The impact of Graduate Study Preparation and Socialization on New Faculty Members Induction into a Research University in the USA

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Abstract

This study identifies the academic and social aspects of new faculty members and examine intensely their preparation and socialization experiences during their graduate study as well as in their first three years as a faculty member, and the impact of these factors in faculty successful academic and profession socialization within their new institutional environment. Results of the investigation indicate that there were many things in common between research's interviewees. Majority of them referred to the importance of graduate study in their transition and preparation for their new positions as a faculty member, including the level of rigor of writing and reading, the essential role of senior faculty and peer support. Also the GTA and GRA position, the dependent instructor, and the committees they had involved with helped them teaching and interacting. Several of them asserted that they had some transition difficulties to the new institution, new city environment, social barriers, and the differentiations in institution and department culture. They complained about the ambiguity of their department and institutional expectations, the competitive environment within the department, and the level of responsibilities, autonomy, and freedom that they did not expect. It is suggested that individuals responsible for new faculty orientation take further steps in helping newcomers feel welcome, comfortable, and easily adapt to their new work environment.

Introduction

The first few years in the academic environment for new faculty members is a time of adjustment or disenchantment. Also it is a period for noticeable intended changes in new faculty interactions and attitudes, changes that might last a very long time in their social and academic life (Tierney & Rhoads, 1993). But the amount and the tendency of change was different from one faculty to another depending on the extent to which the newcomers adapted to the new organization and socialized with other faculty and staff members (Reynolds, 1992). The most compelling evidence is that the interpersonal relationship of socialization, such as mentoring and social activities, within any organization is considered the highest priority for newcomers, specifically for all new faculty (Cawyer & Friedrich, 1998).

More importantly, it is not only the first few years that affect new faculty socialization, but their social and academic interaction within their graduate study also has its influence in new faculty socialization. Researchers state that new faculty started to shape their understanding of their career route from their graduate school experiences or even earlier, which played an important role in faculty academic and profession socialization; even more, the socialization in a certain field or discipline also played a role in their future career (Austin, 2002; Cawyer & Friedrich, 1998). Many studies indicated that although graduate study experience is essential, it is not sufficient to prepare new faculty with the needed socialization and academic skills for a successful integration and smooth organizational entry (Cawyer & Friedrich, 1998; Schrodt, Cawyer, & Sanders, 2003). Therefore, the lack of socialization with the new culture leads to a number of new faculty identifying feelings of isolation and loneliness as well as the experiences of stress, pressure and uncertainty (Austin, 2002; Boice, 1992; Reynolds, 1992; Tierney & Rhoads, 1993; Wilson, 2000).

New faculty are considered one of the most essential resources for any higher education system. Knowing that, the very first years are considered a time for substantial academia growth, as well as affect new

faculty satisfaction and improve retention rates (Tierney & Rhoads, 1993). However, the level of neglect that new faculty encountered from administrators and senior faculty in higher education, and the failures that were faced in the last few decades were considered a result of some serious incidents in new faculty's first few years in a new segment of higher education (Boice, 1992; Meacham, 2002). Moreover, the role that graduate studies play in the successful socialization of a new faculty member within an academic organization is significant. All of these factors inspired this research paper to investigate the academic and social aspects of new faculty and examine intensely their socialization experiences during their graduate study as well as in their first three years as a faculty member. Therefore, this study tries to answer the question of how the new faculty's academic and social experiences affect their successful socialization within their new institutional environment. The paper will use the following four main questions to examine this research question:

1. What made the individuals want to become a professor?
2. How did the experiences that new faculty had as a graduate student help them prepare for the new position in academia?
3. How do they describe their experiences and preparation as a faculty member in their first years?
4. What were some needs and difficulties that they encountered in their first years and how did they resolve it?

Relevant Literature & Conceptual framework

The experience of new faculty and graduate students involved many theoretical and contextual frameworks and the researcher found that it is very important to merge the most critical conceptual frameworks. Research has found a direct impact from these frameworks on both new faculty and graduate students, which the literature has indicated is the mismatch between today's doctorate programs and the student or new faculty's goals, training, and preparation for future careers (Golde & Dore, 2001). Graduate students start their understanding of the faculty profession from their graduate school socialization experience period, not only within the first year as faculty (Austin, 2002).

