational mission of the technical college system in preparing students for the workforce.

Joyce, Ray, Carl, and Scott expressed the strongest sense of vocational purpose. Scott viewed his role as "preparing his students for the real world." For Joyce, her sense of accomplishment was directly tied to her students' performance on their upcoming state licensing board exam for nursing. She told me, "My true test has not come yet. Because state boards are after this quarter. That's going to be to me a direct indication of my effectiveness…. I feel like my goal is 100% [pass rate]." Joyce's sense of professional identity was also directly tied to remaining in field and in viewing herself as a teacher-practitioner. She believed she was a more effective instructor because of her ability to keep current on clinical practice by working night shifts at the hospital.

Ray shared a similar vocational perspective of his work role. He expressed a strong sense of professional obligation in transforming a formerly failing program and restoring its reputation in the community so that students would be more marketable. To this end, he updated the curriculum and lab areas and recruited new advisory committee members to serve as mentors to the program and as prospective hires for program graduates. He stated that he supported and managed student learning with the ultimate goal of helping his students find employment. He indicated:

> It's a good feeling getting phone calls from employers that [students] are working well and doing a good job and that they want to hire more people from the school. I get e-mails and phone calls from graduates now thanking me on a regular basis saying "thank you, it means a lot to make a living at this."

Carl also revealed a pragmatic, vocational perspective in describing his role as "turning out students" to work in local industry. He also found a sense of fulfillment from a simple teaching moment. Carl shared a story of teaching a student to read a tape measure for the first time. He explained that the student knew the decimal system but had never been taught how to apply that knowledge to the practical skill of using the measure. "He was pretty tickled to death. He said 30 minutes ago I couldn't read a tape measure, now I'm reading a micrometer. He said he just never realized how simple it was. So that was pretty satisfying."

A growing passion for the craft of teaching was evidenced in several of the interview data sets. Like Carl. Ben and Scott both described their most fulfilling moments as new teachers in helping students apply learning and see connections. Ben's growth as a classroom teacher has been his source of validation and strength in an otherwise frustrating transition: "It's been fulfilling… I enjoy what I'm doing. I make the connection, I've seen improvement and I've seen a tremendous respect [from students] for what I've done." Scott shared a similar sentiment when he said, "when the student says, 'I've got it, ' that is it. That's good, taking them back in the lab and I can show them on the projector and they go back and do it…. That is satisfying, I like that."

Leigh also shared her passion for working with her students and envisioned herself remaining in the professional until retirement. She stated:

> I love teaching and I get to go to clinical with my students. And I love that. I get to share my experiences with them, you know. It's different than when I was in school so I like to share. I love it when the light bulb comes on and you can tell it really makes sense.

Leigh was making plans to further her own education by pursuing a master's degree in nursing.

Steve was the only participant interviewed who struggled to find a sense of fulfillment and satisfaction in teaching and to view it as more than a career opportunity. He stated:

> The opportunity to make a difference… that's the only thing that's got to be the driving force to put up with all we have to put up with, really. I would say up to the point where I started working at different places, they were jobs. They were jobs to survive. And then I got to be involved in something I could actually be passionate about, that's where I starting noticing it's making a difference.... I'm still struggling as to whether or not in higher education you can actually make that difference.

When asked if he believed he could still make a difference as an educator, Steve expressed the sentiments of many when he responded that he would continue to try and to hope.

Summary

Several primary findings emerged from my analysis of the data. First, new career faculty members entered the profession to gain opportunity, stability, and enhanced quality of life. Second, primary findings of this case study suggest that new career faculty go through a developmental process of enculturation into the academic work environment that includes negotiating an unfamiliar culture, confronting challenges in learning their new work role, relationship building, and reflecting on their evolving professional identities. The quality of new

faculty members' relationships with students and colleagues, particularly the program chair, were key factors in facilitating their work role transition, whereas institutional support in the form of new faculty orientation was often found lacking. Finally, the data revealed that the emerging professional identities of the 11 new technical college faculty members interviewed are rooted in their roles as classroom instructors and in the career preparation of their students. Although few had entered the profession with a calling to teach, nearly all the participants had discovered that calling during their first year.

CHAPTER 5

CONCLUSIONS

The purpose of this qualitative case study was to explore the experiences of first-year faculty within the Technical College System of Georgia (TCSG) who have transitioned into the academic environment from business and industry. Because literature on the experiences of new career faculty in two-year colleges was limited, I conducted this study as exploratory research. As a result, the research data yielded a broad range of categories and themes. These categories and themes were significant because they reflect views shared by participants and because of their connection to existing literature. The following chapter discusses the findings in relation to each of the study's three guiding research questions and addresses implications for practice and for further inquiry.

Discussion

Transition into Higher Education

To elucidate the first research question, the findings of this case study confirm that while there are common challenges in adjusting to a new faculty work role, new faculty members from the business/industry sector experience the transition into higher education differently than those who enter the profession through more traditional, academic routes. Participants identified many of the same job stressors found in new faculty literature related to course preparation, teaching, and a perceived lack of community and collegial support. While the data suggest that first-year faculty share common experiences, the new career faculty interviewed for this study added

another dimension to the related research literature by having to enculturate into an unfamiliar academic work environment.

