

THE SOCIALIZATION PROCESS OF NEW COLLEGE FACULTY  
IN FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION

by  
Margaret Lichty

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APPROVED:

---

Daisy L. Stewart, Chair

---

Susan Asselin

---

Gloria Bird

---

Jimmie Fortune

---

Betty Heath-Camp

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Blacksburg, Virginia

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(ABSTRACT)

The purpose of this research was to examine the socialization experiences of new family and consumer sciences teacher educators, including their interpretations of career preparation, their first job, socialization during the first year, continuing socialization and career development, and respondents' recommendations for improving the socialization process. Organizational socialization provided the theory base.

Telephone and personal interviews were conducted with ten female family and consumer sciences teacher educators who held positions in comprehensive and research institutions across the country. The constant comparison method was used for analysis of the data.

Results of the study revealed that graduate school professors provided the role modeling participants believed was crucial in preparing them for their future career. Participants who had challenging and relevant coursework and opportunities for a variety of professional experiences during graduate school felt they were well prepared for their faculty roles. However participants for whom this was not the case felt their transition to a faculty role was much more of an overwhelming and unhappy experience.

New faculty orientation sessions and career development facilitated success at the university level, while department chairs and faculty peers provided support at the department level. Inhibitors of respondents' success included feelings of being overwhelmed with their workload, inability to balance professional and personal lives, and department pressure to conduct research and publish articles. Overall, participants indicated that lack of time was the primary inhibitor of their success. In spite of the

overwhelming feelings of confusion, frustration, stress, and unhappiness during their first year in their new role, respondents reported that their second year was more positive.

Implications for improved practice include examining graduate program coursework to ensure relevance and application and including opportunities for increased responsibility in professional experiences related to teaching, research, and professional service. Departments with new faculty should provide opportunities for new faculty to meet both formally and informally with the department chair to discuss policies related to promotion and tenure. Further research could be done to examine the socialization experiences of new faculty in other areas of family and consumer sciences and vocational education to determine similarities or differences.

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## CHAPTER 1

### Introduction

The pre-tenure years for college faculty are a period of organizational socialization, when faculty adjust to the expectations of their new roles. Depending on what happens during the socialization period of new faculty, they may adapt very successfully to their new environments, becoming effective organizational members. However, they may also adapt poorly, becoming cynical and adopting values, attitudes, and behaviors at odds with the organizational culture (Baum, 1990).

According to Mezei (1994), most new, full-time faculty in the college setting experience their first year as exhilarating, but highly stressful. They face the challenges of teaching under-prepared, ethnically diverse, and nontraditional students (Roueche & Roueche, 1993). Whether they have had previous teaching experience at the college level or not, they find full-time teaching to be more demanding than they anticipated (Sorcinelli, 1988; Turner & Boice, 1987). The students are less well-prepared than the new faculty believed they would be. Their workloads are typically heavy, and class sizes can be large (Fink, 1984; Sorcinelli, 1988).

The security of a new faculty position is tenuous at a time when financial cutbacks are resulting in faculty lay-offs that tend to operate on a “last in, first out” basis. The probationary period may cause some faculty to believe that they have less power and autonomy than they may actually need to feel effective in their new positions (Sorcinelli, 1988). As with all other professionals, personal and family pressures compete with work requirements to add to faculty members’ feelings of never having enough time.

One of the many responsibilities of college teacher educators is student recruitment. Studies of the national and state supply of secondary family and consumer sciences teachers reveal serious shortages (Miller & Meszaros, 1996; Mimbs, 1996). It is imperative that teacher educators are able to fulfill their commitment to teaching, research, and service, and still have the time and resources for successful recruitment of new students (Gritzmacher, 1997).

Literature on new and beginning faculty tends to be based on teachers who have come straight from graduate school to teach in a university setting. Their issues, such as tenure anxiety and establishing a balance between research, scholarship, service, and teaching, may be somewhat unrealistic when looking at them from a graduate student's college teaching experience (Boice, 1992; Schuster & Wheeler, 1990; Sorcinelli, 1992).

In reality, many college faculty do not fit this new teacher profile. Many are not young and are not new to teaching or even to that college, but instead are arriving at mid-life. It is possible that some new college faculty are coming from a career in secondary teaching or in business or industry, where they had established self-concepts and reputations as professionals.

What all of these new assistant professors have in common is that all are at a point of significant transition in their lives as they enter into a full-time college teaching position. For some, it may be a transition of settling in to a first-time career, while for others the transition may represent a serious career shift, with all the stresses and anxiety that accompany any risk-taking behavior and change (Levinson, 1978).

The entry and socialization of newcomers play a significant role in the performance of any organization (Henderson, 1994). The socialization process takes on even greater importance in educational institutions, which have comparatively loose linkages and little direct control over professional-level employees (Henderson, 1994). Higher education faculty often experience organizational entry as a painful and difficult process, as they struggle with unclear performance expectations (Boice, 1992), isolation from potentially helpful peers (Boice, 1992; Fink, 1984; Whitt, 1991), and lack of skills and resources for learning the complex task of teaching well (Boice, 1992).

“Learning the ropes” of being a college faculty member can occur naturally as an informal process, or it may happen as a result of a formalized induction program already established at the university, college and/or department levels. Studies have shown that as professionals in secondary education begin their teaching careers,

established induction programs prove to benefit their professional growth and development, shortening their transition period (Heath-Camp, B., Camp, W. G., Adams-Casmus, E., Talbert, B. A., & Barber, J. D., 1992). However, few higher education institutions actually develop and maintain programs for effective organizational entry and organizational socialization (Roueche, J. E., Baker, G. A., OmahaBoy, N. H., & Mullins, P., 1987).

In the field of family and consumer sciences teacher education, the last twenty years have not shown much change regarding faculty turnover or attrition; however, that tide may soon be changing as increasing numbers of professors leave their careers for retirement (Kellett & Beard, 1991). Because of the severe teacher shortage at the secondary level, student recruitment is one of the many important tasks new college faculty are being asked to manage (Gritzmacher, 1997). This comes in addition to the already stressful “publish or perish” environment of being a faculty member in a research university. In addition, colleges face the challenge of finding ways to engage the talent and enthusiasm of new faculty while supporting them through the period of orientation and socialization into the academic culture of the university.

Low enrollments in teacher education programs could jeopardize the existence of those same programs. The *National Directory of the Family and Consumer Sciences Division of the American Vocational Association* (Campanis & Kreutzer, 1998) provides information regarding the total number of graduates in undergraduate and graduate programs of colleges and universities. The numbers of graduates in recent years have been decreasing, with many institutions showing one or none in the 1996-97 school year.

As institutions of higher learning seek to maintain excellence in teaching to meet the diverse student needs and economic demands of the future, administrators must find ways to nurture and support new faculty so that they become vital and productive members of the academic community throughout their professional career. As Myers (1980) pointed out: “The quality of any institution of higher education can be linked to the quality of its professoriate” (p.3).

## Statement of the Problem

Research is needed to understand the socialization process of new faculty, in order to provide better preparation for and smoother transition to their new positions. Historically, in family and consumer sciences education, teacher educators have not been a primary focus of research (Chadderdon & Fanslow, 1996; Nelson, 1982). This lack of research on teacher educators was also evident in *the Review and Synthesis of Research in Home Economics Education* (Redick & Gritzmacher, 1986); however, the importance of teacher educators is not disputed. The satisfaction and support teacher educators feel regarding their work affects their interaction with and preparation of preservice teachers, which in turn affects future programs and students.

## Purpose of the Study

The purpose of this study was to examine the perceptions of tenure-leading family and consumer sciences teacher educators in four-year institutions as they experienced the socialization process into college teaching. Included will be their interpretations of career preparation, the first job, the first year of socialization, continuing socialization and career development, and their recommendations for improving the socialization process.

## Research Questions

This study sought answers to the following research questions:

1. What were the socialization experiences of family and consumer sciences teacher educators who began their college teaching careers after 1990?
2. How were the perceptions of socialization experiences similar and different among new college faculty members in family and consumer sciences teacher education?
3. How did the perceptions of tenure-leading family and consumer sciences teacher educators regarding their socialization experiences relate to aspects of organizational socialization theory?

## Significance of the Study

Understanding family and consumer sciences teacher educators' induction experiences and how they felt and thought about those experiences may provide

insight into how the socialization of new college faculty takes place. No research has been found on this aspect of family and consumer sciences college faculty socialization. The results of this study may serve to improve the educational programs for teacher educators and will indicate areas in which institutions need to improve their new faculty induction process to facilitate job satisfaction and productivity.

If new faculty in family and consumer sciences experience a smooth socialization into college teaching, they may feel a higher level of satisfaction with their career decisions, which could result in increased productivity in terms of recruiting, retaining, and certifying quality teachers, service to the community and the profession, and informed research to support family and consumer sciences professionals in the field. A description of the socialization process of new family and consumer sciences college faculty will be provided as an outcome of the study.

#### Definition of Terms

Enculturation - the process of an individual becoming part of a new or different culture, experiencing something other than what was known in the past.

Family and consumer sciences - the service area of vocational education which is based on the mission of improving individuals, families, and society. It was formerly known as home economics.

Induction process - the orientation or beginning experiences that serve to help an individual become familiar with and knowledgeable about a new job or position, such that of as a university professor.

Junior faculty - the newer, non-tenured faculty members in an educational institution who have less experience, as compared with the older, more experienced and more senior members of faculty.

New faculty - the recently hired, less experienced, and often non-tenured faculty members of an educational institution.

Organizational socialization - the process of becoming part of a new group, such as a club, institution, business, a corporation, or an organization.

Productivity - the level of work output from college faculty, measured in terms such as increased enrollments, research conducted, articles published, and students licensed as teachers.

Recruitment and retention - the tasks assigned to faculty members to identify individuals with desirable qualities for enrollment, and then provide a quality program to encourage individuals to remain in the program until completion.

Teacher educator - the faculty member whose primary responsibility is to teach their students how to teach a particular subject area in academia.

Tenure-leading - the years of service in education before a teacher or professor has earned tenure.

### Delimitations and Limitations of the Study

The following delimitations and limitations are described.

#### Delimitations

1. Interviews were conducted with vocational teacher educators from only one service area—family and consumer sciences.
2. The participants in this study were delimited to those tenure-track, full-time family and consumer sciences education faculty members whose major responsibilities included at least one teacher education class.
3. Interviews were conducted with new assistant professors who began their positions later than 1990 in order to facilitate the recall of a variety of responses regarding induction experiences from different time periods during the new faculty members' pre-tenure years.
4. The researcher made a decision to conduct both telephone and personal interviews. Of the ten interviews, three were in person and seven were conducted on the telephone.
5. The participants were chosen purposively, rather than randomly.

#### Limitations

1. Information to be analyzed will be limited to the responses of the teacher educators in family and consumer sciences who agreed to participate in the interviews.

2. Responses from the three personal interviewees included both verbal and non-verbal interaction, whereas telephone interviews were limited to verbal interaction.
3. The study was limited by the ability of the faculty members to accurately reflect on and relate their perceptions of their socialization experiences over the past eight years.
4. Findings cannot be generalized to all new family and consumer sciences teacher educators because only ten interviews were conducted and participants cannot be said to be representative of various characteristics of the larger group.

### Summary

New college faculty are faced with responsibilities of teaching, doing research, and being involved with community projects, as well as advising students and serving on numerous college and department committees. Changes in higher education compound the problem by increasing job responsibilities such as recruiting new students and creating restructured working environments.

The socialization process of new college faculty can be a positive experience or one filled with confusion, isolation, and frustration. College induction and orientation processes for new college faculty exist in a variety of tactics, and are facilitated by numerous socialization agents.

No research was found on the topic of new college faculty members in family and consumer sciences teacher education. The purpose of this study was to examine the socialization experiences of tenure-leading family and consumer sciences teacher educators. Results of this research will serve to contribute to the literature base on the socialization of new college faculty, and will provide information to graduate programs, departments of family and consumer sciences teacher education, and college administrators and supervisors.

Chapter two includes the examination of literature regarding organizational socialization specifically as it relates to the socialization of new college faculty.

Theoretical frameworks will be discussed, as well as elements of the socialization

process, and studies focused on new faculty socialization in four-year institutions. Chapter three provides information regarding the research design, selection of participants, data collection procedures, analysis of data, and validity and reliability considerations. Chapter four reports the findings of the study as they relate to the perceptions of the interview participants, including quotations which bring the findings to life. Chapter five relates the findings to the existing literature base regarding socialization theory, provides conclusions of the study, and offers suggestions for application of the findings and further research to be done.

## CHAPTER 2

### Review of Literature

An examination of the literature reveals theory and research in the areas of organizational socialization theory and the socialization of new college faculty. Following a conceptual overview of organizational socialization, this chapter will examine influences on newcomer socialization, theoretical models of organizational socialization, research studies on the socialization process, and implications of socialization research.

### Organizational Socialization

Organizational socialization is referred to by researchers and other authors as a process through which individuals acquire the knowledge, skills, norms, attitudes, and values associated with roles in society (Schein, 1968), and is a process whereby one adopts values, norms and social roles (Bess, 1978). Although Van Maanen and Schein (1979) refer to it as “the process by which one is taught and learns ‘the ropes’ of a particular organizational role” (p.211), the socialization process usually continues throughout the individual’s career (Katz, 1980; Van Maanen & Schein, 1979). According to Feldman (1981), it is “the process by which employees are transformed from organization outsiders to participating and effective members” (p.309). Schein (1968) defined organizational socialization as “learning those values, norms, and behavior patterns which, from the organization’s point of view or group’s point of view, is necessary for any new member to learn” (p.54). This learning is defined by Schein as the price of membership.

Other authors agree with Katz (1980) and Van Maanen and Schein (1979) regarding the continuous, gradual, lifelong, and developmental elements of the socialization process. Beginning in childhood, socialization continues throughout the life cycle as one is socialized to the roles of student, employee, spouse, or parent. Each major role during an individual’s life requires some socialization. Another element includes the reciprocal learning process because changes occur both in the individual being socialized and the socializing agents (Tierney & Rhoads, 1993). Because socialization begins when individuals enter or cross boundaries within

organizations, such as during promotions or other role changes, socialization may occur frequently throughout one's career (Van Maanen, 1984).

Supporting Schein (1968), other authors believe socialization promotes learning of organizational and group goals, norms, values, and culture (Feldman, 1981;) and work skills or tasks (Feldman, 1981; Turner, 1981). Individuals learn the norms, organizational structures or hierarchies and processes, policies, history, and traditions of the group. This involves learning rules, informal networks, and customs associated with the group, and also learning how to interact with colleagues and understanding group norms and processes.

Using qualitative methods, Reynolds (1992) conducted a study to examine social adjustments made by junior faculty in a research university, and found their experiences fell into two categories: socialization and acculturation. Socialization, according to Reynolds, described the experiences of individuals whose initial world view was generally compatible with the environment they faced after entering the institution. Acculturation consists of a much more demanding process experienced by new faculty, whose initial world view is extremely different from the reality of the institutional environment. The situation of these faculty members is similar to that of a minority group member in a new culture, and is also related to the concept of reality shock, described by Louis (1980b). New faculty members undergoing acculturation, according to Reynolds' definition, may be less likely to survive in the organization than those who are undergoing socialization.