The National Association of Graduate-Professional Students (NAGPS) conducted a survey of 32,000 Graduate students and indicated

that 40% of the respondents asserted that they did not go through a sufficient training and preparation program in terms of teaching assistances or supervision, curriculum development and public services, and outreach prior to starting their job as an instructor (Austin, 2002; Smallwood, 2001). Re-envisioning or "re-examining," or "re-assessing" graduate education, and specifically Ph.D. students, have been a critical issue in the literature in the recent years. Specifically, preparing future faculty programs including teaching, researching skills, and other aspects of faculty life, have been the leading topic for much pedagogues (Meacham, 2002; Jody D. Nyquist, 2002).

Among these initiatives is the Preparing Future Faculty (PFF) program, which is probably the most recognized initiative in doctoral student development. The main goal of this program is to prepare future assistant professors with a variety of regular faculty responsibilities including research, teaching, and professional services (Gaff, Pruitt-Logan, & Weibl, 2000). PFF was a ten year project, which was applied in four phases by the joint responsibility of the Association of American Colleges and Universities, the Council of Graduate Schools, and it has been supported since 1993 by The Pew Charitable Trusts (Gaff et al., 2000). The goal of Phase I was to develop alternative models of faculty preparation, which were institutionalized during Phase II. And the third phase was established to develop programs in departments of science and mathematics, and Phase IV paralleled the previous phase with the fields of humanities and social sciences (Gaff et al., 2000). This project and other similar programs for developing doctoral students were listed on the PFF site:(http://www.preparing-faculty.org/PFFWeb.Like.htm).

PFF for the most part has three focusing areas in developing Ph.D. students: (1) teaching development programs through gradually independent and complex teaching opportunities, (2) researcher development packages through mixed experiences and mentoring, and (3) guiding them to become a national scholar through service opportunities for department and campus (Gaff et al., 2000). Also, the PFF program focuses on many other aspects of future faculty including " being mentored by one or several faculty at the cluster institutions, participating in high-level graduate seminars on teaching and other

faculty activities, preparing a course syllabus and having it critiqued, being supervised in teaching by excellent teachers, engaging in self-assessment and self-reflection as a teacher and potential faculty member, and assembling a teaching portfolio that includes a statement of teaching philosophy" (Meacham, 2002, p. 25).

Preparing Future Faculty (PFF) students and alumni narrated positive experiences during their program and after they graduated. They perceived deep insights in negotiating the job market which was reflected in a high job position for a number of them after they graduated, which effected their teaching and research skills, helped them to be active in campus and community services, and relatively facilitated their transitions into faculty roles/tasks that they undertake as new faculty (DeNeef, 2002; Gaff et al., 2000).

As Ph.D. students were appointed to a faculty position, they started a new sort of difficulties. They found it was hard to get involved in and understand the new organizational culture due to the differentiations in customs, expectations, and roles they have adopted which they have not prepared for (Reynolds, 1992). They declared that the main concern was competence with the new institution expectation, and anxiety and struggles to define their daily job responsibilities as faculty members, which in turn characterized their first year experiences to be feeling stress, pressure, and uncertainty (Austin, 2002; Cawyer & Friedrich, 1998; Dolly, 1998; Olsen, 1993; Tierney & Rhoads, 1993). Consequently, new faculty complained about steady feelings of isolation by a deficiency of coworker connections, and loneliness (Tierney & Rhoads, 1993; Wilson, 2000)

Understanding faculty socialization is vital to change a number of these previous destructive aspects of new faculty first year experience and in turn improve our academic setting (Mendoza, 2008). To understand the faculty socialization process, which occurs in a different angle of life, we required more exploration in socialization theory. Organizational socialization or "people process" refers to "the manner in which the experiences of people learning the ropes of a new organizational position, status, or role are structured for them by others

within the organization" or socialization is a continuous process from the "womb to the tomb" (Van Maanen, 1978, p. 19).

There are many various types of socialization and many various models, but the research will focus in Rosch & Reich model. Rosch & Reich (1995) developed a four stages model of organizational entry to examine the ways in which academia, as a subculture, selects, socializes, and expresses institutional culture to new faculty entering this culture. They drew their model from theories in faculty development during organizational entry, and from higher education literature on organizational culture and commitment (Rosch & Reich, 1996). The four stages related to their conceptual model are (1) the pre-arrival stage; (2) the encounter stage; (3) the adaptation stage; and (4) the commitment stage.