The interview data revealed a unique work role transition for the eleven participants who transitioned into academia from business and industry. The majority of these new career faculty members did not express typical motivators (pursuit of knowledge, a desire to teach) for entering the profession. Instead, they were motivated by more practical considerations, such as job stability and retirement benefits. While the benefits package was attractive, the salary often was not. Participants' responses regarding their salary compensation confirmed the findings of other researchers that new career faculty often sacrifice more lucrative professions to move into academia. Although the literature indicated that many new faculty were willing to accept salary cuts for the opportunity to teach (e.g., Garrison, 2005), an interesting finding of this study was that the desire to teach was not a prime motivator for the career move. Instead, despite the lower salary, many participants perceived faculty work as more stable, secure, and providing a higher quality of life due to the more regular, flexible work hours.

The findings of this study shed light on some of the challenges faced by first-year faculty in general and new career faculty in particular. Although many of this study's participants admitted that the workload was more demanding than expected, they were also adaptive in coping with their new responsibilities. Faculty interviewed acknowledged the unexpected time demands of faculty work, yet the work-personal life imbalance attributed to these pressures did not emerge as a major work stressor as in past research (e.g., Boice, 1991b; Rice et. al., 2000; Sorcinelli, 1988). To the contrary, these new career faculty did not seem overwhelmed or defeated by their heavy workloads. Instead, the participants evidenced proactive coping behaviors, such as information gathering, seeking mentors, and relying on their established

professional contacts and networks. Such behaviors seemed more characteristic of these participants than of new faculty commonly found in the literature. The results of this study imply that faculty with strong professional work experience may be more independent and proactive than their more conventionally trained counterparts who transition into academia directly from graduate school. Also, while prior research on new faculty has emphasized the challenge of the work-life balance, findings from this study indicate that these new career faculty discovered relief from that stressor. In fact, most had achieved an improved work-life balance by leaving their former professions and entering academia.

The level of concern expressed by the participants in learning to teach effectively supports the general consensus in the literature that community college faculty perceive their roles as teaching and student centered (Austin, 1990; Gill, 2008). Contrary to common assumption, however, many of the participants did not believe their related work experience provided an adequate knowledge base to teach. As Fogg (2002) and others have found, relying on "war stories" is not sufficient for these professionals to feel confident and expert as teachers. Instead, they had to contend with a significant learning curve in expanding their specialized work knowledge to match the more comprehensive classroom curriculum. Regardless of the scope of knowledge, many of the participants also found discrepancies between the textbook and what they had experienced in practice.

Most faculty interviewed for this study agreed that they were unprepared for the realities of classroom teaching. This study supports the findings of prior research on teachers who enter the profession without formal training, both at the secondary and higher education levels, and struggled with what Diekelmann (2004) called "pedagogical literacy." Common challenges for the novice faculty member outlined in previous research include being unfamiliar with

developing lesson plans and assessment instruments (Camp and Heath-Camp, 1989, 1992). Faculty in this study shared these challenges along with issues related to classroom management (such as pacing and accommodating a diverse student population).

What this study found that the literature does not discuss is how faculty respond to these challenges. As predicted by Nicholson's (1984) work role transition model, participants in this study displayed the exploration adjustment strategies of proactive role negotiation most aligned with high novelty, mid-life career transitions. These novice teachers displayed impressive initiative by readily embracing instructional technologies and proactively seeking help from more seasoned colleagues, as well as exploring innovative means to improve their classroom instruction. In particular, Ben and Lucille were moving beyond what Boice (1991b) called "superficial teaching" to explore more student-centered, interactive classroom techniques. I was pleasantly surprised by their dedication to teaching and pleased that so many of the faculty interviewed seemed to have discovered its intrinsic rewards despite its challenges.

Another finding of this study supported by new faculty research relates to the importance of relationship building as a contributing factor to successful new faculty socialization. Specifically, this study's findings indicate that the degree of positive interaction with students, peers, and the immediate supervisor was directly related to job satisfaction, a claim consonant with classic organizational theory. Participants expressed some ambivalence in striking the right balance between disciplinarian and mentor in their relationship with students, with the male faculty generally advocating more professional distance and the female faculty assuming the more mentoring, supportive role. Data from this study reveal that peer relationships were facilitated by close proximity; that is, new faculty tended to interact with others in their immediate office area, regardless of teaching discipline.

When the program chair or immediate supervisor was receptive and easily accessible, the study's participants seemed to rely most on that individual for institutional support. Earlier studies confirm that the program or department chair is often the most important advocate for new faculty during their first year (Boice, 1992; Sorcinelli, 1988; Whitt, 1991). This study revealed that the program chair frequently served as the major source of formal or informal orientation for incoming faculty. The two participants (Ben and Steve) who did not communicate a close working relationship with their program chairpersons, also expressed the most difficult transition into their new work role, which may well be significant.