### Socialization Tactics

The process of socialization may occur in one of many ways, including orientation, training, education, and apprenticeship programs. Other tactics are utilized for socialization such as mentor-mentee relationships, professional organizations, observation of role models, interactions with supervisors and colleagues, organizational literature, and trial and error (Bragg, 1981; Louis, Posner & Powell, 1983; Schein, 1988). Employers and family members are also socializing forces (Weidman & Stein, 1990).

Research illustrates the importance of collegial interaction. Peers can influence the socialization process by providing or withholding information until the newcomer is accepted (Schein, 1988). Bragg (1981) studied the socialization of department heads at one university, and found that interaction with other administrators, specifically pairing of more experienced administrators with lesser experienced administrators, was the most important method utilized to learn the administrative role.

Business school alumni from two colleges were surveyed by Louis, Posner, and Powell (1983) to determine the extent to which socialization in their first full-time position occurred and how effective it was, in relation to job satisfaction, commitment, and intention to stay with the company. They found that interactions with colleagues and supervisors strongly contribute to the socialization process. Peers, senior co-workers, and supervisors were the most available and helpful socialization tactics. Daily interaction with peers was the most important factor in helping newcomers feel effective in the organization. Interaction with peers was available to more respondents.

As part of their framework for studying the socialization process, Van Maanen and Schein (1979) developed six dimensions of tactics, or approaches, for persons experiencing a socialization process. They are presented in pairs of opposites, but they could also be thought of in terms of continua:

1. collective versus individual settings
2. formal versus informal socialization procedures
3. sequential versus random processes
4. fixed versus variable timetables
5. serial versus disjunctive relationships with prior role-holders
6. investiture versus divestiture of prior individual characteristics

The first dimension contrasts group and individual socialization. The collective process occurs when a group of newcomers or employees experience a set of activities or experiences together, which sometimes fosters a peer-group mentality. In this way, the individuals learn from each other as well as from the designated socialization

agent. In the individual setting, the newcomer is socialized singly and basically away from the other members of the organization in a unique set of experiences. Complex roles and managerial roles utilize this method of socialization.

In the formal vs. informal process dimension, the degree to which newcomers are separated from the more experienced members of the organization determines the process. In the formal procedure, newcomers are segregated from the experienced members so that they will learn the attitudes, values, and protocol that are deemed desirable for that organization. New employee orientations and special training programs employ this strategy. Influencing newcomer attitudes rather than learning skills, and evaluating the levels to which the newcomer is committed and encultured are goals of this process. Informal socialization processes integrate the newcomer with more experienced members of the group, and do not distinguish the newcomer's role from that of the other members. Informally socialized members are basically accepted as part of the group from the start, and are not viewed as someone with newcomer status. In this process, however, the members need to select their own socialization agent.

The sequential vs. random processes dimension refers to the degree to which newcomers have a specific, identifiable set of steps to undergo before they reach the next boundary passage. When the process leading up to the target role is explicitly outlined and is understood and followed to the letter, it is termed sequential. But when the steps leading to the target role are continually changing, vague, or unknown, the process is called random.

The existence of a timetable for the process of reaching the next boundary passage is the element that determines whether the process is fixed or variable. Fixed processes have a set amount of time associated with them that is clearly understood by the newcomer and is followed by the organization. The variable process gives no clear guidelines to a newcomer about when to expect a boundary passage, or if one even exists.

Van Maanen and Schein (1979) describe the degree to which newcomers are expected to invent or re-invent their own roles in the serial vs. disjunctive dimension.

The serial process involves experienced members of the group who groom the newcomers to assume similar roles. Mentoring is an example of this process, with the mentor coaching and modeling through early stages of the new position. Disjunctive socialization occurs when the newcomers have no mentors or role models, because they are unavailable or they are deliberately not provided. Newly created roles will inevitably be experienced as disjunctive socialization. Additionally, organizations may desire this process when newcomers are brought in for the purpose of changing the culture of the organization or breaking with the past.

Investiture vs. divestiture processes relate to the degree to which newcomers are welcomed into the organization for the attributes they already possess or are pressured to discard existing attributes in favor of new ones promoted by the organization. In investiture processes, the organization's design is to build upon the skills, values and attitudes the newcomer brings to the new position, enhancing the newcomer's self-esteem. At the other end of the scale, divestiture processes are deliberately designed to deny or call into question some of the newcomer's personal characteristics. Military boot camps are an extreme example of this process, one which is thought to raise the stakes for membership because of the required commitment to the organization's values and culture.

Wanous' (1980) model focuses on socialization strategies: training, education, apprenticeship, debasement experiences, and cooptation. Training provides the newcomer with specific skills and knowledge necessary for successful job performance. Education teaches the organization's specific policies, procedures and norms to the newcomer. In apprenticeship, a newcomer works closely with an experienced mentor, an insider. Debasement experiences consist of one of two forms: the "sink or swim" assignment of a job with very little role definition or support from the organization, or the "upending experience." Upending shakes the new member's self confidence by either assigning more menial responsibilities than were expected or giving a massive responsibility which would guarantee an early failure with the assignment. The final strategy, cooptation, involves the influencing decisions made by professors, giving them the illusion that the professors control their own destinies. An

example of this strategy is to limit resources for faculty travel, but to provide release time from teaching for faculty who want to develop curriculum (Wanous, 1980).

### Outcomes of Socialization

Organizations would not invest time and money in socialization tactics unless they had certain advantageous outcomes in mind. Some organizations have unique goals, but others are probably general in nature, such as effective performance and adoption of organizational values and attitudes. In 1986, Fisher proposed a broad range of outcomes based on his research, which included changes in attitudes, beliefs, personal values, behavior, and knowledge of the organization, group, and job.

Wiedman and Stein (1990) also proposed that aspirations, professional status, identity, and commitment are outcomes of the socialization process. Feldman (1976, 1981) identified a number of behavioral and affective outcomes of organizational socialization. The affective outcomes included general job satisfaction, internal work motivation, and job involvement. Suggested as behavioral outcomes were the ability to carry out role assignments dependably, remaining with the organization, and innovation and spontaneous cooperation to achieve organizational objectives that exceed role specifications.

Other researchers have taken a more specific approach to analyzing the outcomes of the socialization process. Van Maanen and Schein (1979) predict that as individuals learn new roles they will tend to adopt one of three basic stances: (a) custodial, becoming caretakers of the status quo—not “rocking the boat;” (b) content innovation, aggressively seeking new ways of challenging the knowledge base or strategies traditionally used in the role; or (c) role innovation, completely changing the mission or purpose of the role itself. The outcomes are presented as separate, distinct stances, but they could be viewed as a continuum, with custodial at one end and role innovation at the extreme opposite end.

Van Maanen and Schein (1979) have proposed relationships between their tactics model and the outcomes just discussed. They predict that custodial responses will arise from the socialization processes which are sequential, variable, serial and divestive; content innovation will tend to come from structures which are collective,

formal, random, fixed and disjunctive; and role innovation is most likely when the socialization process is individual, informal, random, disjunctive and investive. In addition, the authors recommend that administrators design their socialization plan to achieve the desired stance toward the new role.

Still other researchers emphasized commitment and loyalty to the organization as the most important outcome of socialization. Buchanan (1974) identified three components of commitment as: identification—the adoption of the goals and values of the organization as one’s own; involvement—psychological immersion in work activities; and loyalty—affection for and attachment to the organization (p.533). Having a significant impact on commitment were factors such as years of organizational service, social interaction with peers and superiors, job achievement, and hierarchical advancement.

In agreement with Buchanan (1974), Schein (1968) suggested that fostering commitment is one of the most important goals of organizational socialization, and designed a model to support his theory. Two tactics involve “manipulation by guilt.” When organizations invest effort and time into socializing new members, an expectation of being repaid by loyalty, hard work, and rapid learning is reinforced. Another strategy is to encourage a series of small behavioral adjustments that newcomers can only justify by adopting the organization’s values. Other tactics rely on gaining a newcomer’s acceptance of general ideals such as “working for the good of the company,” and on initiation rites newcomers must undergo before being accepted as full-fledged members.

#### Influences on Newcomer Socialization

Another aspect of the socialization process relates to the events and the people that are likely to have a strong influence over socialization outcomes. Three important influences on newcomers are anticipatory socialization, the nature of the newcomer’s experience upon entry, and socialization agents selected by either the organization or the newcomer.

### Anticipatory Socialization

Anticipatory socialization is associated with the learning of norms and values of a particular profession that occurs prior to one's organizational entry as a new member. Adherence to these norms may prove to be either functional or dysfunctional for the organization (Fisher, 1986; Van Maanen, 1976). Schein (1968) found that organizational and professional value systems may contradict each other, causing conflict especially for newcomers recruited straight out of graduate schools as they struggle to reconcile conflicting loyalties. Fisher (1986) noted that other influential factors become sources of information and expectations about the organization during anticipatory socialization. Examples of these factors are personal expectations of the career and messages received from family, friends, the media, and organization recruiters and representatives. Newcomers carry their anticipatory socialization experiences with them as they enter an organization and begin to search for clues that will help to reduce their uncertainty and anxiety.

### Nature of Newcomer's Experience on Entry

Newcomers to academia are concerned with learning their role and understanding the culture of the institution, the discipline, and the academic profession (Berlew & Hall, 1966; Buchanan, 1974). A model developed by Louis (1980b) described the newcomer entry period as one of making sense from uncertainty about organizational culture. It emphasized the inevitability that some aspects of the new environment will surprise newcomers, no matter how realistically they have been prepared. He found that three features of newcomer experience are change, contrast, and surprise. "Change" refers to the objective differences between elements of new and old settings. These changes would be more obvious for newcomers making a transition from school to a first job than for people who are changing from one job to a similar job in a work organization. "Contrast" refers to the perceptions of differences of newcomers between old and new settings. For example, two newcomers making the same transition will focus on different areas of perceived contrast. "Surprise" describes newcomer reactions to differences between anticipation and actual experiences in the new setting.

Newcomers cope with experiences involving change, contrast, and surprise by attributing meanings to them, or engaging in “sense-making.” Newcomers must rely on experiences in other settings for their interpretations of events because they lack experience in the new environment and history of the organization concerning specific issues. They haven’t had the time to establish relationships with other insiders with whom they could compare their perceptions or interpretations (Louis, 1980b, p.284). According to Louis, access to insider knowledge is a critical element in socialization, and organizational insiders may play a crucial and influential role in helping newcomers understand the organization and the way it works.

A related topic to socialization and role achievement in recent literature is that of proactivity of newcomers in pursuing knowledge of their new environment and role (Reichers, 1987). Reichers suggests that socialization occurs most rapidly when both groups actively pursue it. Morrison (1993) found that new accountants who sought out information were highly correlated with four measures of socialization: task mastery, role clarification, social integration, and acculturation, which is learning about and adjusting to organizational culture. Graduate students who were proactive about becoming actively involved in their studies experienced clarity in understanding their roles and felt a higher degree of acceptance in their group than those who did not become involved (Bauer & Green, 1994).

The concept of “fit” is partly a function of how well expectations and prior assumptions meet emerging realities. College faculty are the product of several cultural influences, including the teaching they received while they were growing up, their most recent educational experience as an adult, their academic discipline, and the complexity of social and professional expectations that they bring with them from the business or industry setting where they were formerly employed. Different types of institutions have different expectations and foci, and prior experiences can be a source of incongruence and stress for new faculty in new and different cultures.

#### Socialization Agents

A key factor in organizational socialization is that of the socialization agent. Newcomers rely on the socialization agent for support and information regarding their

new position, the organization, and expectations for successful acculturation.

Socialization agents are the organization insiders who are either formally appointed by the company, or informally selected by the newcomer. Other newcomers or outsiders may also influence the socialization of the newcomer; however, the success is at least partially dependent on the relationship that is developed between the newcomer and the socialization agent, and the agent's ability to provide the support and information needed by the newcomer (Van Maanen, 1978). As Van Maanen indicated:

...the learning that takes place does not occur in a social vacuum strictly on the basis of the official and available versions of the job requirements. Any person crossing organizational boundaries is looking for clues on how to proceed.

Thus colleagues, superiors, subordinates, clients, and other work associates can and most often do support, guide, hinder, confuse, or push the individual who is learning a new role. (p.20)

Fisher (1986) offered three criteria on which newcomers might select their own socialization agents: similarity of roles between newcomer and agent, newcomer's perception of the agent's expertise, and availability of agent. Jablin (1987) identified three of the most influential socialization agents as: the organization and management, the newcomer's immediate supervisor, and the work group, or co-workers.

In addition to the criteria he developed, Fisher (1986) identified various socialization agents and their influences on the newcomer. According to Fisher (1986), the self is the first socialization agent because each individual is responsible in some part, for the selection of the insider or associate as a socialization agent, and for the way in which information is processed. The peer group is influential because they can give support and information or they can choose to withhold acceptance and information. Superiors are influential in terms of shaping behavior through formal tactics and evaluations, as well as modeling appropriate behavior and communication style. Other socialization agents include subordinates, higher executives or administration, clients or customers, personnel or training staff, union leaders, their own family members, outside interest groups, and professional organizations.

Other researchers have focused on mentors as socialization agents. Dirsmith and Covaleski (1985) stated that “mentors perform a wide variety of functions, such as teaching specific work skills, developing thinking skills, fostering successful entry, adjustment, and advancement in the organization, providing advice, encouraging, providing constructive criticism, role modeling, and showing the newcomer how the organization works” (p.157). The support of an effective mentor may have an effect on the degree of success the newcomer will achieve.

### Theoretical Models of Organizational Socialization

Several authors have described socialization as a process that occurs in stages (Clark & Corcoran, 1986; Corcoran & Clark, 1984; Feldman, 1981; Tierney & Rhoads, 1993; Van Maanen, 1975, 1976) and have developed models to explain it. Anticipatory socialization, described earlier in this chapter, is the name given to the first stage of the process. It is associated with the prior learning experiences of the newcomer which have shaped their attitudes and beliefs up to that point and prior to entry to the organization, and also the selection of the occupation and recruitment for the position (Louis, Posner & Powell, 1983). During the anticipatory socialization stage, individuals develop expectations about the career and organization, and begin to learn the norms associated with them. Graduate school is an example of anticipatory socialization, wherein the values, attitudes and behaviors of faculty members are transmitted to graduate students.

The second stage of the socialization process is known by the terms of entry and induction (Corcoran & Clark, 1984), the encounter (Van Maanen, 1975,1976), and accommodation (Feldman, 1976, 1981), and is focused on entry into the organization. Newcomer tasks associated with this stage include learning the roles of the new position, establishing relationships with co-workers and superiors, and understanding the culture of the organization. During this phase newcomers enter the new organization and confront any differences in their anticipated expectations and the actual role (Feldman, 1981). The experiences during this stage are important because they shape the newcomer’s orientation to the organization (Van Maanen, 1976), and it can also be a difficult time for faculty because job expectations are not made clear

(Corcoran & Clark, 1984). Van Maanen (1976) suggested there are factors associated with the entry and induction stage that determine movement through this stage. They include environmental and cultural factors, organizational factors, group factors, task factors, and individual factors.