The first stage (pre-arrival) is consisting primarily of new faculty tendencies prior arriving to a new institution specifically during their graduate study. These predispositions including the new faculty professional socialization identity and role orientation that they obtained through their graduate study education were stable over time. Incoming Graduate students in this pre-arrival stage use these experiences in how they socialized with others within this new organization (Rosch & Reich, 1996). During the graduate years, Ph.D. students are exposed to the patterns and values of the professoriate and gain a strong indication of what faculty life is like. Also, this model draws attention to the chance of what the researchers call resocialization "the notion that an individual is responsive to the socializing efforts of an organization" (Rosch & Reich, 1996, p. 116). Studies indicated that the newly appointed faculty were mainly preoccupied with understanding and meeting institutional expectations, and establishing new peer and senior faculty relationships; however, all of these concerns may be fulfilled by orientation programs that institutions might provide for these newcomers (Reynolds, 1992).

The second stage (Encounter stage) deals with an individual's predeterminations formed during employment period and selection. This stage is highlighting how new faculty predetermine and intermingle concepts about the new organization through interaction with new organization members, especially during the recruitment process and the

early period of learning the organization. These predetermined concepts might contribute to selecting information and perceptions about new organization in form of norms or expectations, which might either support or confuse new faculty roles (Rosch & Reich, 1996). The importance of this stage is that it is the first socialization process from which newcomers build his/her perception about the new organization.

The third stage (the adaptation stage) deals with the exterior socialization processes and identification with a new institution or organization. In this stage new faculty start transitioning into their new institutional environment and may experience a sense of confusion or foreignness. This confusion may result in some sort of sensory overload for new faculty described as "reality shock"; which lead to either assist or confuse them. Consequently, new faculty might interpret the action that they experienced and formulate appropriate, or inappropriate actions to be taken (Rosch & Reich, 1996). This formulation supported by studies proved that the social, intellectual, and physical assistances for new faculty in their very introductory years were vital to professional satisfaction on their new academic life (Schrodt et al., 2003).

The fourth stage (the commitment stage) considers the extent to which the newcomers adapted the norms and values of the new institution's culture. In this stage the level of commitment of new faculty to a new institution is influenced by their personal predispositions and new institution interventions (Rosch & Reich, 1996). These both shape their shared process by which "the newcomer to an organization negotiates his/her organizational role, while the organization provides the new member with the information necessary to assimilate into the work environment" (Cawyer & Friedrich, 1998, p. 235).

These four stages as researchers mentioned have influences in new faculty in their first years, which may build the rest of their career as either difficult or satisfactory. The researcher recognized that while he interviewed some of the participants, a number of them already decided to create his/her personal perspective and decided how he/she should build their relationships with peers and how to develop his/her own research agendas since there is no specific institutional agenda.

Therefore, these practices emphasize the essential role of very first years of new faculty member experiences in constructing their commitment to a new institution and its norms and values, which may last longer.

Research Design and Method

Many studies have been conducted separately on graduate students' experiences or new faculty experiences. However, very few researchers have studied both periods of time for the same cohorts or for those who transfer to research institutions. Therefore, this qualitative study provided in-depth exploration of new faculty perspectives of their socialization in graduate school and in their faculty positions in a research institution, University of Kansas (KU).

Selecting Participants and Setting

Participants, or also called sampling, in any study are considered the most essential part in any qualitative research methods (Maxwell, 2013). The participants in this study consisted of new faculty members who got their Ph.D. in these last three years and started working as assistant professor at KU. I chose new faculty because my study is about new faculty perspectives of their socialization in graduate school and in their faculty positions in a research institution. I utilized the Maxwell technique in picking my sampling. This technique called purposeful selection, in which Maxwell explained as "selecting those settings and individuals that can provide you with the information that you need to answer your research questions is the most important consideration in qualitative selecting decision" (Maxwell, 2013, p. 97). The advantage of utilizing this strategy in this paper that is the best way to achieve representativeness of the setting and individuals selected who are critical to examine the theories that I integrated in this study (Maxwell, 2013).

With this intention, the participants were identified to be new faculty because they are representative of the individuals and fulfil this paper with needed information. Five new faculty members have been chosen to be interviewed, two of them from College of Liberal Arts & Sciences in the Department of Communication while the other three were from three different departments in the School of Education at KU

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(Curriculum & Teaching, Educational Leadership & Policy Studies, and Health, Sport, & Exercise Sciences).