One notable finding of this study that is not commonly found in the literature relates to challenges in adjusting to non-teaching duties, such as advisement and program management. New faculty studies often explore adjustment strategies related to course preparation, teaching, and scholarly activity, but rarely address other facets of faculty work, such as student advisement. Yet there was overwhelming agreement from the faculty interviewed that advisement was one of the most unexpected and challenging aspects of their new work role. The common denominator was the difficulty in having to assume the responsibility of student advisement without adequate training. In addition, four of the participants in this study had to assume dual roles as the lead instructor and administrator/chair for their program areas. While lack of formal training also appeared to be the greatest handicap, all of these new program chairs were able to transfer the organizational and managerial skills they had acquired in industry to help them adapt to their program chair responsibilities.

Perceived Differences in Work Culture

As previous research indicated, the transition from business and industry into academia involves a noticeable change in organizational culture. The technical college faculty sampled in

this study entered the profession through non-conventional career paths which uniquely influenced their anticipatory socialization into full-time teaching. As predicted by Nicholson's (1984) work role transition model, the degree of novelty of the new work role did influence how the participants responded and adjusted to their new positions. Moreover, this study's findings support Goodman, Schlossberg and Anderson's (2006) assertion that low novelty transitions facilitate more rapid and successful work role adjustments. Several of the participants had prior socialization into their technical college as either students or part-time instructors. As predicted in the literature, those with a greater degree of anticipatory socialization indicated an easier transition into their full-time work roles. For Susie and Lucille, graduating from the same program in which they now taught had facilitated a relatively easy transition into full-time teaching. Leigh also benefitted from the relationships she established with students, colleagues, and the college as a result of her two years of adjunct instruction prior to accepting the full-time position. Those with little or no socialization (Henry, Ben, and Ray) expressed a greatest sense of what Schriner (2007) aptly described as "cultural dissonance."

This study's findings revealed common themes regarding perceived differences in work culture. Many of the faculty interviewed admitted difficulty in adjusting to the college's organizational structure that to them appeared more compartmentalized than cohesive. Higher educational structures have been described in the literature as "loosely coupled" network of autonomous subunits and subcultures (Birnbaum, 1988). Even community colleges, which have been characterized as among the most centralized, bureaucratic institutional types, share these structural characteristics. Respondents often found the college environment less structured, less efficient, and more fluid than what they had experienced in business and industry. Responses did confirm some differences pointed by Philips, et. al. (2007), particularly regarding the decision-

making and managerial style in higher education. The academic hierarchy and decision-making structure appeared both unfamiliar and inefficient to this study's participants. This perceived lack of efficiency was a major source of frustration, more so than what the literature typically reveals for faculty who enter the profession through more conventional academic routes. The findings of this study support those of Camp and Heath-Camp (1992) who discovered that teachers who enter the profession from alternative, non-academic routes experienced more difficulty adjusting to the less structured educational system than their academically trained peers.

Participant interviews confirmed findings from two decades of faculty research with regard to collegiality and interpersonal support. New faculty studies overwhelmingly point to a sense of isolation and perceived loss of collegiality as major stressors during the adjustment period (Boice, 1991a; Sorcinelli, 1988; Turner & Boice, 1987; Whitt, 1991). This study was no exception. Faculty isolation was problematic for those transitioning from more highly structured and collaborative work environments (such as health care) into more unstructured and autonomous faculty work. While the participants valued the autonomous nature of their new careers, they also noted a lower level of collaboration in faculty work compared to what they had experienced in field. The transition from team-based models of production to the solitary nature of faculty work was one example of cultural dissonance for many of the faculty interviewed.

Enculturation

The common themes related to the participants' sense of professional purpose and role identity confirm that these new faculty members experienced an enculturation process of acquiring shared beliefs of the academic culture. An interesting finding of this study is that those expressed shared beliefs are not consistent with what the literature typically characterizes as the key values of academia (faculty autonomy, academic freedom, shared governance). Although

many of the participants interviewed valued the autonomous nature of their new careers, faculty autonomy was often viewed as symptomatic of a lack of institutional support and guidance. Academic freedom and shared governance were never mentioned in any context during the interviews. Instead, the participants interviewed shared a different set of values centered on teaching and on the vocational, workforce-related mission of the technical college. Nearly all pointed to their role in the career preparation of their students. This study therefore supports the scholarly assertion that there is a unique two-year college culture distinctive from traditional four-year and research universities. This distinctive culture has been identified as residing in the student-centered, vocational mission of the community college. As new members of the technical college community, the participants in this study had already accepted and even embraced the vocationalism of the two-year college mission and their own role in it. The findings of this study also support the social constructionist perspective regarding how individual and organizational identities are negotiated in constructing a new work role. Key factors in the new role identification of these participants followed the pattern outlined by Blenkinsopp and Stalker (2004) of building new relationships, a new community of discourse, and a shared set of values.