The continuing relationship between institution and member, called role continuance, is the third phase of organizational socialization (Corcoran & Clark, 1984; Tierney & Rhoads, 1993). During this stage, the skills are mastered, roles are achieved, adjustment to work group values develops, and a dedication and commitment to the organization are made (Corcoran & Clark, 1984; Feldman, 1981). Newcomers develop a professional identity, settle in, show an interest in promoting change, and feel they are a part of the organization. Newcomers adapt to the culture and begin to share the insiders' view of the organization. The activities during role continuance socialization continue through faculty development opportunities, sabbaticals, and mentoring of new, junior colleagues. The initial faculty appointment is crucial to learning the values and norms associated with the academic profession and is significant in establishing a successful career (Sorcinelli, 1988; Turner & Thompson, 1993).

Baum (1990) viewed the socialization process as a ritual similar to rites of passage. An assumption is made that human systems seek equilibrium and stability. Baum (1990) posited that successful organization entry makes the newcomer benign and non-threatening to the organization, and that it provides membership status in the social unit for the entering individual. Entry to the organization is an event happening to a passive individual, being acted upon with purpose by the organization.

The theory proposed by Baum (1990) consisted of three stages, wherein the newcomer: (a) is stripped of prior identity, (b) is prepared for a new role, and (c) acquires a new role/identity to become a recognized part of the group. Baum suggested that this process easily fails in modern organizations because they lack the tightly focused and widely held norms of traditional societies. When initiation is unsuccessful, the newcomer's response is cynicism. The newcomer may master the

explicit duties in a job description but never feel a commitment to the organization or put the organization's values and goals ahead of personal self-interest.

An organizational culture perspective on socialization was proposed by Tierney and Rhoads (1993), who define organizational culture as "a system of shared meaning within the organization" (p.4). The authors identified two stages in the process: anticipatory and organizational. The anticipatory stage occurs primarily during the graduate school training, where development of role and lifestyle expectations are based on observations of faculty members' interactions with their colleagues and other students. Mentors and peers are influential, as well as professional affiliations. The second stage consists of (a) initial entry, which occurs during recruitment, selection, and early organizational experiences, and (b) role continuance, which occurs after the newcomer has "learned the ropes."

Tierney and Rhoads (1993) have identified four cultural influences on faculty members during the anticipatory socialization stage. National culture is the first, and is composed of assumptions, norms, and stereotypes for professors in higher education in the United States, which could be quite different from those found in other countries. The second culture is professional culture, which refers to the culture of different types of institutions. A third culture, is the disciplinary culture of the newcomer's field, where teaching orientation and methods of instruction may be very different. Lastly, individual cultural differences, such as gender, race, ethnicity, class, sexual orientation, religion, and unique personal characteristics may play an important role in anticipatory socialization of faculty. A fifth cultural influence occurs during the role continuance stage, and is called institutional culture, which may surface in the organization's mission, methods of demonstrating leadership, and symbols the organization uses to facilitate communication among members.

The works of Louis Baum (1990), Corcoran and Clark (1984), Louis (1980a, 1980b), Schein (1968), Van Maanen (1976), and Wanous (1980), are widely cited and generally recognized as providing the theoretical basis for much ongoing research in organizational socialization. General theorists discuss socialization in terms of a three stage process, which can be summarized as (a) readiness for and a discomfort

regarding change, due to the anxiety of looking for acceptance in a new environment; (b) learning new values, attitudes and behaviors; and (c) consolidating the changes, or accepting them as normal (Baum, 1990; Corcoran & Clark, 1984; Louis, 1980a; 1980b; Van Maanen & Schein, 1979; Wanous, 1980). These stages can be especially significant for higher education faculty because times, places and situations can be identified correlating them to the stages of the newcomers.

Louis (1980b) described four concepts which are important elements and help to understand the socialization process. “Reality shock” refers to an individual’s entry to a new organization or new position, wherein the individual experiences “confusion” and “overload” until new understanding or “sense-making” of the environment is developed. Louis states the confusion can be due to anticipatory socialization, a phrase originally used by Merton (1957) to describe the expectations formed by an individual prior to actual entry into the new setting. These expectations may fail to match the actual realities of the new setting, especially if the newcomer comes from a different discipline or a different field of work that had very different values and expectations.

Faculty mentors exist to assist their mentees, new faculty members, in the socialization process. Lennon (1996) studied the mentor/mentee relationships of 27 full-time faculty members in the professions of business and nursing in two liberal arts colleges and one research university in the Midwest. Analysis of the interview data resulted in the identification of two models characterizing mentoring relationships. The “focused model” was centered on socializing the mentee in the research/scholarship role and was most commonly represented by mentoring relationships in the research institution. The motivation for developing those relationships was intellectual stimulation and the desire to teach and conduct research.

The “comprehensive model” was centered on mentoring relationships formed in both the liberal arts and research institutions. The relationships were formed for interpersonal as well as professional reasons and centered on socializing the mentee in the teaching role and promoted socialization to the organization (Lennon, 1996).

## Research Studies on the Socialization Process

Considerable research exists regarding the socialization process as it relates to educational institutions. This section examines the literature on studies that have been conducted in four-year institutions, community colleges, and secondary schools.

### Four-Year Institutions

A study by Williamson (1993) provided information about the entry and induction stage of socialization of new faculty. Qualitative methods were used to examine the induction experiences of five female physical education teacher educators as they entered their first year of teaching at different universities. Similar to Whitt (1988, 1991), Williamson (1993) found that newcomers felt insecure about their competence, felt pressured to write grants, and believed their teaching was not valued, despite their positions in education programs. The respondents also expressed confusion regarding their role expectations and tenure requirements. Other findings included limited collegiality, minimal feedback and evaluation, and isolation. As collegial support increased, reliance on graduate school advisors was minimized. Mentoring for these respondents was minimal. The researcher concluded that faculty learned about their role through a process of chance.

Sixty-six first-year faculty from various disciplines at a large state university were studied by Turner and Boice (1987). A low level of collegiality existed between junior and senior faculty. New faculty desired advice from senior colleagues, but rarely asked for it. New faculty had anticipated supportive and stimulating relationships with senior colleagues, but relationships with them did not develop in this way, suggesting that the low level of collegiality may have deterred the newcomers' performance, morale, and professional development.

In 1991, Boice researched problems and supporting factors involved in the role of teaching with new faculty, including inexperienced, returning, and experienced teachers at comprehensive and doctoral universities. During their first semester, less than five percent of the participants could identify any social network for discussing teaching. New faculty experienced a lack of collegial support, and received little advice or information on teaching methods from their senior colleagues. Attesting to

the struggle experienced by faculty were the poor teaching ratings they received from students.

In 1992, Boice completed a longitudinal study of new faculty from different disciplines at a large regional university, and determined that new faculty experienced low levels of collegiality and intellectual stimulation. In fact, the new faculty viewed senior faculty as nonproductive, tired, and unable or unwilling to provide support to the new faculty.

Sorcinelli (1988) studied sources of satisfaction and concerns of new faculty, determining that lack of time and gaps in one's knowledge base and skills were stressful to novice faculty. The lack of collegial support was reported as the most disappointing aspect of their first year.

Another study by Orczyk (1990) examined the socialization of 418 associate professors at major research universities from the perspective of critical career events or situations. Specifically, the study focused on how the experiencing of critical events affected the respondents' perceptions of self efficacy judgments. The judgments, in turn, influenced their capability to accomplish research tasks which affected scholarly productivity and actual scholarly output. Variables that were positively correlated with positive self efficacy judgments in the study were mentoring, receiving honors and awards, growth opportunities, and self esteem.

A study on job satisfaction conducted with fifty-four new faculty at a large research university revealed academic work, positive atmosphere for scholarship and teaching, and support from colleagues as sources of satisfaction (Sorcinelli,1988). Sorcinelli and Billings (1993) studied job satisfaction with new college faculty and found that faculty reported satisfaction with the intrinsic rewards of the career, such as autonomy, opportunities for intellectual growth and sense of accomplishment.

Daily interaction with their peers during work was rated as the most important aid to newcomers' feelings of effectiveness, and was highly correlated with the outcomes of job satisfaction, commitment, and intention to stay with the organization in a study of 217 new business faculty members by Louis, Posner, and Powell (1983). Importance of the immediate supervisor was reported, but evidence for the importance

of mentors was mixed. Formal onsite orientation sessions were perceived by new faculty as only modestly helpful, despite the fact that 64% of the respondents had participated in them. The researchers concluded that even when formal socialization procedures are in place, the importance of socialization through co-workers and supervisors should not be underestimated.

A longitudinal study was conducted of faculty at two universities between 1985 and 1990 (Boice, 1991). Respondents consisted of inexperienced faculty with less than two years of teaching, returning faculty who had previously come from careers outside academe and/or teaching, and experienced faculty, who were used as comparisons. Boice found that, new faculty, as a group, were unhappy at how little assistance they received from senior colleagues, and were unclear as to exactly what the expectations were for performance in their new roles. New faculty allocated a disproportionate amount of time and energy to preparation for teaching, and their workloads left them little time to pursue research interests and personal lives. A defensive tendency to stay content-focused in order to avoid criticism from peers resulted in frequent low ratings from students and hampered their growth as teachers.

Another study on the extent of successful socialization among new faculty was conducted by Boice (1992). The newcomers perceived promotion and tenure decisions as being made on a random, case-by-case basis, with little regard to any standards that may or may not have existed for such decisions. Despite warnings and advice to newcomers about devoting more time to research and publishing, new faculty seemed to insist on putting more of their precious time into revising lecture notes and preparing for classes. It appeared these new faculty members had falsely convinced themselves that these activities would be more important for their success than production of scholarly work.

Fink (1984) conducted a national study on the socialization process of 97 geography professors who were in their first year of their first teaching appointment. Findings revealed a lack of support and collegiality among new faculty and their senior colleagues. Fink indicated that because so few teachers were being hired in the job market during that time, newcomers weren't being received or nurtured as valuable

resources, as the revitalization of the senior faculty. Instead, they were given heavy classloads that limited the extent to which they could be involved in college activities outside the classroom.

Fink found that 50% of the new teachers in every type of post-secondary institution had four or more different classes to prepare and teach during their first year. More than half the respondents were unsure as to whether the reward system at their university actually rewarded good teaching. The respondents also reported feelings of isolation and alienation from the social networks of their departments. Almost half the new faculty members were satisfied with the degree of intellectual companionship they found among their colleagues. Those who did find collegial companionship got higher performance ratings from both their chairpersons and students (Fink, 1984).

Almost half of Fink's participants reported that they had received insufficient information regarding teaching resources and did not understand criteria on how their teaching would be evaluated. Many of the respondents reported feeling disillusioned about the academic readiness of their students, and chose to lower their expectations, thereby lowering their own academic standards. Fink concluded "the glimpse of department and college operations offered by this study reveals little in the way of purposeful activities designed to develop teaching competence in beginning teachers" (p.7).

A qualitative study based on personal interviews was conducted by Gibbs, Gold and Jenkins (1987) to examine socialization experiences of second-year geography professors in Great Britain. These researchers reported the following as significant elements in their socialization experiences: (a) experiences in the interview framed later expectations for the new role; (b) relationships with formally appointed mentors provided little assistance or support; (c) integration seemed to proceed more quickly with individuals who seemed to match their new colleagues demographics, including age and lifestyle; (d) development of teaching skills was informal and individual; and (e) grading was learned under a formal, sequential, serial structure which encouraged conformity to current practice rather than innovation in developing

evaluation methods. The authors found that new faculty misinterpreted cues in their workplace and found themselves unpleasantly surprised by incongruities between formal and informal communication about performance expectations. Institutions may pay lip service to their expectations regarding research, service, and community involvement, which results in stated values not being supported by the reward system in place.

Whitt (1991) conducted interviews with six new faculty members, six department chairpersons and four administrators in a school of education at a large research university in the midwest to provide information about entry and induction experiences. Whitt speculated that newcomers are “left alone to figure out what they are supposed to do” and that they must “rely on experiences and interpretation from a previous setting to make sense of events and activities in the new setting” (p.179).

According to Whitt (1991), most chairpersons saw themselves as exhibiting behaviors that supported new faculty, although none of them felt new faculty should have any special consideration in terms of needing time to settle in and become comfortable with their new work group and professional role. Faculty, on the other hand, felt their “chairpersons were not adequately involved with them, nor were they as helpful as they could have, or should have been” (p.187).

Whitt (1991) also found that administrators expected new faculty to be skilled at research and teaching, and be able to develop the values, attitudes and work habits of a professor. Upon assuming the faculty position, administrators expected the new faculty to “hit the ground running;” however, the respondents in this study felt frustration with their administrators’ expectations that they should know what it meant to be a successful faculty member. New faculty members described their feelings and experiences as “predominantly negative,” “stressful,” and “threatening.” Faculty members felt confusion, non-support, pressure to perform, and isolation.

In spite of having collegiality as a high priority, newcomers in Whitt’s (1991) study felt a lack of collegiality, having to take the initiative in interactions with colleagues. Their socialization experiences were identified as informal, individualized, and newcomer-initiated. Faculty learned about the culture of the organization through

observation, listening, and interacting with senior colleagues; department meetings and lunches were also opportunities for socialization. Although mentors were identified as a significant socialization factor prior to the first faculty appointment, they were not available to new faculty at the new institution.

Sorcinelli (1992) addressed stress as one of the outcomes of a longitudinal study of new faculty career development (Olsen & Sorcinelli, 1992). The researchers found that even when new faculty reported themselves as highly satisfied with their new career (because of an increased sense of accomplishment, personal autonomy, opportunities for intellectual growth, etc.), work stress steadily eroded satisfaction. Among the most stressful conditions were not enough time to get everything done without threatening themselves physically and personally; inadequate feedback, recognition, and rewards for the work the institution says it values; unrealistic expectations; lack of collegiality; and difficulties in balancing work, family and personal life.

Boice (1992) recommended that chairpersons and staff developers should be prepared to monitor the frequency and quality of mentor/mentee relationships to ensure regular contact is being made, and offer support where resistance or conflicts occur. He found that mentoring pairs can work as well across departments as within the same department and that non-traditional pairs can be as effective as the traditional pairs, where they choose each other or one is older than the other. Boice (1992) stated “the process of meeting together in supportive fashion is more important than the personal characteristics of the pair members” (p.53).

The model proposed by Van Maanen and Schein (1979) is designed to reflect a three-dimensional concept of organizations, wherein individuals cross three types of boundaries within organizations: (a) functional divisions based on task differences; (b) hierarchical divisions by official lines of authority; and (c) inclusional divisions reflecting levels of acceptance by others. When individuals cross these boundaries, or thresholds in their careers, they are challenged by new tasks, new experiences, and unfamiliar responsibilities. At these thresholds, organizational members become more open to changes in behavior and beliefs than they would have been in their old familiar

situations. The on-going process of socialization is experienced whenever individuals cross any of the boundaries, not just the initial entry into the organization. Except for moving from teaching to an administrative position in higher education, faculty rarely cross functional boundaries other than during the initial entry. Elements of both hierarchical and inclusional divisions are involved during promotion and tenure review, and hierarchical change depends on evaluation and positive evaluation of faculty peers.