Data Collection

This study employ qualitative interviews, which is the only way to investigate events that occurred in the past and understand study participant's deep insights about specific actions or ideas, which I could not conduct through any other qualitative method (Maxwell, 2013).

Many questions have been generated beside others from the literature as a thematic and dynamic questions that related to the research topic, then the most thematic questions chose as questions related to the interview topic (Kvale, 1996).

As Rubin & Rubin (2011) suggested that interviews research questions should be written in a broad and abstract way that might help in translate research topic into words that assist the research interviewee in responding and discussing the topic thoroughly; besides, some follow-up and probing questions generated to emphasize unclear comments, confused matters that the conversation might be brought up and to keep the conversation going on. Also, after the first interview, more probe questions have been added, which the interviewee used to clarify some of the initial questions. The tree and branch technique method implied by which the research problem split into many parts and each part covered main questions that were transacted as part of the research issue (Rubin & Rubin, 2011).

Data Analysis

After all the interviews had been transcribed, initial analysis identified the repetitions, transitions, similarity and differences, linguistic connections, and the missing data that might be inducted from the transcriptions (Ryan & Bernard, 2003). During this listening and reading protocol, some memos had been written to start the first technique of coding. The analytical proces employed in this paper was a concept-driven coding procedure by which the key thematic ideas categories' codes come mostly from the research literature or from previous studies, so the study themes identified by utilizing the connection strategies that helped in understanding the data (Gibbs, 2008; Maxwell, 2013). After

these analytical process, numerous subtopics developed following the same analytical technique.

Discussion of Research Findings

The most important start is to explain the research themes, which are the three main sections: the new faculty journey to the PhD completion, new faculty time, which has two core subtopics (socialization experiences as new faculty members, and perceptions of the roles of faculty members), and challenges and unanticipated experiences in the first years. Under socialization experiences as new faculty members two subsections were added: formal and informal socialization, which were include some subtopics.

First question is: What contributed to your decision to become a university faculty member?

Three of the interviewees expressed that they did not intend to be a faculty member either because they intended to work in industry "I planned to go into the industry, and work for organizations", or in K-12 because they love teaching "I had been teaching in a preschool and elementary setting before, and I knew that I loved teaching". But every one of them has his own reason in changing his mind to be a faculty member. Two of them mentioned the role of their advisor during Master's or other professor within the department in changing their decision, which indicates the essential role of senior faculty in encouraging and supporting graduate students. One new faculty member had another reason that she expressed her interest in being faculty that she used to teach K-12 students and since she experienced work with research and liked it as an interest in change her mind:

> But I realized that I would not have the energy to teach young kids forever… part of it was that I wanted to teach in a slightly different way. And I also wanted to do research…I really developed an interest in teaching at the college level and getting a PhD….

Practicing and trying new things plays an essential role in decision making and changing for people and that is what some new faculty

experienced in their graduate study which influenced their decision to be a faculty member:

> I never wanted to do research. And then once I started getting into it, I really started to like research ….I wrote a couple research articles and just kind of saw what it was like. And I really liked it….. I decided to start applying to PhD programs.

One faculty member mentioned the role his classmates played in changing his decision to be a faculty member, which stressed the role of peers in faculty:

> There was this kind of culture of everybody passing down the expectations and students setting the expectations…. Look. Here's what you're expected to do…. cohort that was pretty strong, pretty together—three or four of us…. has given us all a sounding board … gives everybody kind of a sense of belonging, and helps kind of get through the intimidation of the whole process…. So the more you can actually work with people and make it less of a mystifying experience to where you're working with folks, and getting help, and not having the pressure on yourself.

Journey to the PhD

In the question about interviewees preparation in the graduate study, the training they had, and the sources that were available for them as well as the role of their advisor in these preparations. Every one of the study participants has his or her unique preparation experiences that help her/him to be prepared for a new position as a faculty member. But the thing that have been noticed all of them taught while they were in graduate study level either as an independent instructor or as a Graduate Teaching Assistant (GTA) which is one of the most essential steps in their preparation. But none of them mentioned that graduate study prepared them to be a researcher rather than their own efforts in class work or conference presentations.

In their preparation journey to be a faculty member, one of them mentioned that the most affected thing in my preparation was:

> The level of rigor in my PhD program—how hard it was, how much we had to write, how many seminars we had to take… exposed to rejection is a big thing… prepared me for publishing and trying to not get down when something isn't accepted.