Although the participants in this study showed signs of developing positive, professional role identities, few expressed a strong sense of identity to the college itself. Instead, most participants' perspective of their work environment was somewhat limited to their immediate work area or their program discipline. There was some evidence of sensemaking activity triggered by mergers with other system technical colleges or licensing and accreditation stressors, which prompted a wider work world view. These experiences did appear to bond new faculty to the college, thereby confirming Schein's (2004) theory that stressful situation often force or accelerate the socialization process. Less stressful institutional tactics had mixed results.

In situations where working relationships were already well established, institutional efforts such as faculty development and social gatherings did seem to strengthen the new faculty members' sense of collegial support. However, in situations where working relationships with students, peers, or supervisors were already strained, such institutional efforts seemed to have little effect.

Findings from this study underscore the importance of relationship building in the successful work role transition of new faculty – a key component missing in the Nicholson (1984) model but strongly suggested by Wanous (1992) and also supported by Goodman, Scholssberg and Anderson (2006). The eleven faculty interviewed can be plotted at several different areas along Wanous' four-stage model, with most participants falling into the third stage of acquiring a new professional identity centered on forming new relationships and cultural values. Wanous further writes that later stages of acceptance and involvement in the college depend in part upon the successful forging of relationships with peers and one's boss. In the case of Susie and Leigh, their enculturation into the college was well advanced because of their previously forged relationships. New career faculty such as Scott expressed a strong sense of satisfaction and adjustment facilitated by his close working relationship with his program chair. For Ben and Steve, strained relationships had the expected, opposite effect of alienation from rather than involvement in the college.

Implications for Practice

This section addresses the third research question by offering implications for practice based on the findings of this study. What do technical colleges need to do to be more effective in enculturating new career faculty? This study suggests several areas for improvement. First, colleges can help promote the successful socialization of new faculty by nurturing work relationships at all levels. As one example, prior research has suggested that mentoring programs

are successful strategies in socializing new faculty (e.g., Bode, 1999; Grubb, 1999; Siler & Kleiner, 2001). Yet, few of the new faculty interviewed for this study had been assigned a mentor. Instead, many of the faculty interviewed had sought out mentors, usually their program chair or immediate supervisor. Because the importance of the new faculty member's relationship with the immediate supervisor was so strongly revealed in this study, technical colleges would benefit by providing more training and support to those supervisors in a position to mentor new faculty, particularly the program chair.

Other lessons learned from this study that can be applied to practice relate to the need for more meaningful, comprehensive faculty development programs, beginning with new faculty orientation. While each first-year experience is unique, nearly all of the new faculty interviewed expressed some sense of frustration with the lack of support and training by their college. Several of the participants were given little or no formal orientation and learned the ropes by "winging it" or through trial and error. By contrast, many of the participants came from work environments in which in-service training was a regular part of the formative evaluation process. In this regard, colleges can better emulate business practices of offering ongoing, formalized training and evaluation to promote the professional development of its new hires.

Another identified gap in new faculty development related to pedagogical training, particularly for those who entered the profession as novice instructors. Participants in this study expressed both a need and a desire for training related to teaching. Although the few participants who attended the state-sponsored Faculty Development Institute (ITI) training said they benefitted, they also requested more in-service training opportunities. Colleges should respond by developing comprehensive faculty development programs that include workshops related to instructional improvement. Joyce was particularly insistent in stressing the need for training in

pedagogical practices, such as developing lesson plans. This call to develop pedagogical literacy confirms earlier research of Boice (1999a) who claimed that new faculty needed intervention to advance beyond "superficial" lecture-based modes of instruction.

One more notable finding of this study was that participants valued their roles as educators and were willing to devote extra time and attention to course development and to learning the teaching craft. One suggestion from this study's participants was for more peer support for teaching through shadowing expert instructors. Extending this strategy further could lead colleges to explore the development of faculty learning communities to promote a supportive culture for teaching innovation and excellence. Also, as Siler and Kleiner (2001) suggested, colleges seeking to provide institutional support for teaching can look toward peer review of teaching and formative evaluation procedures.

Recommendations for Further Research

The findings and conclusions of this study suggest several avenues for further research. Participants in this study represented diverse age, gender, educational levels, and work backgrounds. Although participants shared similar experiences, there was some evidence of gender differences in responses related to motivation to enter the profession and in characterizing the new instructor's relationship with students. Yet, little research has been conducted to explore whether new faculty experiences vary according to gender, race, or teaching discipline. Therefore, further research is needed to determine if the findings of this study hold true across different populations.

This case study was focused on new career faculty within a unique institutional type – the two-year technical college. Research supports that academic cultures vary across institutional types, thereby suggesting that new faculty socialization experiences may also vary with

institutional type and mission. Although this study's findings overlapped with research on new faculty at four-year research institutions, there were noticeable differences. Participants expressed unique challenges related to student advisement, were unconcerned with many of the traditional values of academia, and perceived their work roles as more student-centered and vocational, thereby reflecting values commonly associated with the two-year community college. Because so little research has focused on socialization experiences of new faculty in general within the two-year college, this is a fertile area for further study. More specifically suggested by this study is the need for future inquiry into the experiences of new career faculty across institutional types. While this study found that transitioning into academia from business and industry presents unique challenges as well as advantages, the purpose of the study was to focus on a small group of faculty within a particular context. Therefore, it was not intended to be generalizable to larger populations. Further research into the enculturation of new career faculty outside the Technical College System of Georgia would help reveal whether this study's findings apply to other settings.