Corcoran and Clark (1984) conducted a study of causal relationships between socialization experiences and faculty “vitality,” which is considered a measure of faculty success. A selected sample of vital faculty, as identified by their students, peers and superiors, was compared to a group of representative faculty who were not perceived as particularly successful. Personal interviews provided data which revealed that vital faculty have positive socialization experiences, including collegial relationships with peers in graduate school, positive affective relationships with faculty mentors, and early experience with practical research. The representative faculty encountered isolation from potential mentors and peer colleagues, gain little experience with research, and have less appreciation of its role in faculty evaluation than do the vital faculty. Both groups experienced confusion regarding the procedures and criteria used for performance evaluations, but vital faculty seemed to have resources, both personal and professional, for resolving problems and confusing issues that arose.

Corcoran and Clark (1984) recommended several strategies to administrators to smooth the transition for new faculty, including reduced teaching loads the first year, based on the work involved in learning their new role, selection of mentors with suitable sensitivity and interest in new faculty development, and observation of good teachers to provide a range of role models for learning a variety of teaching and evaluation methods.

#### Implications of Socialization Research

When viewing studies on socialization, implications can generally be made regarding two distinct areas: using socialization information as a selection tool for new faculty (Bess, 1978; Blackburn, Behymer & Hall, 1978; Gallagher, Hossler &

Mitchell, 1986) and setting up structures for effective socialization into the individual institution (Blackburn et al., 1978; Wylie, 1986). The first type of study recommends hiring new faculty with past records of performance in desired areas, including research productivity and quality teaching (Gallagher et al., 1986). New faculty whose graduate school experience emphasized research or teaching will tend to carry over those elements into their new position and environment, if their new position or organization values them (Boice, 1992).

Many studies make administrative recommendations intended to smooth the path for new faculty, thereby making the socialization process easier in one of several ways: (a) strengthening serial relationships by providing access to appropriate role models on the faculty; (b) increasing formal and sequential aspects of socialization; and (c) promoting group activities for new faculty (Boice, 1992; Clark & Corcoran, 1986; Kuh & Whitt, 1988; Wylie, 1986). Van Maanen and Schein (1979) mention that if specific strategies such as mentoring and facilitating collegial associations are incorporated into socialization schedules, there would be greater conformity in new faculty.

Other recommendations for smoother organizational transition in higher education include: (a) increased contact among all faculty; (b) open seminars to address questions about faculty roles; and (c) incorporation of new elements in the interview process to build positive relationships and teach candidates about the institution's values and assumptions (Freedman, 1979; Hipps, 1980).

### Summary

The preceding discussion has described various influences on the socialization process and reviewed the models and research studies related to socialization of new college faculty in four-year institutions. Socialization may occur through utilization of a variety of tactics and with many various outcomes. The stages of socialization are described by authors showing many similarities and some differences.

Numerous studies have been done regarding the socialization process of college faculty. This review of the literature includes both single study and longitudinal studies which use both qualitative and quantitative methodologies.

Studies were conducted in both the United States and Great Britain, and involved both new and experienced faculty with various ranks. The studies were done using faculty members of various disciplines and single disciplines; some faculty members taught business, some taught academic subjects, and others taught physical education. Literature was not found reporting studies of new faculty members in family and consumer sciences education.

Higher education faculty often experienced organization entry as a stressful and difficult process as they struggled with unclear performance expectations, isolation from potentially helpful peers, and a lack of skills and resources for learning the complex task of teaching. Administrators saw themselves as supportive of new faculty, yet the faculty felt pressured and threatened by them in terms of performing and producing work. New faculty members expressed confusion regarding their role expectations and tenure requirements, and feelings of being overwhelmed regarding pressure to conduct research and publish articles.

## CHAPTER 3

### Methods and Procedures

The purpose of this study was to examine the experiences of tenure-leading family and consumer sciences teacher educators in four-year institutions as they experienced the socialization process into college teaching. Included will be their interpretations of career preparation, the first job, the first year of socialization, continuing socialization and career development, and recommendations for improving the socialization process.

### Research Objectives

This study sought to answer the following research questions:

1. What were the socialization experiences of family and consumer sciences teacher educators who began their college teaching careers after 1990?
2. How were the perceptions of socialization experiences similar and different among new college faculty members in family and consumer sciences teacher education?
3. How did the perceptions of tenure-leading family and consumer sciences teacher educators regarding their socialization experiences relate to aspects of organizational socialization theory?

In this chapter, the research design is described and a rationale is provided for the choice of personal interview as the vehicle for recording faculty members' experiences regarding socialization. Assumptions used in qualitative research designs are discussed. The method utilized for selection of the participants is described and a sampling of the interview questions is provided. The pilot study and the methods of collecting and analyzing the data are described in detail. The chapter concludes with a discussion of reliability and validity considerations as they relate to this research.

### Research Design

A qualitative methodology was chosen because it seemed best suited for encouraging faculty to "tell their stories," reflect on and describe their experiences, and explore their perceptions of their socialization into full-time college teaching.

Their stories were elicited through telephone and personal interviews and were tape-recorded. The tapes were converted to manuscript form by a professional transcriptionist and the authenticity of the transcripts was verified by the researcher who listened to random selections.

The main purpose of this study was to provide an understanding and interpretation of a complex life process which has great potential for personal and professional growth. The intent of qualitative research is to understand a particular social situation, event, role, group, or interaction (Locke, Spirduso, & Silverman, 1987), where the researcher gradually makes sense of a social phenomenon by contrasting, comparing, replicating, cataloguing and classifying the object of study (Miles & Huberman, 1984). Participants were asked to go back in their memories and trace the decision-making process that led to their coming into full-time college teaching. They were asked to recall and explore experiences and critical life incidents, and also feelings, assumptions, expectations, perceptions, and interpretations.

This study utilized the phenomenological approach, in which human experiences are examined through the detailed descriptions of the people being studied. Phenomenology involves determining the underlying structures of an experience by interpreting the descriptions of the situation in which the experience occurs. Researchers obtain data in one of two ways: through open-ended questions and dialogue or from reflective analysis and interpretation of the participant's account or story. The goal is to determine what an experience means for the individuals who have had the experience and are able to provide a comprehensive description of it. From the individual descriptions, general meanings are derived and the social or human problem is better understood (Moustakas, 1994).

Thus, the investigator did not use the results of this study to prove hypotheses or make predictions. Nor was the intent to evaluate the professional competence of the respondents or to make recommendations for changes in the specific induction or orientation programs in which they have participated.

The results of this study should add to the literature base on socialization in higher education. From the detailed descriptions of the respondents' socialization

experiences, patterns have emerged that should raise questions for examining the socialization process of new faculty. New faculty have gained the opportunity to reflect on and validate their experiences, which has created meaning through increased understanding of the facilitators of and inhibitors of socialization. The results of this study should inform graduate students who are making the transition to a new role as college faculty members, and administrators and department leaders may gain improved understanding for planning increased support for their new faculty. Recommendations will be made for further investigation of the socialization process of new faculty.

### Assumptions in Qualitative Research

Certain characteristics of qualitative research exist which distinguish it from quantitative research. Merriam (1988) outlined assumptions that apply to qualitative research:

1. Processes, rather than outcomes or products, are the primary concerns of qualitative researchers.
2. Qualitative researchers are interested in meaning—how people make sense of their lives and experiences.
3. The primary instrument for data collection and analysis is the researcher and his/her interpretations of the data, rather than inventories, questionnaires, or other tools.
4. Qualitative research is descriptive in that the researcher is interested in process, meaning, and understandings gained through words or pictures.
5. The process is inductive in that the researcher builds the themes or concepts from the details.

### Selection of Participants

A letter and a response form asking for names of new teacher educators in their state since 1990 were sent to the supervisor of family and consumer sciences education in the departments of education in each of the 50 states (See Appendices A and B). Responses were received from 22 states which resulted in 25 names of possible participants. Follow-up letters were sent to the 28 state supervisors who had

not responded (See Appendix C). Seven more responses were received which resulted in the names of three more possible participants, bringing the totals to 29 states responding and 28 possible participants for the study.

Six of the 29 supervisors who responded stated they did not have the information being requested, and suggested to the researcher that the institutions with family and consumer sciences programs should be contacted directly to identify names of new faculty. This caused the researcher to think this could be the reason for not receiving responses from the other states as well. The decision was made to telephone directly the major institutions of the states from which definite responses were not received to ask for names of new faculty members. As a result of that process, contacts were made with individuals and names of 15 additional new teacher educators since 1990 were received. This brought the total number of responding states to 44, with 43 possible participants for the study. Representatives from some states reported that there were no faculty in their departments who fit the profile being requested, and several listed more than one new teacher educator in their states.

Letters of invitation for participation and forms requesting demographic information were sent to the 43 possible participants (See Appendices D and E). Follow-up letters were sent to the possible participants who did not return their responses after three weeks (See Appendix F). A total of 34 responses were received, and 24 respondents indicated they would be willing to participate in the study.

The first screening of participants was based on the following criteria:

- holds a doctoral degree;
- began a college tenure-track position later than 1990;
- is a full-time, non-tenured faculty member; and
- is teaching at least one education course in family and consumer sciences.

The final sample of ten respondents fit this criteria. All respondents are female and each has completed at least one year of college teaching.

After the selection of suitable participants and alternates was made, each of the ten willing participants were contacted through electronic mail by the researcher to confirm willingness to do the interview and to set up an interview appointment (See

Appendix G). The participants were made aware that the interview could take up to 90 minutes to complete, and that a follow-up interview to gain additional information regarding certain experiences might be scheduled for some time in the near future.

These electronic messages were followed up with letters to each of the participants confirming the appointments (See Appendix H) and describing the following information: purpose of the study and the interview, voluntary nature of participation, explanation of anonymity, and confidentiality precautions (See Appendix I). Included was a letter of informed consent and an information form regarding department and college information (See Appendix I).

#### Pilot Study

A pilot study was conducted in preparation for the study. Two new faculty members who fit the above profile (with the exception that one was in education foundations) were identified for participation in the study. They were contacted personally and asked to participate in the pilot study. The purpose and methods of the study were explained and respondents were assured anonymity and confidentiality in accordance with the human subjects regulations of Virginia Tech.

The participants were asked to participate in a tape-recorded telephone interview of approximately 60 to 90 minutes in length. The interviews for the pilot study consisted of a conversational, open-ended process in which the respondents were asked to reflect and explore issues and experiences related to their entry and socialization process of college teaching (See Appendix J).

Throughout the pilot interviews, the researcher engaged in questioning the participants about the nature of the questions and clarity of the questions, and also if any questions raised feelings of insecurity, discomfort, or embarrassment for the participants. The participants had numerous opportunities to provide feedback regarding additional information, suggestions for other content areas to be addressed, or ways that the interview questions or process could have been improved.

#### Data Collection

The interview process was selected as the most personal way to allow faculty to explore and report in their own voice the meanings they attached to their entry and

socialization experiences. The interviews took the form of a friendly conversation designed to evoke rich responses from each informant. Conversations such as these were described by Lincoln and Guba (1985) as a “conversation with a purpose” (p. 263), and Bogdan and Bicklen (1992) described the qualitative interview as a process where the researcher can “gather descriptive data in the subjects’ own words, so that the researcher can develop insight on how subjects interpret some piece of the world” (p. 135).

Permission to conduct the study was granted from the Institutional Review Board at Virginia Tech and the respondents signed a letter of informed consent. Anonymity of interview data was maintained by assigning pseudonyms to the participants and by not identifying their institutions. The tape-recorded, telephone and personal interviews were conducted off campus by the researcher during November and December of 1998 and January of 1999 at the convenience of the informant and researcher.

The interview instrument consisted of 49 open-ended questions which were designed around six topics, or phases, related to the new college professor’s journey: participant information, career preparation, the first job, the first year of socialization, continuing socialization and career development, and respondents’ recommendations (see Appendix J). Some questions were broad, general questions which Spradley (1980) and McCracken (1988) refer to as grand-tour questions, and those questions were followed by mini-tour questions, which asked for more specific responses. Interview questions were written following an extensive review of the organizational socialization literature regarding both theory and practice. Examples of grand tour and mini tour questions used in this study were:

Grand Tour: When reflecting on graduate school, how do you think your program prepared you for your new career?

Mini Tour: Was your course work relevant to your future in teacher education?  
Did you have opportunity to learn and practice research methods?  
Have you had experience in publishing your work?  
Were there role models you aspire to emulate?

- Grand Tour: Tell me about your institution.
- Mini Tour: How many students are enrolled in the institution and in your program?  
What are the strongest programs on campus?  
How many faculty are there in your program?
- Grand Tour: When you think back over the first year of your college teaching, what were the ways in which your institution supported your professional performance and development?
- Mini Tour: Did you receive encouragement from the department chair?  
Was there a mentoring program in your department  
Was there opportunity for sharing ideas with peer faculty?

Interview tapes were transcribed as quickly after the interview as possible so that if there were any parts that were unclear, it was easier to remember the context of the response and to gain an accurate recollection of the words or phrases. The authenticity of the transcripts was verified by the researcher who listened to random selections. To ensure confidentiality of the informants, the data, in the form of transcribed audio tapes, were used only for the intended purpose of this research study, and the interview tapes and transcripts were kept off-campus in a secure location. Small gifts of appreciation were sent to the participants of the study, along with thank-you letters which stated the electronic website address of the completed dissertation so that the participants could read about the results of the study (See Appendix K).

#### Analysis of Data

The principles of grounded theory were applied to analyze the data collected in this study. A researcher using grounded theory begins by basing a study on a theoretical or conceptual framework and then takes it to the field for qualification. According to Glaser and Strauss (1967), “the discovery of theory from data systematically obtained and analyzed from social research...provides us with relevant predictions, explanations, interpretations and applications” (p.1). Data collected in the context of naturalistic inquiry produce massive volumes of information. During the process of analyzing the data, the volumes of data are reduced through a process of

identifying ideas and concepts. Later the data are categorized, searched for emerging themes, and coded into large categories called taxonomies (Spradley, 1979).

The audio tapes were transcribed into working copies for the researcher. As each transcription was read, code words were developed by the researcher to identify key ideas and concepts being expressed by the respondent. As the process continued from one transcription to the next, the analysis continued as the researcher constantly compared each one to the ones before it (Strauss & Corbin, 1990).

As the interviews were transcribed and coded, the researcher engaged in a process of capturing intuitions, interpretations, conceptual or theoretical notions, or questions that emerged from working with the data. These memos were used during the writing process to assist in creating meaning of the data. The data were moved into a taxonomy of themes, using the categories which were identified by the researcher (See Appendix L). The first column in the taxonomy represents the major topics addressed in the interviews, and the second column represents the general areas of questions included in the open-ended questionnaire. The major topics and themes of each topic were generated from an extensive review of the literature. The third column in the taxonomy includes all the sub-themes identified by the researcher from the respondents' interview data.

Codes were attached to each meaningful chunk of data, whether it was a word, a phrase, or a sentence. During the ongoing process of sifting through and shifting of data chunks into various classifications and combinations, codes were changed, added to, built upon, or deleted. As each interview built on the experiences of coding all others that came before it, a process of constant comparison analysis of data eventually identify patterns and develop themes (Strauss & Corbin, 1990).

#### Validity and Reliability Considerations

Qualitative research is based on different assumptions than quantitative research. It has different conceptualizations of validity (internal and external) and reliability (Lincoln & Guba, 1985; Merriam, 1988).