Others mentioned other reasons:

> Attending conferences and giving conference presentations really helped me to learn how to work independently as a faculty.

> Able to work with students and mentor students is invaluable and has changed my life… I'm a good teacher and consistently get high evaluations from my students.

Teaching and services in graduate level have been considered one of the most critical issues equally important researches in preparing graduate students for their future profession. Majority of the sample of 3500 constant of graduate deans, departments chairs, and advisors asserted that graduate study should change to include more emphasis in preparing Ph.D. students to understand their teaching and serving responsibilities (Gaff et al., 2000). Therefore, number of this study interviewees have mentioned that they taught as a GTA or as an independent instructor

> I have a GTA... I taught intro to sport's management.

> I had a GTA position teaching Spanish basically to freshmen. And then I also had a couple of GRA positions….

> I was an independent instructor… so I was able to teach two different upper level courses… I have done that for five years before getting here.

In the service side of their preparation, faculty members have a slightly dissimilar experience in serving in varied committees. These services for sure have prepared them for the service part in their obligations as a faculty member, which represents 20% of the workload of faculty at KU.

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> I was the coordinator of somewhere around one hundred activities classes a semester I was on the technology committee.
> I served on various graduate student committees.
> I was a member of two researches committee as a students' representative and the curriculum committee.

If it come to research and publishing preparation, interviewees had their own idea. Generally, ether in the literature as will in the result of this study, there were inconsistent complaints about graduate study preparation in both research and publication skills. Doctoral students in many research-intensive universities asserted the need for improvement in their research and publishing skills (Jody D Nyquist & Woodford, 2000).

> PhD program has been more of training for teaching or less intensive on the research side ….
> I did a good amount of research there I think they could have done a better job helping to coach us through the whole publication process…They didn't prepare me as well on the research side… that's where I feel I have a bit of a learning curve.

Also, there is another part of preparation some of the interviewees have mentioned in which graduate study failed to prepare them for:

> I would say if anything were to change, it would be what graduate schools do to prepare students for their faculty job… I do feel like my graduate program failed to address what it means to be a professor--a tenure-track professor.

However, one of the interviewees revealed something interesting:

> No one can prepare you for everything because the environment changes and is different in every setting…
> There are just too many factors that can shape and change your experience.

These efforts in preparing graduate students assessted them to experience easer transition from graduate level to their new position as a faculty member:

> But looking back, going through it has made the transition a lot easier. And the pressure—I think—of being a faculty member and having to publish…I think it's just transferred over… I don't think there has been any new shock… I think it was probably an easier transition for me because the culture is somewhat the same in terms of "here's what were expected to do."
>
> I came prepared to do the duties that I'm expected to do.
>
> I feel confident in being able to put together a course select textbook organize schedule make assignments like that stuff.

New faculty time

As new faculty move to their new position there are new experiences that they might face, which effect the rest of their career pathway. These experiences were social experiences, confliction in their role, and challenges that they encountered which will be the topic of the rest of this section of this paper.

Socialization Experiences as New Faculty Members.

In this section, respondents address the question, " How do you describe and make sense of your experiences and preparation as a faculty member in the first years?"

Orientation

Other than the job interview, new faculty orientation is the first, and often the only formal introduction to the institution. As some of the subjects indicated there was no formal orientation programs at KU but the majority of those interviewed talked about a kind of informal orientation for new faculty. For those who did not have an informal orientation, they indicated they got their information from the handbook that they received after they got their job, colleagues, especially from the department chair or their mentors.

> It wasn't very impactful because I barely remember what we did. But there was a one-morning thing where they went over with us how to sign up for benefits… It was less of an

orientation and more of what they could have e-mailed in a packet.

Some of these interviewees complained about the length of time that he/she spent in these orientations because the information that they got would be better to gain through e-mail rather than official meeting:

I went to twenty welcome receptions it's exhausting and the time commitment to go to 20 events when you are new on a campus and trying to teach new classes and do research it was crazy… It was kind of trained to do undergraduate advising… everything else has been figured out

However, one of them said that:

It's really hard to a one-size-fits-all… I think it would be very beneficial to have a department or even a school level orientation that was very specific to "here's what we have to do."