Finally, one of the contributions of this research is that it provides a case study approach to the body of literature on new faculty. I found few new faculty studies that departed from the standard survey design of a large sample population. For this study, the topic and nature of the research questions were decisive factors in selecting a qualitative case study approach. I believed in-depth interviews of a purposefully selected group of new career faculty within Georgia's technical college system would be the most effective method for providing the reader with rich description within a contextual setting. This approach did yield rich descriptive data that I believe could not have been gained otherwise. Because of the dearth of qualitative studies of new career faculty, there is a need for further research that employs this methodological design.

While the case study method is certainly well suited to exploring the work role transition of new faculty within a contextualized setting, it is not the only approach suggested by this study. A complex, detailed understanding of the new faculty experience could also be gained through an ethnographic design in which the researcher would shadow a group of new faculty throughout their first year. As this study supports that new faculty socialization is a developmental process of cultural learning, an ethnographic approach would provide an in-depth look at that process throughout the first year.

Summary

By sharing their first-year experiences, the participants in this study provide Georgia's technical colleges a blueprint for successful socialization of incoming faculty who enter the profession with strong business and industry experience but little or no prior enculturation into the academic work environment. For convenience and easy reference, I have summarized in Table 4 several recommendations that emerged from the interview data with regard to orientation, professional development, and promoting a stronger sense of collegiality for career changing faculty.

Table 4

Summary of Recommendations for Successful New Career Faculty Socialization

Area	Recommendation
Orientation	• Coordinate orientation activities between Human Resources and Academic Affairs. Include program chair or immediate supervisor in process. • Include overview of college units and functions; Provide contact directory of key offices and personnel. • Include glossary of frequently used terms. • Clarify expectations about non-teaching duties including program promotion &recruitment, service to the college, etc.

Professional Development	• Require ITI Phase 1 (or equivalent) new faculty training within first 6 months of employment. • Provide training in instructional techniques throughout first year. • Encourage classroom observation/shadowing of master teachers. • Reward good teaching through programs, awards, evaluations. • Provide advisement/Registration training. Allow new faculty to shadow experienced program advisors.
Collegiality	• Assign senior faculty member as mentor. • Assign strategic office location to promote interaction with peers. • Sponsor college-wide functions, socials, and retreats.

The extent of transferability of this study is best determined by readers to decide whether they can apply the findings to their own situations and their own colleges. I know my own work with new faculty mentoring was enhanced from my interaction with the eleven participants. I hope their participation also allowed these faculty members to become more aware of their new work roles and to discover a sense of purpose and fulfillment to sustain their continued growth as new career professionals.

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APPENDICES

APPENDIX A: LISTSERV EMAIL REQUESTING RESEARCH PARTICIPATION

Dear Colleagues,

I am writing to request assistance in finding participants for my dissertation research to complete my doctoral work at UGA. The purpose of my study is to examine the experiences of first-year faculty who have transitioned into the college setting from business and industry. This study will contribute to knowledge about role transition of new faculty in the two-year technical college and should be of interest to administrators involved in the orientation, socialization, and professional development of new hires.

Specifically, I am seeking research participants who would be willing to engage in an interview during their first year of teaching. The interview would last approximately one hour. Participants should meet the following criteria: A new, full-time faculty member with no prior full-time teaching experience; have worked previously in business/industry (non-academic environment); and is between the ages 30-55.

If you know of any individuals who fit the inclusion criteria and may be interested in participating, please provide me their name(s), phone number(s) and e-mail address(es) so that I can contact them. Confidentiality will be strictly adhered to. Your assistance in my doctoral research would be much appreciated!

Best regards,

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APPENDIX B: PARTICIPANT DATA SHEET

Dissertation Research Study

Participant Demographic Information

Personal Information

Name:
Age:
Work Address:
Work Telephone Number:
E-mail Address:

Educational Background

Type of Degree	Name of Institution	City, State	Year of Graduation
Doctorate:			
Master's:			
Bachelor's			

Teaching Experience (please include your current position & any prior FT or part-time/adjunct appointment)