## Validity

Internal validity is how one's findings match reality. What is being learned through qualitative research is people's constructions of reality and how they understand the world. In qualitative research what "seems true is more important than what is true" (Merriam, 1988, p.167). Qualitative research is interested in perspectives rather than truth. Taylor and Bogdan (1984) agreed that it is the qualitative researcher's obligation to present an honest rendering of how informants view themselves and their experiences. In this study, the researcher engaged in reflective conversations with her advisor regarding the identification of themes and sub-themes, and to clarify any differences of interpretations regarding the stories and responses of the participants.

External validity refers to the extent that the findings are generalizable. Generalizability is one of the major criticisms of naturalistic inquiry. Given the limited number of cases upon which this research will be based, the research cannot claim broad generalizability; however, that alone does not undermine the efforts of the study because implications can be made. Merriam (1988) argued that "one selects a case study (qualitative) approach because one wishes to understand the particular in depth, not because one wants to know what is true of the many" (p.173). This research contributes to the literature on new faculty socialization because it describes specific detailed experiences of the participants.

## Reliability

Reliability means whether or not the findings of a study can be replicated; however, because of the nature of qualitative research, there can be many interpretations of the phenomena being studied. Therefore one cannot establish reliability in the traditional sense. Lincoln and Guba (1985) suggested "dependability or consistency" as a more appropriate term for qualitative research. In this study, reliability was improved by providing an explanation of the assumptions behind the study, providing the basis for selecting the informants and a description of them, and providing the social context of the data. In addition, the researcher took field notes

immediately after each interview so that initial ideas and impressions gained during the interview would not be lost.

Originally the researcher believed using both telephone and personal interviews to collect the data might serve to produce different kinds of responses; however, this turned out not to be the case. The interview data from the three personal interviews showed no real differences in the form of body language and facial expression that added in any meaningful way to those particular interviews. This strengthens the reliability of the qualitative data collection process.

## CHAPTER 4

### Findings

The purpose of this study was to examine the perceptions of tenure-leading family and consumer sciences teacher educators in four-year institutions as they experienced the socialization process into college teaching. Included will be findings related to six areas: participant information, career preparation, the first job, the first year of socialization, continuing socialization and career development, and their recommendations. As described in Chapter 3, the open-ended interview questions consisted of both grand-tour and mini-tour questions to probe and invite elaboration on the topics by the respondents.

This study sought answers to the following research questions:

1. What were the socialization experiences of family and consumer sciences teacher educators who began their college teaching careers after 1990?
2. How were the interpretations of socialization experiences similar and different among new college faculty members in family and consumer sciences teacher education?
3. How did the perceptions of tenure-leading family and consumer sciences teacher educators regarding their socialization experiences relate to aspects of organizational socialization theory?

Questions 1 and 2 were answered by the interview questions relating to the participant information, career preparation, the first job, the first year of socialization, and continuing socialization and career development. Question 3 was answered by the interview questions relating to these same areas as well as the participants' recommendations.

As the interview transcripts were analyzed, codes were assigned to significant words, phrases, or sections of data from each interview. Over 740 codes were established and grouped into categories or themes, and sub-themes, resulting in 130 themes relating to each of the five areas of questions addressed in the interview. Themes related to the area of participant information are reported later in this chapter in text and tabular format. Themes related to the five areas of questions addressed in

the interview are listed in Appendix L. The findings are reported according to these themes as they address the questions in each of the five areas.

At the time of the interviews, two of the ten teachers were currently working in their second institution; however, when responding to all interview questions except those referring to recommendations, their answers reflected experiences only from their first college tenure-track position. In order to personalize the data, the decision was made to use pseudonyms when describing the respondents; however, in reporting the actual words of the respondents, the researcher decided not to use pseudonyms because the risk of breaking confidentiality and identifying the individuals was too great. When respondents referred to specific confidential information such as names, places, or events, or in order to make the data more understandable, brackets are used to enclose words substituted by the researcher. Omitted or non-related data in the transcripts are designated with ellipsis points.

When designing the study, the researcher was aware that conducting data collection using both telephone interviews and personal interviews could provide two different types of data. Personal interviews had the distinct possibility of providing additional data in the form of body language, including facial expressions and general attitude that the telephone interviews would not be able to provide. However, body language and facial expressions were not found to be a major source of information for data collection. It seemed the respondents were very eager to share their stories with the researcher, most having prepared for the interview by jotting down specific experiences they didn't want to forget to mention. Their eagerness included a straightforward, professional approach, which didn't seem to permit time for digression, but did allow for a thorough explanation of specific points they needed to make in other instances. There was a perception by the researcher that the respondents had not had much of an opportunity in the past to reflect on these experiences or to share them with a willing listener who wanted to know the whole story, not just the positive aspects.

To distinguish between the various types of institutions where participants received their doctorates and where they were first employed in a tenure-track

position, the Carnegie Classification System of Institutions was used, which groups American colleges and universities according to their missions. The 1994 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The following classifications are referred to in this study:

Research Universities I - These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually \$40 million or more in federal support.

Research Universities II - These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between \$15.5 million and \$40 million in federal support.

Doctoral Universities I - These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Master's Universities and Colleges I - Commonly referred to as comprehensive I universities, these institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

#### Participant Information

This section includes profiles of the participants in the study and a summary of respondent characteristics. These characteristics are age, race, secondary teaching experience, business experience, teaching and other experience in higher education, teaching beliefs, career decision, institution of doctorate, initial tenure-track institution, type of institution of initial tenure-track position, current year in a tenure-track, number of teacher educators in department, level of program taught, other content taught, names of colleges of initial position, and names of departments of initial position.

The study involved ten respondents, all of whom fit the criteria of:

- holds a doctoral degree;
- began a college tenure-track position later than 1990;
- is a full-time, non-tenured faculty member; and
- is teaching at least one education course in family and consumer sciences. A

brief personal profile of each participant is given, presented in alphabetical order according to their assigned pseudonym. This is followed by more specific participant information in text and table format.

#### Rhoda Adamson

Having earned her degree in a research II institution, Rhoda Adamson was in her fifth year of college teaching in an eastern region comprehensive I university. In addition to family and consumer sciences (FCS) education courses, Rhoda also taught orientation and professional seminar classes. Having 10 years of prior teaching experience and several years of business experience, she decided to return for her doctorate because she found that her teaching experiences at an inner-city school caused her to want to change the way teachers were being prepared for teaching. As a graduate student, her determination to become a FCS teacher educator was apparent in the fact that because of low class enrollments in the Ph.D. program, she had to design a doctoral program that was composed of various courses from departments across the whole university.

#### Leslie Dorcey

In her fourth year of college teaching at a research I institution in the central region of the country, Leslie Dorcey had a split appointment as FCS teacher educator and college internship coordinator. The youngest respondent in the study, Leslie began her job mid-year in a department that included one other teacher educator. Her belief that she did not know enough to feel prepared when she began teaching at the secondary level prompted her to continue her education, and the encouragement of her graduate advisor guided her to become a teacher educator.

#### Kendra Doering

Kendra Doering was in her third year of full-time, tenure-track college teaching at the same doctoral I institution where she earned her doctoral degree, which was

located in the central region of the country. She also had a split appointment: field-based supervision of student teachers and teaching classes in resource management and professional development. Feeling she was at a time of transition after teaching in public schools for over 14 years, Kendra entered teacher education to pursue professional goals.

#### Renee Drohman

At the time of the interview, Renee Drohman was in her fifth year as a full-time, tenure-track professor at a research II institution in the central region of the country. Renee also taught a current issues course and professional seminars in addition to FCS education. She had 11 years of secondary teaching experience and experience in education at the state level, and she believed that maintaining connections with teachers in the field provided an understanding of their possible feelings of isolation. Throughout Renee's education, her teachers and graduate advisors had recognized her abilities and potential and provided the encouragement and direction that helped her to pursue a career in FCS teacher education.

#### Camille Forsythe

Currently in her fifth year of full-time, tenure-track college teaching in a comprehensive I institution in the eastern region of the country, Camille Forsythe taught courses in food science in addition to education. She taught at the secondary level for 16 years and for seven years at the college level before obtaining the tenure-track position at her current institution. Camille believed that being a positive role model and creating a caring learning environment is essential for good classroom management. It was her own supervising professor who inspired her to want to be a teacher educator someday, which she achieved in spite of not having the benefit of a prominent FCS mentor/role model in her doctoral program.

#### Suzzane Holle

In her fifth year of college teaching at a comprehensive I institution in the western region of the country, Suzzane Holle taught nutrition classes as well as the FCS education classes. The last two of her eleven years of secondary teaching experience took place in an inner city district and left her with the belief that teachers

needed a different kind of education. Suzanne pursued a doctorate in order to help teachers be better prepared to teach today's children who live and learn in all kinds of environments.

#### Lanae Johns

Having completed her doctoral studies in a research II institution, Lanae Johns was in her second tenure-track year of full-time college teaching at a doctoral I institution, which is located in the central region of the United States. Her teaching load included an education course as well as courses in housing and interior design. Lanae served as a cooperating teacher for 13 of her 15 years of secondary teaching. Her many years of teaching experience and mentoring student teachers provided her with a vision of what she wanted to do for preservice teachers, which motivated her to become a FCS teacher educator.

#### Mallory Kerrigan

Mallory Kerrigan was in her second year of college teaching at a research II institution in the eastern region of the United States. In addition to education classes she taught apparel and textiles classes. She had three years of secondary teaching experience and 10 years of prior work experience in higher education. When Mallory had the opportunity in her institution to choose between a position in apparel and textiles or the teacher educator position she chose the position with the primary responsibility of FCS teacher education because of the challenge it provided even though her original professional goal was to teach apparel and textiles at the college level.

#### Fran Schroeder

Fran Schroeder began her tenure-track position at a research I institution having completed all but the dissertation for her doctorate at another research I institution. After finishing her degree and with three years of college teaching experience at that institution, she took a new position at a comprehensive I university, where she was in her first year of employment at the time of the interview. At her first position, Fran taught methods and curriculum classes for students in business

and industry as well as for teachers. She held passionate beliefs concerning the teaching and development of beginning teachers, and strongly believed this was meant to be her life's work. Financial considerations were also included in her decision to become a FCS teacher educator.

### Hanna Williams

Hanna Williams earned her doctoral degree in a research I institution and was currently in her eighth year of combined full-time, tenure-track college teaching in the second of two research I institutions where she has taught since earning her doctorate. Her prior work experience included three years of secondary teaching, three years at a department of education, and three years of teaching experience in higher education. In spite of intentions to return to employment at the state level after receiving her master's degree, Hanna made the decision to become a FCS teacher educator because of the opportunity she had to get her doctorate while being a full-time faculty member. She remained for five years in her first position which was located in the western region of the country. At the time of the interview, Hanna was in her third year at a central region university, where she was one of many FCS teacher educators in a large department.

### Summary of Respondent Characteristics

This section reports findings related to demographics of the participants and other information related to prior work experience, degree institution and institution of employment, and position. The findings in this section are reported in Table 1.

Of the ten female respondents, nine were white one was African American. Most were in their late 30s and 40s. Although specific questions were not asked regarding the participants' marital status or if they had children, four mentioned their husbands and five mentioned their children at different points during the interview.

All the participants had prior work experience in secondary teaching. Over half the participants had college teaching in non-tenure-track positions or other higher education positions. Less than half had prior experience in business settings.

Table 1

Participant Information

Aspect	Category	Number
Age	30s	3
	40s	4
	50-60 age range	3
Secondary Teaching Experience	5 or less years	3
	6-10 years	2
	11-16 years	5
Non Tenure-Track College Teaching Experience	5 or less years	5
	6-10 years	1
	None	4
Other Higher Education Experience	5 or less years	6
	6-10 years	1
	None	3
Business Experience	5 or less years	3
	6-10 years	1
	None	6
Type of Institution of Doctorate	Research I	6
	Research II	3
	Doctoral I	1
Type of Institution of Tenure-Track Position	Research I	3
	Research II	2
	Doctoral I	2
	Comprehensive I	3
Location of Institution of Doctorate <sup>a</sup>	Western region	1
	Central region	4
	Eastern region	5
Location of Tenure-Track Institution	Western region	2
	Central region	5
	Eastern region	3

<sup>a</sup> Locations are designated by time zone with Mountain and Pacific combined into the western region.

Table 1 continued

Aspect	Category	Number
Current Year in a Tenure-Track	Second	2
	Third	1
	Fourth	2
	Fifth	4
	Eighth	1
Number of Teacher Educators in Department	One	6
	Two	2
	Three	2
Level of Program Taught	Only undergraduate	2
	Only graduate	2
	Both undergraduate and graduate	6
Other Content Taught <sup>b</sup>	Orientation/professional seminar	8
	Trends and issues in FCS	3
	Resource management	2
	Food and nutrition	2
	Housing and interiors	1
	Apparel and textiles	1
Names of Colleges	Education	2
	Education and Human Ecology	2
	Education and Prof. Studies	1
	Health and Human Services	1
	Human Res. and Fam. Sciences	1
	Agriculture	1
	Agriculture and Life Sciences	1
	Fine and Applied Arts	1
Names of Departments	Family and Consumer Sciences	5
	Family Sciences	2
	Human Resource Development	1
	Secondary Education	1
	School of Human Sciences	1

<sup>b</sup> Some respondents taught in more than one additional content area.

The majority of respondents had received their doctorates from research I institutions, but the institutions in which they were employed were more varied. Regarding the location of institutions, regions of the country were labeled as western, central, and eastern and were designated according to time zones, with Mountain and Pacific combined into the western region. The majority of the respondents' doctoral degrees were earned in institutions either in the eastern or central regions. The majority of the respondents' tenure-track positions were in the central region.

At the time of the interviews, their experience as full-time, tenure-track college teachers ranged from two years to eight years. One respondent was in her eighth year of tenure-track college teaching because she had changed institutions after her fifth year, and was still working toward tenure in her second institution. The majority of respondents worked as the only teacher educator in their department, and one respondent was designated as only a three-eighths time teacher educator.

The majority of programs included both undergraduate and graduate programs in family and consumer sciences education. All ten taught in other content areas, with some respondents teaching in more than one additional area. The respondents' programs were administered in a variety of different colleges and departments.

#### Career Preparation

The information in this section consists of a summary of respondents' descriptions of their graduate school experiences. The sub-themes that were identified were coursework, professors, and professional opportunities.

#### Coursework

All ten respondents in the study described their coursework using characteristics that were positive. Six respondents reported only positive characteristics of their coursework and four respondents reported dichotomous characteristics of their coursework. A majority of the respondents discussed the application of courses they had taken.

Positive characteristics. The majority of respondents remarked about the relevancy and challenge their coursework provided, particularly in terms of current issues and reform. One described the coursework she had as "on target and timely,

addressing issues that I was going to face either as a teacher educator or that my students were going to face in the teaching process.”

Another respondent described her coursework as preparing her for future work involving curriculum change:

My coursework and my emphasis was in curriculum change and reform and I think I am well prepared for curriculum change and reform now because I know I can figure out what are the bigger questions to ask. I think that is one of my strengths now.

One respondent described the theoretical and foundations coursework she had taken as, “great,” wonderful,” and “fun.” She reflected,

A lot of theory. A lot of foundations, historical looks at education. And that coursework was wonderful because I have all the practical stuff. It was wonderful for me. Especially looking at early ideas about education and how nothing really ever changes. That was one of the most amazing revelations in my graduate work. Looking at John Dewey’s writings and some of those, the eight-year study. I was just amazed....I was in a strictly curriculum program—education. None of my professors [were] FCS people, so I got a really different perspective on education. It was an interesting thing...to be working that way....the theoretical coursework, the history of the American education system, the history and just a really good understanding of colleges and academics and how that all evolved. And a look at some of the really interesting issues in education, especially at the college level. Things like tenure and academic freedom and some of [that] really wonderful coursework...looking at those foundations.