Mentors

Mentoring relationship, whether it is formal or informal have demonstrated its benefits in a variety of settings and suggest real gains for new faculty members (Boyle & Boice, 1998; Van Maanen, 1978). Mentoring is a minimally necessary support program for new faculty which literature indicated that few institutions conduct in their system or in an effective way (Boice, 1992). In this study, three of the interviewees said that they had a mentor on their department or school that led them through their initial experiences and still helped them academically and personally. One of them identified the department chair was as a mentor, and only one of the respondents talked about a formal mentor in his department, while the rest of them indicated the relationship was primarily informal in nature. Some mentioned that their mentors were senior faculty from their department or outside of their disciplines who had the same research interest or had taken an interest in the success of newer faculty. Other still has a relationship with his previous advisor from other institutions as their mentor.

> I do feel like the senior management is supportive of you. I think for me that support looks like care about what I need to do to get tenure, care about what my experience
>
> We have a wonderful woman…I think she is our office manager who is an administrative assistant to the department…for any new faculty she's your best friend who helps you figure stuff out.
>
> I've continued to keep a relationship with my formal advisor to serve as a mentor.

Literature asserted that protégés involved in either formal or informal mentoring relationships reported higher levels of knowledge of socialization content than individuals not involved in a mentoring relationship (Chao, Walz, & Gardner, 1992); So some mentioned the important of mentoring in their success:

> Having people that are willing to help… have your best intentions in their minds—I think is important.
>
> I feel ill prepared for that I am following the lead of other faculty members… really looking at some guidance from my senior faculty about what my priorities should be and how I can evolve.

Level of Collegiality

When the interviewees were asked to talk about how they found their colleagues, three different perspectives were found. Acceptance, rejection, and indifference were found in the responses. Several of the interviewees felt they had an easy transition into their new department either because the efforts that they spent in building the relationship with others in their initial entree or they found them very helpful. One expressed the luck of collegial support and somehow the feeling of being isolated. Other interviewees felt accepted by their colleagues who made them feel engaged. They talked about integration, belonging, helpful peers and a sense of respect.

> I've had some really good people that have really helped me out and that I really enjoy being around.

> Generally it's a good atmosphere. People are super friendly and nice…I think this is a good environment…there are degrees of competition and competitiveness… every department, every place has that tension.

> There's so many factors that can make a person feel isolated and alone. It's not just race. But race can be a big one

The efforts that they spent in building the relationship with others:

> I did that kind of different when I interview here I specifically asked to meet with black faculty across campus because I did not want to feel isolated.

> I have intentionally asked scholars in the department out to lunch.

> I've tried to make myself part of the department.

> I interact with very much everyone on the department.

Institutional Culture

The way these interviewees felt that they fit into the institutional culture corresponded in many ways with how they were treated by their colleagues. The level of support, the amount of protection, and the responsibility that new faculty played in becoming a part of the culture were the common issues when interviewees talked about institutional culture. However, these feelings were mixed between welcoming feelings in the new culture or experiencing some difficulties to fit in.

> It's a more welcoming place.

> People are nice to each other… they had a couple of new faculty meetings that I went to and they had lunches…and those were nice people.

> I feel part of the school…my experiences within the institution….In my work as very much as what I expected.

However some have their own perspectives about the culture:

> Then you come to a place where people are competing for resources and competing for space and time.

One of those participants tried to describe differences in culture that he noticed in his department or overall institution process.

So one thing is that we have a what I called a gate keeping culture where you have to go through people to get things.

There is also an interesting dynamic between senior faculty and maybe more junior…. you can tell there are extremely different opinions…. they express that is so polite like you don't really understand what's going on…. we have a backdoor culture where a lot of deliberation happens behind backdoor between two or three people.

Faculty Members perceptions of their roles as a professor

The following issues emerged from key respondents' comments about the experiences of new faculty. However, one faculty complained that learning his obligations is a long journey that he should face by himself that he asserted "I've learned the ropes by talking to a lot of people, observing, tripping over the ropes and making mistakes, and reading lots of books" which showed the essential role of individual efforts in learning the robs.

Working with students

Some new faculty expressed their concern working with students was clearly part of their role in preparing and advising them:

I'm trying to work with our PhD students here, I'm still trying to find that middle ground so that they're prepared but also don't hate me and hate their lives when they leave, but at least have a general idea if they transfer to an R1…I'm telling students what they should be doing.

Other faculty members explained the difficulties that they encountered in advising students as a new faculty:

One of the challenges with serving as an advisor for graduate students is that you have to learn so much about the school in order to be able to advise well… I have to learn how to advise these students.

Things I need guidance on how to advise graduate students.