Position	Name of Institution	City, State	Dates of Employment

Non-academic Work Experience

Position	Name of Company	City, State	Dates of Employment

APPENDIX C: INTERVIEW GUIDE

1. Introduce Project
    - Provide opportunity for ?s about study, interview & process
    - Request permission to tape
2. Background Information
    - Demographics (age & gender)
    - Teaching experience: adjunct? Full-time? Prior teaching?
    - Career preparation
    - Total years Business/industry
3. Business/Industry Experience
    - Can you tell me about your work experience before FT teaching?
4. Motivation:
    - Why did you decide to move into higher education?
5. Expectations
    - Tell me about your first quarter teaching full time. What was it like? Describe what it felt like to be a first time faculty at your college? How would you describe your work environment?
    - Was your first year different than or similar to what you expected?
6. Adjustments
    - How did you learn about the responsibilities and expectations of your position? How have you learned the policies and procedures of the college?
    - What type of orientation or professional development has the college provided?
    - Describe the adjustments you had to make in moving from a business to a college work setting. FOLLOW UP: What made your transition to college teaching easier? More satisfying? Less satisfying?
    - What similarities and differences have you noticed in working in a college versus a business setting?
    - What about your b& I experience has helped you make the transition into teaching?
7. Concluding Questions
    - What has been most satisfying about your first year? Least satisfying?
    - Based on your experience, what do you think your college can do to help improve the experiences of new faculty?
    - Is there anything else you'd like to tell me about your adjustment from a business to an academic work environment?

APPENDIX D: CONSENT FORM

Dear Participant,

You are invited to participate in a research study project conducted as part of the requirements for the Doctorate in Education (Ed.D.) at the University of Georgia.

For this project I will be conducting interviews to learn more about what it is like to move from a business/industry work environment into full-time teaching at a technical college. Because many of instructors within our system come from the business/industry sector, your participation will help your college's administration better understand their needs to improve new faculty orientation activities and ease the transition into full-time teaching.

The research will be supervised by my dissertation advisor, Dr. J. Douglas Toma, who will also have access to the interviews, as recorded, as well as transcripts and report of the research. We will protect your privacy through the study through the use of a pseudonym and you will have the right to review and correct the transcripts of your interview.

For this project, you will be asked to

- Participate in a tape-recorded interview. The interview will be approximately 60-minutes with us discussing your experiences as a new faculty member.
- Provide basic information regarding your professional background.
- Share your story about your role transition from business and industry into the college teaching setting.
- Reply to follow up questioning.

For this project I will

- Provide information and answer any questions you may have regarding the project, including this consent form.
- Schedule and conduct an interview of approximately 60 minutes.
- Possibly request follow-up information after the interview, either by phone, e-mail, or in person. Internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the materials are received by the researcher, standard confidentiality procedures will be employed.
- Assign you a pseudonym to ensure confidentiality both in the transcript and the research paper.
- Allow you to review the interview transcript to check for accuracy.
- Erase any interview tapes and destroy any master list linking pseudonyms to participant identities within 90 days after the completion of the research project.

Your participation is voluntary. You can refuse to participate or withdraw your participation at any time should you become uncomfortable without penalty or loss of benefits to which you are otherwise entitled. If you have any questions or concerns, feel free to contact me at 478-757-3430 or the dissertation advisor, Dr. J. Douglas Toma at 706-542-4836.

I hope you will enjoy this opportunity to share your experiences and viewpoints regarding your first year of college teaching. Thank you very much for your help with my doctoral research.

Sincerely,

Amy L. Holloway
Dissertation Co-Investigator

Dr. J. Douglas Toma
Assistant Professor, the University of Georgia

Please sign both copies, keep one copy and return one to the researcher.

_____ _____
Signature of Researcher Date

_____ _____
Signature of Participant Date

For questions or problems about your rights please call or write: Chairperson, Institutional Review Board, the University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX E: DATA CODING SAMPLE

	AL: Did you approach [supervisor] about the surveys and the feedback or was it something you were actually called on?	
	STEVE: No, At that time it didn't come up. It came up after. Immediately after they [students] did that survey, they realized they were going to have that instructor again and they shot off an e-mail saying and making all kinds of anonymous…to the Director of Student…Affairs.	Complaint = anonymous student e-mail
	AL: Complaining about you specifically?	
	STEVE: Yeah, but it came anonymous. They didn't mention anything other than this new instructor and la, la, la, so they sent it back to [supervisor], but I only recently found out about that.	mimicking students? Not really interested in what they have to say?
	AL: What was your response? Do you think because you were new, it was just very hard to take or maybe if you get a thicker skin when you've taught a little bit more…?	
Evaluative procedures - politics	STEVE: Me? Well, I know I can't be taking any of that personally, that's like anything else. But my personality is that just because of the issue of being at a disadvantage of not knowing and not then not really having an opportunity to... (pause) And I've always had issues with {indistinct]I had it when I was in Accounting and here with those evaluation things.	He does take it personally Wish I could understand what he's saying here. Go back to tape
Institutional Support	AL: And what would you say about your immediate supervisor, how she's been able to mentor you through it?	
Evaluative procedures	STEVE: Well, actually that just came up. No, she just said not to take it seriously but then again, it's my sense that it goes out there and it doesn't… you know, you only get a snapshot of what's really going on. By that I mean also when you do an evaluation you get only a 50-minute deal.	Concerned about longer-lasting consequences. Supervisor's attempt to reassure seems weak
	AL: And you mentioned it was a few students, so it was difficult. Was this something that surprised you, you didn't expect to have to deal with some of these issues with students?	
Evaluative procedures Teacher-student relationship	STEVE: I would expect that you can't please everyone all of the time, definitely. And I would expect that you can always improve the way you do things and all that. And that's not the thing. What I didn't expect was for people to be doing it behind your back and allegedly coming and presenting themselves and complaining, without going to the instructor. And they tell me, we always… any student to the instructor, go through the formal process if they really do have an issue, which obviously hasn't happened because they didn't go that route.	Frustrated students went behind his back & over his head