Dichotomous characteristics. Some of the respondent comments regarding coursework were dichotomous reflecting both positive and negative attitudes.

I can’t say enough good about their program...there was flexibility. But what they were asking us to do, although it was very time consuming and it was, in many ways, stressful and very rigorous, it was probably one of the best things I

have ever seen, when I look back at it—the classes that they asked us to take, the information that we were given.

A dichotomy that one respondent described was finding that her graduate coursework prepared her well for curriculum change and reform, but not very well in the area of qualitative research or undergraduate teaching.

I think I had particular courses that I really enjoyed, some I did not. Some I will still be figuring out the rest of my life, the content that was in those courses because they were so challenging....Some of them were drawbacks and I'm thinking some courses were not challenging to me...I wish I had pursued some particular content areas more so, where now I feel gaps and wish I had that information and don't really have time at this point to go take another course.

A similar experience was expressed by a second respondent.

Most education courses that I have ever had in my life I considered to be not a great deal of use to me, in my lifetime....The actual learning to plan for teaching and those kinds of things, yes, those courses are very critical....Evaluation was obviously important too....and the psychology....Those were good but I have always found that the theory courses were, "okay, I'll get the reading done and do what I need to do." But if they have ever really truly helped me I'm not sure that I necessarily believe that.

In one respondent's situation the courses were in vocational education, which required her to make her own connections to family and consumer sciences education. Experiencing a similar situation because of low FCS course enrollments, the Ph.D. program of a respondent at another institution had to be individually designed around classes offered across the university from a variety of departments.

I took a research course with the agriculture [students], which was still a vocational education one. I ended up with a supervision course in higher education. I think it ended up being better because I think I ended up with a lot more diversity of students in my classes. I was usually always the only

person from my college in those courses. I had to do an independent study with the administration course, for instance. In some ways it was a little bit self designed and a “get what you can” kind of thing. It wasn’t that I didn’t get the concepts. I just got them in a little different packaging than I thought.

Application. The courses taken by the respondents provided opportunities for application and practical experience. One respondent remembered an independent study she had done for her advisor involving the review of specific literature covering a ten-year period. That research led to a presentation and a published article. She talked about other opportunities that were built into the classes.

The first year I was there you were required to take one [research class] in the sequence of your classes. That was probably my first experience. From that I put together an article on the teacher shortage and the contextual factors that affected it—the national teacher shortage. Then a fellow graduate student and I...presented that information at pre-session to the national AVA meeting.

The same respondent went on to tell about another professor who required the class to actually put a paper together—going through all of the steps of submitting a paper, so they would know what those steps were. The respondent recalled, “by the time it got through her and it got through everything else...it might as well been through blind reviews.” In fact this respondent took another class taught by the associate dean which focused on learning how to write for the publication process as its main objective.

### Professors

All ten respondents described their graduate school professors using positive qualities. One teacher referred to her professors as “quality, caring, teachers who were extremely skilled” and who “made sure we had the necessary experiences for our careers as teacher educators.” Another teacher talked about her professors in relation to her decision to become a teacher educator,

I think I had the best. I wouldn’t be here if it wasn’t for many of them. And that is really what convinced me that this is what I wanted to do. And I had people that were strongly committed to mentoring and preparing the next

generation. That is the other thing, you either have people that know how to do that or you don't. And I was very fortunate that I had lots of people that knew how to do that.

Another respondent's advisor encouraged and supported her to the degree that not only was she given the responsibility of teaching classes, she was basically in charge of the whole program. Many of the respondents singled out their advisors and committee members as role models and mentors. One respondent referred to her advisor as "a very strong role model who is very involved at the state and national levels with curriculum development." Another respondent had the following to say:

We had to have a person on my committee who has a degree in family consumer sciences. That was my former department chair, who is now a colleague of mine at my department...he was a big part of my dissertation and helping me envision it and come up with ideas. And he even opened some doors for me because he was a former administrator. So he is a mentor. We've written an article together and he is still...a mentor.

Another respondent described how she learned from her advisor, whose position and program were actually being phased out.

[I saw] the best teacher educator that I had known switch over to another area in order to maintain a position there basically and be a part of the university. But I still say that even though the teacher educator at that point was pretty much either temporary, on the way out, or the last part of those two years was me, I would say it was a very good thing to see the role modeling that I did see. To see all of the issues going on, to be actually part of it, and still have the resources there that even that person wasn't a teacher educator, I could go to her. She was one. She just wasn't in that capacity at that time. So I think I got a really completely new—sometimes not all together positive—but the whole picture of what it meant to be a teacher educator... and how to make positive out of it.

### Professional Opportunities

As one respondent stated, “There is no way that just the coursework would have given me the experience.” Findings in this section are related to the types of professional opportunities respondents took advantage of during their graduate school experience in order to maximize their teacher educator training. Five of the respondents reported having professional opportunities in the areas of teaching, research, and service. Three respondents reported having opportunities in only teaching and research, two reported only research opportunities.

Four respondents reported supervision of student teachers and college teaching experiences, two had advised students, and three respondents were able to be involved in curriculum development at the college level. Seven respondents reported involvement in publishing activities, six reported being involved in research projects, and five reported making national research presentations. One respondent reported involvement in grant-writing. Two respondents reported university or community service involvement.

One respondent was able to be involved as an editor on faculty research projects as part of her employment with the university. Sometimes just seeing how professors accomplish their research and publishing benefits graduate students.

Seeing some publishing, the way people were doing their publishing and the way they were writing, that has been helpful to me now that I’m out and on my own. I am not as afraid of that. I still don’t feel very skilled in that but I’m certainly not as hesitant to do that.

The significance of a having a supportive mentor or role model involved with any research or publishing effort was suggested by a respondent who had had the opportunity to work on a state-wide survey during here graduate studies.

I did a state-wide survey for that state and then was able to present a research session at a national meeting like this one. And then I got to have it published in the abstracts...I think it would be very difficult to write articles on your own unless you really got into that content and were really able to, you have got to have that feedback and support. Just like any job, I think the mentoring role

and the people you model and the people you see. Because there are a lot of people that are not good teacher educators. Just like there are a lot of teachers that are not good teachers.

Supporting a similar belief, another respondent shared her research and publishing experiences in graduate school.

[My advisor] said, “you are in charge and you can do it and I know you can.” And you know, I did national presentations and publications and chapters and I worked on [specific] grants. She totally encouraged me and said... “put the proposal together for that.” So we wrote a chapter in the yearbook and, “let’s sit down and talk about this monograph.” So we would write a monograph.

Where some experienced a variety of positive opportunities, some respondents expressed frustration regarding the lack of research and publishing experiences during graduate school. One respondent reflected this sentiment in the following way,

Whatever I learned about qualitative research I have learned on my own and learned with my advisor. And so I don’t feel as skilled as I would like to be there. And then in terms of publishing, that came through. The only emphasis that was placed on publishing was, “Okay, you finished this research—now you should publish something out of it.” And I didn’t ever publish anything from my master’s thesis. I started an article but I didn’t know how to finish it. I didn’t know how to move it forward and I didn’t seek out help in doing that so I still feel I don’t know what I could have done with that. And then it still took me, after finishing my dissertation, two years, I think, practically, at least another year before I even wanted to sit down and look at it and think about writing on it. So I still feel weak writing. I feel weak in relationship to publishing.

Having varied research opportunities was a valuable feature of her graduate work, as one respondent described,

The research piece has been really good....we had opportunities to go in several different research tracks. My very first interest level was not strictly empirical work...What I wanted to do was research that I felt like would make

a difference. I ended up kind of going in the track of more historical work and the qualitative type work...My doctoral thesis director and mentor is an historian, educational historian. He is absolutely wonderful at that. So I learned so much about historical research and preservation and archival work and things like that. He said there are some people who just love the dusty old books and love to get back and dig in that, and that is me. I mean I love it. I'm really enjoying what I'm doing and I am focusing totally in that area.

Sometimes graduate students have opportunities and are able to take advantage of them, while in other instances that was not the case. One respondent said the following regarding the possibility of working on research with faculty members,

If you shared the same interests that the professor and there was a mentor there, yes, opportunities were available for some students to do some publications...I was not one of the fortunate ones to do that. But the opportunity was there for some and some did do that.

One participant who had a positive experience with research and publishing also acknowledged that not everyone gets the same experience at graduate school,

I felt they helped us do it. We did it as part of our graduate programs...it was definitely there. Now, sometimes you can think that it's never enough because I think the bar keeps getting raised, but at the time, I thought it went very well. And I thought the other thing that they helped me do is they helped me put together an agenda that when I left I was already launched. I wasn't starting cold. I was able to go to my first university position and hit the ground running with publication. And I think that is such an obligation that we have. I am really committed to doing that for my own graduate students. But I don't think that happens all the time.

Sometimes even when graduate students do have opportunities, they feel they can't take advantage of them. Working with faculty on research projects can be time-intensive and therefore may not be feasible for some graduate students.

I basically completed my doctorate very quickly in three years...I was pushing to get the coursework and all of that done. The down side of that was it didn't give me time really to do [research] because basically what I was doing was taking coursework year round.

One respondent shared her impressive listing of professional involvement while in graduate school the following way:

I did national presentations and publications and chapters and I worked on department of education grants... there is nothing I didn't do. I mean I did the service, I did the publications, and I did the teaching...because I was responsible for all the classes and was responsible for all the advising.

#### The First Job

Findings regarding the respondents' first tenure-track position will be reported in the following areas: discovery of position, preferred type of position, preferred type of institution and first contact made, the interview, the job offer, and communication after being hired. Also reported in this section are the respondents' perceptions of quality of program, faculty commitment, and peer group in their first tenure-track position.

#### Discovery of Position

The respondents found out about the position they eventually took in various ways. Four respondents became aware of the position through announcements in their department, and two saw the announcements in *The Chronicle of Higher Education*. Two heard about their positions at the American Vocational Association national conference and two heard about their positions at the American Association of Family and Consumer Sciences conference.

#### Preferred Type of Position

When asked what type of faculty position the respondents preferred, six respondents reported they would prefer a family and consumer sciences teacher education position, and one each reported they preferred teacher education in a college or department of education and a position in textiles and clothing department.

Sometimes respondents who took positions other than their preferred position found they were well suited to the position they received. One respondent who would have preferred to have a 100% FCS teacher educator position, but took a split position discovered that she found her knowledge of teacher education and curriculum change had been very beneficial in doing the other 50% of her position, which was supervising the internships for the department. Another respondent's goal was to be a professor of textiles and merchandising; however she ended up with a teacher education position and found that challenge to be very rewarding.

#### Preferred Type of Institution and First Contact Made

Six respondents reported they would prefer to work in a land grant or research institution, two were geographically limited as to what institution they would work in, and one had no preference. As their first contacts with the institutions that hired them, four respondents called the department chair; two were recruited at a conference; two received a phone call from the search chair; and two respondents made personal visits to the department to inquire about a position.

#### The Interview

The faculty interviews of the participants in this study occurred in many different ways and under some unusual circumstances. A brief synopsis of each respondent's interview follows. Neither are they in alphabetical order according to the actual participants in the study, nor are they in alphabetical order according to the assigned pseudonyms.

One interview had the look and feel of an informal conversation, as the three faculty members and the interviewee sat around a table and conversed. Because it was getting late in the summer, this participant knew the department was in a hurry to make a decision regarding the position, but also believed they were looking for someone with the right background and experiences.

Another participant was flown in during the heat of summer during a time when very few faculty were available for the luncheon or her presentation. She had interviews with the dean, a couple of department chairs, and the other teacher educator in the department. She also met with students. She remembered reflecting

on the day's events while at the interview, and thinking to herself that she had "said the wrong thing." The chair of the department told the respondent that she could have the option of beginning the position with ABD (all but dissertation) status in the fall, or finishing her dissertation back at school during the fall and starting the new position in the spring semester. The tour of the community had only further added to her frustration because the weather that day was very hot and she felt the possibility of owning a home in any of those neighborhoods seemed very unrealistic to her. An embarrassing moment occurred when she boarded the plane to return home, the dean of the college was on the same flight to another destination. Even after engaging in a short conversation with her as she boarded the plane she hadn't recognized her as the dean. It finally dawned on her who the dean was after she returned home from the trip.

Another participant was flown into the city, taken on a tour of the community, and then taken to her hotel. She had dinner with two faculty members at an upscale restaurant. The next day included breakfast with some faculty members, several interviews with other faculty members and deans, lunch with other faculty members, and a research presentation. She believed some comments were made during her interview by one of the search committee members that could possibly have biased her impressions of other faculty members there, which made her uncomfortable and a little defensive during her presentation later. She had also formed a false impression regarding which person would probably have the most influence on making the decision of which candidate to hire, because later she found out the opposite to be true.

Another respondent was picked up at the airport by the search committee chair and was taken to her hotel. An associate dean gave her a tour of the community before taking her to dinner with the dean and the search committee chair. After breakfast the next day with the department chair she gave her research presentation to a group of faculty members, and then had an interview with the dean and associate dean. After lunch with the search committee, she met with more faculty and with students.

After reflecting on her interview experience, another participant described her interview as going very smoothly, consisting of an explanation of the program and its relation to each department in the college, after which roles and responsibilities of the position were discussed.

One respondent was initially hired as a temporary instructor in the department when her husband was hired as a new professor. When the department conducted a national search for the position she went through the interview process and was hired as an instructor on tenure track. She began work on her doctoral degree and was then promoted to assistant professor because she was making steady progress toward her degree.

Another participant had a similar situation in that she held an instructor position for one year while a national search was conducted. She interviewed, gave a presentation on where she saw the future of FCS going and how she would develop the program, and also discussed her computer skills. She met with the education faculty because the FCS students took many of their courses in that college. She believed she was hired because of her many skills and her performance during the previous year.

One participant, who characterized her interview as a positive experience, traveled to the interview with her husband so that he could investigate the community and employment options while she interviewed. She met with the department chair, the research faculty, and the college dean. After a luncheon with other faculty members, the search committee conducted an exit interview with the respondent and her husband together, after which they had dinner with other faculty members. At the time of the interview she felt the collegiality there was too good to be true, and as it later turned out, her perception was correct. She was given the impression that the size of the program was much larger than it actually was, and upon realizing there were actually fewer students than originally stated, she became somewhat concerned about the security of her position there.

When reflecting back on her first faculty position interview, another participant remembered feeling that the search committee chair was not very attentive or

hospitable, and therefore even though she accepted that position she was not very impressed with that aspect. However, she came to know that individual as the most gracious, hospitable, and social person of her colleagues. She remembered eating breakfast alone before the interview, and feeling jealous that there were other apparent faculty candidates who were eating there as well, but who had faculty members accompanying them. She interviewed with faculty members from different vocational areas than FCS and a director of extension. She liked the feeling of control she had during the discussions in those interviews because the other faculty members didn't have the knowledge base of FCS that she had.