I don't have any solid evidence that says "My training program's going to work for them" because I just started.

However, one of them expressed her surprised that she " was not expecting to have to volunteer for undergraduate advising." Though,

because of his good reputation within student, the chair of her department "asked me to be faculty advisor undergraduate honors society, also, accepted one masters level advisee."

Research

Taking in consideration that faculty members at KU have 40% load research in their work. In discussions with new faculty about research surfaced as a critical responsibility of faculty load, some admitted, whereas some found that not the case at KU. One of them did not know what the institution expectation about research " like how much do I have to write? And how many publications do I need to do this, and this, and this."

Nevertheless others consider that one of their freedom to choose what they want to be look like as a scholar and consider that part of his/her responsibility, they over admitted that KU care more about teaching rather than searching as a faculty load.

> I have to establish my research and who I am…from the very beginning you have to establish who you are and what you do… I'm proud of the fact that I'm beginning to have an idea of the kind of research I'd like to do and how it could fit in the programs.
>
> I'm confident in my ability to design a project and execute that project so to recruit participants to conducting interviews and data collection and I had to do ethnography and analyze but in terms of actually getting that thing accepted into publication…I have 14 deferent manuscripts that are close but not ready…I know what good research looks like and I know I could pull from a skills set that I have… goal last semester is to get three things under review one of those three things was accepted for publication.

The last participant nevertheless he has a clear plan in publishing some research he has some concern "the research taking a lot of my thinking time that I would not expected…I published one publication, and I had three subsequences research ready to publish."
One of the most important interesting issues in the view of faculty

member was research resource and grant "There are new faculty grants that are available so there is money that is available for research." "I think in terms of resources for research, those needs were met very highly."

Teaching

For the most part, new faculty brought with them some experiences in teaching and they over all have their interest in being a teacher, which built in their graduate study period, as I mentioned in the graduate preparation section.

> Teaching-wise, I felt that I didn't need that many resources. I felt pretty comfortable as a teacher.
>
> Teaching is on the job training…they give me classes to teach, I teach them, I spend time writing, and then I advise students.
>
> I taught a 2-2 load in my whole graduate career, which is the same load I'm teaching now.
>
> I had long experiences teaching…it one of my strength.

On the contrary, some complained about some unclarity and difficulties that they encounter in some teaching method "we do a fair amount of teaching online and I would like some training in that…how to work with TA's"

Service

In the discussion about expectations for tenure they asserted that service as a workload should be in the least of a new faculty member's worry. KU defied faculty workload by 40% teaching, 40% research, and 20% services. However, the amounts of services differ from one faculty to another depend on his interest and his aspiration in building relationship with his colleagues in the department.

> I was a chair of the committee.
>
> I was in a search committee for a new faculty member… awards committee so that's strange trying to learn like assess graduate student activities and research and teaching…I am working with adjuncts to redesign some of the courses to redesign some of the courses with the undergraduates I am surprised... I joined a dissertation committee this semester.

I speak my mind in the school committees…I am a member in more than one committee.

Challenges and unexpected experiences in the early period

New faculty experiences many challenges in their first years, which might impact their socialization experiences in the new university. In this section, respondents address the question, " During your first year as a faculty member at KU, please describe a need that you had that was met or not met in a particular way?"

The Challenge of understanding the expectation and the role

Many of new faculty asserted that the essential role of having a clear departmental and institutional expectations in their success, and in their tenure-track faculty. And, also some complained about the unclarity in what the department or institution expectations are which added load in their work searching and asking about what they should do.

> I think a clear set of expectations is important …and I think a clear set of expectations and resources are probably the two most important things…every day you thinks somebody's going to walk in and go, "The gig's up on you. I know that you're not very good at what you do…you don't know the expectations.
>
> How we're measuring publications, how we're measuring service, how we're measuring teaching—I wish it was less subjective and more spelled out.
>
> I still want them to see me as a community player as a team player as someone who is contributing, and I don't know how much is enough or how much is too little.

The Challenge of Research

Number of the interviewed experienced difficulties in conducting research either due to the lack of institution or department expectation, or the lack of resources.

> You're supposed to set your own expectations and do your own research… Like how much do I have to write? And how many publications do I need to do this, and this, and this…how does my one publication compare to a publication in this department
>
> So I do feel more pressured to establish my research and to have freedom in that area

I feel like I need more support chasing grants.
I was not expected that the research and scholarly writing as intense as it in reality…lack of research grant.