APPENDIX F: THE SOCIODRAMA

ONE-ACT PLAY

CAST OF CHARACTERS:

JOYCE	*A new nursing faculty member in her mid 40s.*
RAY	*An air conditioning faculty/program chair in his mid 30s*.
BEN	*A Computer Information Systems Instructor in his early 30s*.
STEVE	*A Construction Management instructor in his mid 40s.*

SCENE: *Faculty lounge. A center table with four chairs; another round table stage right with two chairs. Stage left a cushioned chair with a small accent table and lamp. A few educational journals lie on the table. Vending machines and a coffee machine positioned upstage. Facing the audience behind the tables hangs a flat screen panel on which digital signage displays messages related to college activities regarding registration, bookstore hours, etc.*

JOYCE and RAY are seated at the center table. JOYCE, an attractive woman in her mid 40s, is neatly dressed in hospital scrubs. She has an air of authority and confidence and speaks quickly and decisively. RAY appears slightly younger dressed in a plaid shirt and jeans. His speech and appearance give the impression of a strong, reliable blue collar worker. When the curtain opens, they can be seen engaged in a relaxed conversation. To their right, BEN is seated at the adjacent table, reading. He is dressed in an Oxford shirt, tie, and khakis. Several pens can be seen tucked into his shirt breast pocket. He looks up occasionally from his book to listen to Joyce and Ray's conversation. STEVE enters stage right, glances at both tables, hesitates, and then heads stage left to seat himself in the vacant chair. Throughout the opening scene, he stares at the digital signage seeming to ignore the conversation and presence of those around him.

RAY: If the industry worked that way then nobody would get anything done.

JOYCE: (*nods agreement*). It's a totally different world. A different language.

(*Behind them, the screen flashes acronyms: SACS, COC, PAR, CLEP, Banner*)

RAY: Yeah, It's totally different than anything in the industry.

JOYCE: There needs to be more of a learning process. You can't go from industry into technical education with absolutely no experience in education, no experience or training in education.

RAY: I had to kind of go back and relearn some of the materials too. Some of the stuff you know but really don't know how to teach. It always came easy for me to work on it but to show somebody how to do it…

JOYCE: It's a totally different perspective. Something that you just don't walk in a classroom and do. *(Pause. Quickens pace.)* How do you know what to teach? What should I teach?' How do you know how to weigh things? How do you know how much time to spend? What's important? What's more important than the other things?

RAY: The teaching aspect of this job has been the neatest part of it. It's the other things that go along with it that has been the hardest. (*STEVE looks up sharply then turns away*.) The problem I've had is finding out information. When I try to know something or find out something it usually takes you 4 or 5 people before somebody can give you an answer. I don't like chasing information and I don't think it should have to be that way. *(Pause.)* If the industry worked that way then nobody would get anything done. (*Shakes his head in disgust.*)

JOYCE: You need some type of education. (*Pause.*) Like learning to build lesson plans. Then to make those lesson plans work. so it's not a thrown together plan.

RAY: I don't know how to do things the correct way. (*BEN looks up from his book and also tunes into the conversation.)* Setting up grade books, going through registration, the proper way to look at test scores, and understand what they really need to take so you don't misadvise a student.

JOYCE: How much training have you had for advising students?

RAY: *(laughs shortly).* About 15 minutes one day, I got with the person who's in charge of that before he showed me how to do it. Before that day, I didn't know how to go on the computer and do it.

JOYCE: You're blind sided. You have in your mind's eye, and I did, well, this is going to be an 8 to 3 job and this is going to be easy. (*Pause.)* I expected to be able to have an easier life.

STEVE: *(speaks directly to audience; other characters do not seem to hear him.*) I have never worked so hard until I started trying to teach.

RAY: You know, it's not a 40 hour work job. I put 50 or 60 a week into the shop. I even took a pay cut to come here.

STEVE: *(direct address to audience)* It's time consuming beyond belief.

JOYCE: Educators are not paid enough. When the HR lady quoted me the salary, I literally laughed. I said, 'You have got to be kidding me!' She said, 'yes, and they've given you all your years of experience. *(Pause. Shakes her head slowly.)* You know, I started from nothing. They gave me some course standards, but it was just a brief synopsis of things that would fit on 3 or 4

pieces of paper. I'm the type of person that I need to be organized, I need to know what I'm doing before I do it so that I can be completely prepared.

RAY*:* The day after I was hired I had an hour orientation where they brought people in and said what position they were in but none of those people are in those positions anymore. They discussed a little bit about policies and procedures and explaining things how they work but it's been very poor. I figure it out through trial and error.