One participant characterized her interview as formal, even though it took place in a very informal setting—pool side at a resort. She believed she had a very positive interview with the department chair at that time, and remembered speaking with another faculty member at the conference. She interviewed with another FCS faculty member on the telephone at a later date. She was aware the position was non-tenure-track, but was told they were working on changing it to a tenure-track position, which it later became.

#### The Job Offer

When the respondents were notified of job offers, seven were telephoned by the department chair or director of the school, and two were telephoned by the associate dean. When asked why they felt they were selected by the institutions for the job, three respondents believed it was their wide range of work experience, two believed it was the match between their philosophical beliefs and vision for the program, one believed it was the extent of her student teacher supervision experience, and one believed it was a combination of having the necessary experience and being able to relocate to that community in a very short amount of time.

#### Communication After Being Hired

Communication between the hiring institutions and the newly hired professors took place in the following forms: three made a trip to the institution to visit with faculty and administrators personally, two corresponded through mail, three communicated using telephone calls and faxes, and one received a gift delivery.

One respondent recalled the representative who had been assigned to her by her hiring institution who was in charge of handling all of her moving details.

They had a marvelous, marvelous moving program. The man assigned to my move was so wonderful. I mean he became more like this grandfather figure....I was finishing the dissertation, defending it...teaching summer school....I was trying to pack up everything I owned and move thousands of miles...That man just made it so much better for me. Faculty actually went out and looked for a place for me to live, to actually find a lease for me on a place. They called me and said, "this has been on the market for one hour, and they are going to save it until noon, do you want it?" And the faculty member went over and signed the rental agreement for me...they really watched out for me....They sent me more [materials] than I wanted because I wanted to be left alone to finish my degree....I didn't have time for what they wanted me to do.

Another respondent recalled the experiences she had between being hired and reporting to work as being very positive.

[The dean] flew [the new hires] back in for the first week of orientation for the faculty and the university...so [I got] that initial connection with the faculty. Then I saw everybody...I got to see for the first time people I had never seen before...[it] was very helpful so that when I came back in January there were some familiar faces and I actually knew some names by that time...I participated in a conference call with people in the state in terms of preparation for a summer workshop for curriculum writing....I felt sort of a part of the faculty already even though I wasn't here.

### Quality of Program

Four of the respondents believed the quality of the teacher education program in their first tenure-track position was excellent, one believed it was good, and four believed their program was evolving. Four of the respondents rated the commitment level of their department faculty toward the teacher education program as high, three rated it as average, and two rated it as low.

Several respondents engaged in major projects in order to improve their programs. Updating the program helped to improve the quality of one respondent's program.

I felt like we brought that program into the 21<sup>st</sup> century. It was a very traditional 50s model teacher education program and I think she very slowly started to work on that. But with the other retirement and then me getting there, I mean we just whipped that program into shape, and it was hard for some people. They didn't like it. sometimes we paid a high price for that. I'm not sure it was ever the quality that either one of us wanted it to be, but there was no doubt we were moving.

Another respondent worked to improve quality of her program by recruiting quality students:

What I'm concentrating on right now is trying to look for good students. I'm not interested in just students who are just trying to find some way to get out of college. I'm interested in looking at high quality teachers and I am taking these students although I only see them technically for two courses, I try to do a lot with them as far as technology is concerned. They are doing things like PowerPoint presentations and I do require all of that...I'm looking for a good quality student who is a hard worker. I am pretty selective about what I'm looking for because I believe that is the only way we are going to improve the image of home economics in the secondary schools too.

### Faculty Commitment

Four respondents believed the faculty in their department was highly committed to their FCS education program, three believed the commitment was average, and two believed the commitment was low. One respondent described the commitment of the faculty in her department in the following way:

I think the overall commitment of all the faculty at this university is just wonderful. They spend a lot of extra time working with the students and it is certainly different from the way it was at [another institution she taught at]...but we spend a lot of time in advising. That is a big part of what we do.

I feel like they are very committed to the overall mission of our department, even though we have family therapy and counseling who don't really directly impact my students. They are still very supportive of my program.

Another respondent seemed to share that belief.

They are very committed individuals. But obviously they are going to be more committed to their own program. Our students, the education students, are required to take some coursework in each one of these areas. But since we are also a small department, it is kind of like there is one of us [or] two of us for each one of these programs, so we do deal mostly with our own students....Yes we do work with our own majors but if the student is in your class, you are there for the student and you do whatever you can to meet the needs of the students. And we all believe that. We really do.

One respondent stated she felt faculty were committed to their subject areas, but not necessarily committed to how their courses connected to the FCS education program.

Another respondent believed all the department faculty are supportive because they know the education program is the foundation of FCS.

[Their commitment was] high. They realized that if they didn't have teacher education, they probably were not going to survive, and not because of numbers because our numbers were low at that time. But because we held it all together, conceptually.

One respondent spoke about the quality of the program in terms of the format and structure of the program:

We have gone to a professional development school format with a lot of field experience for our students. And I think it is an excellent situation. They are getting a lot of good experience and they are much more comfortable when they go into their first job.

### Peer Group

When asked who their peer group was at their new institution, five respondents stated that it was a mixed group of some sort. Those groups consisted of non-tenured faculty, retired and non-tenured faculty, junior and senior faculty, agriculture and

extension faculty, and education faculty. Three reported their peer group to be a group of FCS faculty, and one felt her peers were the education faculty.

Because she had a split position of education and FCS and interacted with all of them on a daily basis, one respondent felt her peer group consisted of the faculty from both areas. She believed they all put students first and enjoyed teaching and learning, but there were differences in their approaches:

I do feel there are some differences between...my philosophy and the philosophy of the people who are connected more with the education portion. I think they are less student oriented, more theory oriented or research oriented, in the sense that they are more concerned with doing things by a certain formula rather than adapting to the needs of the students...I can see that sometimes, the way they line up their syllabi compared to the way I line up my syllabi, just little things...so wedded to a list of tasks that has to be done rather than looking at the overall picture.

One respondent felt she had two peer groups: one was the non-tenured group of faculty, and the other was the entire faculty of the department. She described the relationship she had with the non-tenured group:

They are my peer group because we have this commonality being non-tenured and trying to figure out this process, and I feel like there is a sense of camaraderie in that...that sense of peer group has evolved since I've been here because over the last year my department chair has organized us into being kind of a support group and we meet regularly, once or twice a semester. Sometimes we have met for full days, sometimes we have met for lunch or whatever and [talk] about issues in relationship to becoming tenured, and talk about our philosophy papers and things like that.

One respondent described having a peer group of both FCS and agriculture as a benefit.

The person in the office next door was the food safety specialist for the state, across the hall was the historic costume professor, across the hall was the person that specialized in eating disorders. But what was really neat about that

is that we all had an understanding of what each other contributed to the whole. You don't even know those people in the big schools.

One respondent believed a high level of university involvement had created for her a university-wide peer group.

Everybody [is in my peer group]....the college, the entire university. I am also a member of the faculty senate. I am the parliamentarian of the faculty senate. We work on different committees, curriculum committee for the university, different things. Yeah, it would be all of them. We are not isolated, or at least I don't feel like I am. I have gotten very familiar with other individuals across campus. Some of them I may just recognize okay, I've seen that face before, I know they are on campus, but others I know by a first name basis and they know me. And the president of the university was in our faculty meeting yesterday. He knows us.

Another respondent identified her peer group as a combination of other new professors and a senior full professor.

The two new hires who came in at the same time as I did and they are in [another area of FCS], and then the [another department] full professor, who is a very good role model and ...a person who has it all figured out....I really value her opinion and so it has ended up being a real good peer thing in terms of a lot of work issues. The three of us [new hires] laugh because we have taken such different avenues in terms of our sort of research....we are all real eager, so that is our commonality...my association with the full professor who is actually younger than me because she didn't ever do the teaching, she has come up through the university her whole life....I can see what she has done to make it and it is what I think ought to be done too so I think we are common in that I'm doing a lot of things that she did.

#### Socialization During the First Year

Themes reported in this section are atmosphere of department; respondents' feelings; coping strategies; source of information regarding work responsibilities; source of information regarding goals, policies, and expectations; unwritten rules;

impact of work demands; comparison to beginning expectations; first week of classes; adjustments for academic success of students; out-of-class interaction with students; facilitators of success; and inhibitors of success.

### Atmosphere of Department

Respondents described the atmosphere that existed in their departments using positive characteristics and explaining specific circumstances. Three respondents reported only positive characteristics and seven described specific situations in the department.

Positive characteristics. The positive characteristics reported by the respondents included the department faculty being collegial, inclusive, collaborative, supportive, organized, friendly, open, and generous. Two respondents described the atmosphere of their departments as very positive environments.

It was very pleasant, very collegial, very collaborative. People liked each other there. They did stuff together socially. There was a group that ran together at lunch, and there was a group that played golf together. There was a group that was in the tennis leagues. It was really a very close knit group that liked each other.

Another stated,

[The department was] very supportive. Faculty members would stop me and say “if you have any problems, let me help you.” So they were very willing to help me and especially the person whose place I was taking, who is now our chair. [She] was very willing to work with me and share with me and ... if you end up teaching a course that somebody else has already taught, they are so very willing to share all of their materials with you... and their notes...it is a very giving faculty.

Specific situations. Specific situations existing within the respondents’ college or department described by respondents could be viewed as neutral or negative. Situations described by respondents included a reorganized college, a merged department, a new department chair, a problem colleague, a loss of accreditation,

unhappiness within the department, many new faculty finding their way, a serious work environment, a lack of cohesion, and unresolved issues.

Two respondents spoke about the atmosphere in their reorganized departments in the following way:

[The faculty] was still trying to figure out how to work with each other. I think that still continues now. People are still trying to figure out what people's perspectives really are...I think some people who came got the sense that some people already had a reputation of, you know, not sort of being a team player or doing their own thing.

Another said,

There was a lot of unhappiness in the department. They had just recently gone through an attempt to break them up, by [an administrator]. They had gone through a re-organization. They had been moved from [one college] to [another college]...Then they lost their [professional] accreditation. They felt that they unfairly lost it. They felt that it was a political thing...So that atmosphere was kind of stressful.

Another respondent mentioned the fact that because of a recent turnover, only three faculty members in the department were tenured, so most of the faculty were kind of feeling their way through and getting to know each other. One respondent described the atmosphere in terms of the differences in work environments between her graduate school university and her current position:

[The faculty] were very friendly and positive and they tried to include me. It is different from where I came from...just in cultural stuff...we work hard in [this state]. Now I get so busy I have to stay in my office and eat lunch and [in my graduate school university] people say "let's go have lunch." So it's not that they don't work hard...I just mean in [this state] we feel so responsible about working hard and that people are making sure we work hard.

Another respondent spoke about leadership style and unresolved problems that occur in her department.

I did seem to find that in some cases, on some of our differences, and part of this is due to leadership style and just past history...But we sometimes don't address things that I think we ought to. We sort of sweep them under the rug and sometimes they come back up and bite us a little harder than if we had dealt with them the first time.

Yet another respondent mentioned a problem colleague in the department who mistreated students, berating them in front of a group.

### Respondents' Feelings

Five respondents reported only negative feelings, three reported only positive feelings, and two reported both positive and negative feelings.

Negative. The negative feelings mentioned most often were being overwhelmed, uncertainty, confusion, isolation, exhaustion, and misery. One teacher expressed her feeling of being overwhelmed in terms of uncertainty:

[I felt] extremely overwhelmed...uncertain about the internship coordination, half of my position. Uncertainty about what I should be teaching and the courses and what had been taught. And I was more concerned that I was doing what I was supposed to be doing. [I felt] I needed to check out what's right, what's wrong.

Another respondent also mentioned feeling overwhelmed by the extreme amount of travel she had to do for her job.

I felt so overwhelmed...we had heavy teaching, we had heavy service because the state was so big you had to fly lots of places. So almost every week I was flying somewhere. I was in the schools a lot. There was just a heavy service responsibility there.

Another respondent remembered her feelings of not knowing:

Just the unanswered questions...of course you are inundated with everything under the sun. Like insurance and your retirement plan, and you've got people coming to visit you because you've got to figure out how you are going to invest your retirement. That in addition to the overwhelming feeling that you've got to get a syllabus together and getting your courses out there and

what it is you are going to teach and how you are going to do it and figuring out who the contact people are that you want to use for resources and that kind of thing. My first year out was really pretty rough, just to figure out what all you needed to know...

Positive. The positive feelings mentioned most often were anticipation, excitement, happiness, renewal, confidence, autonomy, and hope. One respondent remembered her positive feelings:

[I felt] excitement...at teaching because this is the first time that I sort of felt security and I was going to get to teach in an area that I really wanted to be teaching in. [I felt] autonomous in a way because again, there is a little bit of security...real positive types of feelings and just sort of renewed—like a whole new phase of life, and it was real exciting.

Both positive and negative. Some respondents felt both positive and negative feelings when starting their new positions. One respondent shared the variety of opposite feelings she experienced:

[I felt] uncertainty even though I had taught previously, it was still uncertain, knowing all of the rules and knowing what was expected and all of that kind of thing. I felt very confident knowing what I had done in the past so... I could translate that. Sometimes it is frustrating when you are having to try to please and trying to give to a wide range of ages and a wide ranges of needs. But... they bring so much and... they can be helpful to you in a lot of ways.

Another respondent compared her college teaching job to her former job of teaching in a high school and shared both the positive and negative feelings she had:

I was so excited to be there!...I mean I loved it!...Of course I was miserable because my husband had taken me out of [another state]. The culture shock was horrid. But...my job was great. It was like ripping my heart out to leave [my other job]. But after I had been teaching at the college level for six weeks or so, all of a sudden it dawned on me—I didn't have to worry about...the [high school] kids anymore. I had not realized what a stress it was. I love my job!

## Coping Strategies

The respondents reported coping strategies that were either personal/emotional in nature or social in nature. Four respondents utilized personal/emotional strategies to cope; two used a more social strategy to cope with their feelings; and two used a combination of both strategies.

Personal/emotional. Coping strategies used by respondents considered to be personal or emotional were determination to persevere, taking one step at a time, becoming fearless, and maintaining a positive attitude. One teacher talked about how hard it was to handle her feelings of being overwhelmed:

It was hard...there were times I would be very bitter because I was so tired. And I didn't feel like I was doing anything well and I was trying to find my way in a new community. It was troublesome.

Another respondent experienced the same feelings of tiredness in the following way:

I think I went in a severe state of depression. I came home every night and I slept. I slept on the couch or I went to bed every night as soon as I got home from work. I was so depressed I couldn't stand it. I was so exhausted from trying to finish my dissertation and having that defense...I felt burned out when I got here. I was so tired all the time. I just felt like I was not functioning practically. I don't know if I just needed to sort of recover or...I just think I was really truly at a breaking point before I got here. So I was very stressed out. I did not seek out help. I wish I would have.

Social. Coping strategies of a social nature included talking to family members and seeking help from colleagues. One respondent reflected on her experience of being shunned by the outgoing faculty member whose place she was taking, but was helped by another colleague.

It was frustrating...I would have helped her...I would have...done anything. I have a really good friend who is in my church who is in the college...she was the one who gave me some opportunities to work in [her field]. She let me do some volunteer supervision...go out and observe those kids. She got me

involved. She got me my very first presentation at the [conference]. She just really helped me to stay kind of abreast and I was able to build some relationships in the college... which have been wonderful...I am not going to get mad at those people, or if I do, I am going to work through it. I am not going to have this bitterness.