Autonomy and Academic Freedom challenges:

Participants emphasized the independence of faculty members. In all cases, autonomy was viewed as inherent to being a faculty member. However, there was somewhat complained about the unexpected amount of academic freedom. And, others declared that it was one of the advantages of being faculty members.

The level of autonomy is much more than I thought it would be…you should budget your own time and write what you want to write…come from this strict grad program where you're going to do this and this and this then all of a sudden you have all this freedom. And I've seen people struggle with that

I'm proud of the fact that I'm beginning to have an idea of the kind of research I'd like to do and how it could fit in the programs.

Attending conferences and giving conference presentations really helped me to learn how to work independently.

Challenge of socialization

Some of the participant complained about their socialization within the department, which influenced their engagement with colleagues and administrators. Even one of them expressed being isolated as a result of the lack of socialization preparation or because of the unwelcoming way from some colleagues within department or school. Boice (1992) in his four-year study new tuner faculty declared that new faculty would feel comfortable only if they find social support from their colleagues. Finally, one faculty member criticized the weather in Knsas which in some degree affect his socialization.

I hope that they were prepared me for how to integrate into the faculty.

People see me as a black person first and an academic

second…it is your job to make sure that you protect yourself…so the issue of race is always there...one of my challenges as one of few black people here is all about me having to say, "You know, one, two, and three. It's all about my work. And if what you want to talk about has something to do with my work, then come talk to me…but if what's concerning you is something that is having to do with my race, we're dealing with a completely different category…so that's an area of my job that's hard.

That change in environment, that change in routine of life, leaving all my family and friends behind has been so exhausting.

The expectations are there and that's hard…so race colors everything… the most and kind of impact everything are the social needs… Are people asking me to do this because of race, or because they think I'm interested, or what's the element here? And the truth is yes, yes, and yes. It's all of these things.

Perceptions of Success and Validity

In this section, respondents address the question "What has made you feel valued as a faculty member at KU?" they responded:

I think that's certainly something that I debate…you know to see students learn, and get better, and become better writers. I think that helps…I think I'm still trying to figure out how I can feel validated by publications.

I'm teaching an undergraduate course… I'm doing it in an area that is not my strongest area with students whose backgrounds I don't know… And so I'm really proud of what I have learned in a short period of time.

We are doing these interviews for the new faculty position… I have asked to lead the interviews…I've been asked to do a guest lecture in a graduate seminar that's validating… I've had several graduate students come in and reach out to me… I've guided him through a lot of his things on his

dissertation.

Getting published.

In sum, nevertheless new faculty members in this study have been facing many difficulties that might prevent them of productivities; they have been working hard, skipping over any obstacles that they have been facing. They did that to gain their colleagues acceptance, to engage in their culture department, and to seek their tuner track pathway.

Conclusion

Qualitative research as an observational and interviewing method allows researcher to identify a small detail in participant's naturalistic context and specifically their daily life habits. Such research methods help in paying attention to things that would not be recognized without such intentional observational way, in order to examine any context. Usually, the researcher is the instrument of the study, which raises many ethical issues including controlling the researcher bias and stress distinguishing his opinion form reality. Qualitative research experience helps diving deeply into the research problem to explore it from different perspectives in order to have greater insight to a potential solution, and gaining more knowledge and a deep understanding of qualitative methods

In general, there were many things in common between research's interviewees. Majority of them referred to the importance of graduate study in their transition and preparation for their new positions as a faculty member, including the level of rigor of writing and reading in their PhD program and their efforts in overtaking these barriers. Also, they mentioned the essential role of senior faculty support, and peer support. The position they had as a GTA, GRA, dependent instructor, and committee member have helped them teaching and interacting with undergraduate and graduate students with necessary confidence. Several of them asserted that they had some transition difficulties to the new institution, new city environment, social barriers, and also the differentiations in institution and department culture, and even for one of them the experience of racism. They complained about the ambiguity of

their department and institutional expectations, the competitive environment within the department, and the level of responsibilities, autonomy, and freedom that they did not expect.

Academia is full of politics and bureaucracy, which makes it hard for everyone to be involved as it should be. As a faculty member, it is your responsibility to interact with others, build the relationship with your colleagues and leaders, ask for answers for ambiguous issues, search for resources and funds, and do things in your own way. Also, it is faculty members turn after all to teach their students these experiences, because it might support them for a successful transition to the new faculty position.

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