BEN: (*addresses RAY from the other table*). I had to survive the first quarter on my own. Really, I did everything on my own.

RAY: (*nods*). It makes a big difference when someone can give you a little bit of direction.

BEN: *(pulls his chair closer to Ray and Joyce's table).* I never taught before in a classroom setting. I didn't know how to go about it.

JOYCE: There needs to be more in-service training. A lot more on lesson plans and the development of lesson plans. A lot more on just learning the language of education.

(Digital screen flashes phrase "Student Learning Outcome." Continues cycle of earlier acronyms.)

BEN: We have mandatory professional development and yet they don't do anything. It's a show, it's fake.

JOYCE: I attended a crash course on writing lesson plans. You cannot learn to write and utilize a lesson plan in one day, there's no way. In my personal opinion, it was a waste of time.

RAY: In industry, we would have training every week on Friday mornings. We've had one school-wide meeting since I've been here. A lot of the upper bosses here I've never met. I never see anybody I never hear anything. I get everything done through by e-mail.

BEN: I don't talk to my mentor; I don't talk to my colleagues, I just go straight to my dean. I see things that I question and I'm looked at as a troublemaker. *(STEVE looks toward BEN with interest.)*

JOYCE: My biggest problem is working with another instructor who's an educator so you see the weakness there. You know, there's theoretical experience and then there's practical experience. We teach the same students. We share that responsibility. And I don't always get my way. So we decided that we would show the old way briefly, but then we would teach the way that it's really done in industry. *(She looks to both RAY and BEN, as if for confirmation.)* I'm still in that industry. I'm still there.

BEN: The relationship within my department is zero. The administration doesn't listen and the faculty don't care.

RAY: *(shakes his head sadly).* I had no idea that there was this much politics in this type of setting.

BEN: The politics are really hard especially for a new person who doesn't know about the politics. *(He pauses as if he's trying to find the right words to express himself.)* There are two worlds: the classroom world and the college world. When you leave the classroom, it's hell. *(STEVE snorts and turns away again. BEN glances at STEVE, then turns his attention back to RAY and JOYCE.)* When I first started I was so motivated I would work 60 to 80 hours a week. I really enjoyed it and I was a new employee and now I work just the 40 hours a week and I feel sad about that. Like the fire had been diminished in a quarter. *(STEVE shakes his head slowly but still does not face the group.)*

(Long Pause.)

So far I had a bad relationship with my mentor, my dean, and my vice president. None of them show any kind of acknowledgement, only when I do bad. *(STEVE gets up and moves toward the vending machine closer to BEN. Throughout the rest of this speech, it is clear that STEVE has repositioned himself to hear the conversation more easily.)* Here, as far as I can see, if you do your job then they let you go home. If you don't have any complaints, then you're good. When you go to a meeting you have to be quiet and don't ask questions. *(Long pause. Head down.)* If you want to survive here, you go alone.

(*JOYCE and RAY exchange glances. RAY shrugs. STEVE buys a drink from the vending machine and carries it over to BEN's table. He seats himself across from BEN but still slightly separated from the group. He studies BEN for a moment and then addresses him directly.)*

STEVE: I think teaching is almost kind of a drug in a way. It kind of hurts you but at the same time there is something that's going to compel you to teach and keep doing it even though it's painful sometimes.

BEN: *(lifts his head and looks curiously at STEVE).* That's the only fulfilling part. I got into this business to help students.

RAY: The students make it all worthwhile.

JOYCE: It's my responsibility to make sure they're prepared for industry.

STEVE: *(hesitantly*) It's just those few students that really make it really not a nice experience. *(All turn their attention toward STEVE.)*

STEVE: For me, the biggest challenge is the teacher-student relationship. *(He begins again, slowly, and gains speed as he moves through this speech.)* I know I can't be taking any of it personally. I mean, when you do an evaluation you get only a 50-minute deal. I would expect that you can't please everyone all of the time, definitely. And I would expect that you can always improve the way you do things and all that. And that's not the thing. (*Pause*.) What I didn't expect was for people to be doing it behind your back and allegedly coming and presenting

themselves and complaining, without going to the instructor. And they tell me, any student to the instructor should go through the formal process if they really do have an issue, which obviously hasn't happened because they didn't go that route. So anyway, it's just, you know… (*He stops, looks around at the others, self consciously, pauses, and shrugs.)* I'm still struggling as to whether or not in higher education you can actually make a difference.

(All seem to be considering STEVE'S last statement. Stage lights slowly begin to fade.)

JOYCE: *(directly to audience).* My true test has not come yet. Because state boards are after this quarter. That's going to be to me a direct indication of my effectiveness.

RAY: *(directly to audience).* I know I've done a good job when I get phone calls from employers that my students are working well and they want to hire more people from the school.

BEN: *(directly to audience).* That's what drives me all the time, the students. I like it when I see the spark in their eyes.

STEVE*: (Stands. Moves downstage center to address audience).* That's the hardest part, because you really never know. But you hope, *(Pause.)* You hope. *(Long pause. Lights fade out.)*

CURTAIN