#### Source of Information Regarding Job Responsibilities

Most of the respondents stated that the primary source of information regarding work responsibilities was the department chair; however many of the respondents received information about their responsibilities from a combination of the department chair and either the job description, the dean, colleagues, or the out-going faculty member. One respondent said,

There was also another individual here...and she has since retired. [She] was wonderful in answering questions, explaining about reports, explaining what needed to be done. In fact the first visits to some of the schools that I had to make, she went with me and introduced me to the teachers because I didn't know any of these teachers. She was wonderful about that kind of stuff.

#### Source of Information Regarding Goals, Policies and Expectations

All 10 participants received information related to goals, policies, and expectations from a variety of sources. Included were department chairs, colleagues, and the faculty handbook. Although several participants had received faculty handbooks, they either forgot they had them or they learned what they needed to know at the time from someone who was available. One respondent who had had several years of experience working with faculty in her graduate program stated,

[I learned about policies and expectations] through conversations and asking people. Again, it was because I had some knowledge that there were these things out there. So I asked. And I knew what to ask for—absolutely.

#### Unwritten Rules

Eight respondents felt there were unwritten rules in their departments or colleges, while one disagreed. One respondent thought of two unwritten rules: don't throw away anything and don't listen to colleagues who want to gossip about others in

the department. Another respondent saw office politics, such as learning when to speak up and when to remain silent as the unwritten rules. One respondent felt the unwritten rules in her department were those related to tenure:

I hear the dean say one thing...I hear the vice-chancellor saying another, and then what is written down is a third thing about achieving tenure....How do you show that you are doing your job or performing, and the idea that we are supposedly moving toward a different culture, a different paradigm but we are still being measured on these old guidelines.

Unwritten rules caused unhappiness and frustration for one respondent, who said, “[The unwritten rules] always made me mad because I didn’t know about them. I am one that likes to know.” However, one respondent believed there were no unwritten rules.

The department chair met with each of us—the new hires—at least once a month, but it might have been once every two weeks at first. Which she just scheduled an hour conference with us. We were to bring any questions, the topic or whatever, unless she had something specifically to tell us. In my case mostly it was bring my concerns, my questions. So anything that I lacked clarification on, I got.

One respondent referred to the unwritten rules as the expectations that aren’t made clear.

I think it is confusing sometimes that you are listed as 100% teaching, but here, since we are regarded as all teaching faculty, must still do research. Those are the kinds of things that are not totally clear. And then there will be some faculty around here who say, “no, I’m 100% teaching and that is all I do.” So there are some [unwritten rules], and those will impact your life because although it may not be written somewhere you know that that is an expectation. You have annual reviews too and if you have not been meeting those expectations, those will come up in your annual review.

### Impact of Work Demands

Five respondents were negatively impacted by their work demands during their first year of college teaching, while three were positively impacted and two felt both positive and negative impacts.

Negative. Negative impacts of the work demands as experienced by the respondents were being overwhelmed, exhaustion, illness, unhappiness, stress, weight gain, back problems, lack of connection, let down, work became part of social/personal life, class overload, travel, and juggling split appointments. Several respondents described the effect of work demands on their personal lives. One said, “I didn’t have an outside life that first year—still don’t have much of one. They basically took over my outside life.” Another participant described a similar effect and explained how she coped with it.

I think it has taken me until now just to figure out that it is okay to have an outside life, that I don’t need to work on homework every night. Now that I have sort of figured that out I don’t dread it so much if I work in the evening or something like that. Whereas before I was just avoiding doing that because I felt like I was supposed to be doing it all the time. So now I kind of control what I bring home so that even if I don’t work on it over the weekend I don’t feel so guilty about it Monday morning...I think that part of being a faculty member right now and being really involved also means that it does become part of your overall life.

Travel created a negative impact on one respondent’s life because as she said, “I never felt like I could completely unpack and repack.” Identifying the travel responsibilities of her split appointment as the negative impact on her life, a second respondent stated:

I have this split assignment and because my responsibilities involve commuting and I’m talking about an urban area, so it was very demanding on trying to be available to see students in different locations within an urban area and then traveling back to the university. And then having the demands of what a traditional person is expected to do. so you are out there in the field doing all

of these clinical kinds of things and then you come back and you are in this regular traditional setting. So it is more or less like two jobs in one. And trying to balance all of that. And then with being in an urban area with the traffic and the stress of that.

Positive. The positive impacts of the work demands reported by the respondents were happiness and a lower workload than they had experienced in the past. One respondent described the impact as restful.

I don't think that first year did very much because I had left a situation where I had grants and curriculum and I had so much to do that I think that first year I had enough and I was going to school full time and I was working on a dissertation. So I think the impact was that it was less of an impact on my life. I mean sometimes I think I would like to go back to that first year because, again, you pick up more stuff and you are doing more things...I mean I didn't have travel responsibilities or anything. So it was not a negative impact on my life at all...it was like taking a rest.

A similar feeling regarding the impact of work on her life was expressed by a second respondent:

It was so much less than what I had at [my first teaching institution]...it was just like "whew, this is a breeze!"...here we have a lower class load, not as many of the independent studies. Not as many individual people you were working with to do completely different things and teach during independent study classes with them. So it has been really a lot easier...much more happy situation for me because I had more time to deal with students and to work on research and writing.

Another respondent explained that work as a professor wasn't that much different from work during graduate school.

It was not a whole lot of difference for me, the way I had been working before. We think that things might get different but responsibilities just shift and change and so...I still have a life. I mean, I will never not make room for my family but I do a lot of work at home and I do a lot of reading, I mean that just

becomes my free time. Instead of watching television I am probably reading and writing an article. And that is the only way here with the teaching load that I could do what I've done...I was used to working that way and I have always been that kind of a student so it wasn't a whole lot different.

#### Comparison to Beginning Expectations

Each of the 10 respondents had a different interpretation of how their first year of tenure-track college teaching compared to their original expectations. None of the 10 respondents found their first position to match their expectations of what they thought the job would be. One respondent hadn't realized how demanding the job would be or how much time was involved working at a university, and another found that it became part of her overall life. Another didn't realize how serious the approach toward work would be at her new job. One respondent found the student profile to be different than she had expected, and another found she had been misinformed about the number of students in the program. One respondent found her job responsibilities to be different than she had been told and she also didn't realize an approved research project was required by a particular point in time.

One respondent who had worked full-time during her graduate program had the following to say, "I thought my life would slow down a little...literally in my Ph.D. program I worked every Saturday and Sunday and every night and all of that. And I didn't have to do that anymore."

Two respondents were pleasantly surprised about their first year of college teaching. One respondent had a lighter load than she had expected she would have, and another found her first year to be more fun than she had expected.

#### First Week of Classes

The majority of respondents described their first week of teaching as a positive experience, using such descriptors as exciting, positive, well prepared, nice students, becoming familiar with students. One respondent who felt she knew what to expect because she had done some college teaching talked about her first week of classes:

I think it was an exciting time, having taught before I knew what was expected and I kind of knew what to expect and if anything, I think it was a very positive

experience as I recall. That first week [is] just a lot of meeting and getting off the ground and so forth. I was really excited about the possibilities. Probably a little overwhelmed also at times. Four or five classes...I think I only had four that first semester. So probably also, in all honesty, a little overwhelmed at managing everything. But I do know that I went to class with syllabi for each class. Probably also just a little bit, not knowing the students, and again, not knowing quite what to expect on some of these because some of them it was the first time I taught something like that.

Respondents reported other aspects of their first week of classes to be hectic, unprepared, overwhelming, uncertainty, and a feeling of being watched because students didn't know anything about them yet. One respondent described her first week of questions in terms of unanswered questions.

A lot of unanswered questions...things I needed to know. Trying to get the syllabus together and get the schedule...my only difficulty was getting the syllabus together and seeing if your requirements are realistic. And I think that is the problem with a first year teacher—either you have too much to do or not enough to do.

Another respondent described her feelings of being overwhelmed during the first week of classes.

I don't even think I had my syllabi ready. I think I was, again, overwhelmed. I can't even think particularly of those first week of classes anymore. But I know the first week and second week of every semester is overwhelming to me...I can remember the first week of classes not really being sure of what the classes should have in them or having a syllabus ready, because I didn't know what should be in it. I don't know how anyone comes and is ready and is prepared for that first week.

#### Adjustments for Academic Success of Students

Five of the ten respondents reported a total of ten different adjustments they made for their students' academic success. Five respondents reported not feeling a need to make adjustments of this kind. The adjustments included being available,

ensuring relevance in classes, adjusting thinking toward process skills, devising strategies to help students write, doing more reading and research, not feeling responsible for students' grades, and working to raise their thinking level.

One respondent had no problems with the academic success of students and another felt her first week was a good learning experience. Two respondents mentioned that university guidelines for acceptance criteria and scholarships awarded to promote higher achievement had eliminated the need for much adjustment. Realizing her students were at a higher level of academic readiness, one respondent felt she was continually challenged to keep ahead of them.

We have the more mature students [who are] very eager for learning and ...it keeps you on your toes. I had been told but I didn't fully understand that...I began to realize that I was going to have to scramble to stay ahead of them because they were very alert and they were wanting to learn and they were challenging me, just because they were wanting more information.

Another respondent found she needed to change the way she approached teaching concepts because the students weren't writing coherently about them.

So how I deal with that now is...I have emphasized pre-thinking, pre-writing. We do a lot of things about either drawing things out on paper or listing things on paper, writing on it for the first time and I give them points for doing that when they turn that in. And then doing a re-write or second draft or something like that. I try to emphasize that they have to show changes from their first thinking to their next thinking...then I still have allowed them time to re-write it again. Trying to get it so that it connects together rather than just accept it and say, "well, I don't guess you get it."

#### Out-of-Class Interaction With Students

Nine of the ten respondents had interaction with their students other than teaching. Professional student organizations and advising of students were the primary types of interactions respondents had with their students, followed by socials in their homes and informal conversations in the hallways and lounge. One of the respondents was particularly involved outside of the classroom with her students.

I advise a couple of student groups...I have officers who have monthly meetings. We do some things in the fall and spring through the vocational areas, a picnic in the fall and a banquet in the spring. I always take my students to FHA clusters so we always do a little road trip in the fall which is really...a positive experience for them because they kind of have to live together for two days or three days and it kind of helps bond them together...I advise all of them--each one individual but sometimes I have done group advising. Then I usually have them to my house socially for Christmas.

One respondent told a story related to inviting the education students to the teacher educators' homes once every semester. When it was her turn, she didn't feel comfortable in doing so because of a situation that had arisen between one of the students and her cooperating teacher and that had gone out of control. The teacher educator had become involved by finally visiting the student in her home and the experience ended very badly. At that time, she made the decision not to visit her students' homes or to have socials in her own home.

### Facilitators of Success

There were a variety of factors that were considered to be supports, or facilitators of professional success of the respondents in this study. Factors that facilitated the respondents' success existed at three levels: university, department, and non-university.

University. Facilitators of professional success at the university level included professional development, new faculty orientations, technology, research office, library and staff, grant-writing programs, and annual faculty socials. One respondent described a professional savings account where she banked up credit for attending workshops or teaching extra classes or seminars which could be used for attending conferences. Her in-state travel was paid for by the university. There was also a tenure-track women's group that worked together supporting female faculty members who were working toward receiving tenure. One respondent talked about an agency on campus that offered a great opportunity for faculty development.

I went to some really helpful programs and there were even other opportunities that I just didn't have time to get involved with. They have opportunities for mentoring, for linking up with different kinds of interest groups for new faculty and I didn't do as much of that probably as I would have, had my family not been at the stage they were.

Sometimes the respondents found support in unexpected ways, as one respondent described:

I had a really good experience...somebody in [my college] got a [government] grant to study college teaching and I was selected to be a subject in that so I was routinely observed. I really gained a lot from that, a lot of confidence from that...they shared feedback. They didn't evaluate the feedback, they just told you. But I was able to interpret it and I felt really good about it.

Another respondent talked about many kinds of support at her institution on the university level:

All new faculty go to a one day session that sort of gives them an overview of the university and the resources that are available. Then we have...a lot of good resources from the graduate office, from research offices, research and support services...we have good support through the student support...they will help us with our students if we are seeing particular problems or we see particular needs of students.

This respondent went on to describe the support she experienced at the library:

We have a wonderful library and a librarian who will help you with research...they will do searches for you...they will give you all kinds of help...and we have wonderful computer labs and a lot of technology on campus.

Department. At the department level, the facilitators of professional success reported by the majority of respondents were the department chair, colleagues in FCS, mentor, reduced teaching load, financial support for conferences, release time, and graduate or student assistants. One respondent talked about support in terms of financial support.

One thing I can say is I had an incredible budget. I got whatever I wanted. Materials, travel, I mean I never wanted for anything in terms of travel...there was money to do whatever I wanted to do. I never said I can't do this because there is no money. There was a research budget for me to get started with. There was a new computer, they remodeled my office for me, they bought furniture. I was really very lucky.

Another respondent experienced a high degree of support, but not financial support.

I have always felt extremely supported here. Even when the money wasn't there for certain purchases, or whatever, still the encouragement or the time to do something. Or even the words of "I'm sorry I can't give this, but do what you can and I'll help you any way I can. Maybe I can give you a student assistant for these few weeks." Lots of support.

Another respondent described how co-workers and administrators created the supportive environment that existed within her department.

[Facilitators of my professional success included] the encouragement, constant encouragement from all the faculty. The administration—the chair—was also very helpful. She has an open door policy so...I could go in any time and pick up the phone and leave a voice message and get a message back or e-mail her and get a message right back...you have a lot of freedom, but you also have instant support if you need it...the dean of the [college] is really a nice man to talk to and he is very good...he gives you quite a bit attention when you do meet with him.

Another respondent echoed this support.

One of the things that I think that really helped me when I came to our department is that they tried to give me the best of everything. Even though the new people coming in generally get pretty much like the leftover things. So they made a real genuine effort to make sure that things were really nice and I got some really nice quality kinds of things and it wasn't the leftover kinds of things that you get...The people did recognize that being a new person that I

would have all of these transitions and these things I would just have to work through, so they tried to make it as easy as possible for me.

Non-university. Respondents mentioned a variety of non-university facilitators of their success, such as emeriti faculty, state department of education/vocational education, teacher educators from nearby colleges, former advisors or professors, professional organizations, and other organizations or groups to which they belonged. Emeriti faculty provided support for several respondents in the study. One respondent said, “I felt like the emeriti faculty really tried to support me, especially the woman whose position I took.”

Money from state departments provided support for several of the respondents, as one described:

The state department really supported us...they gave us the money for whatever we needed. Lots of times that makes a difference to have money. Whatever I wanted to do, we figured out how to do it with them.

One respondent spoke about support from professional organizations;

I try to belong to professional organizations...when you go to professional meetings and things like that you get a lot of support from people who are doing things that either you want to do or what you are currently doing so you can shop and compare notes.

Several respondents mentioned their doctoral advisors and faculty members from nearby universities as sources of support. One respondent experienced this as well as support from the community:

I have called [my doctoral professors] many times for ideas or for [information concerning classes they had taught]. And then also the faculty at [a previous institution where she had taught]...they have helped me develop some courses that I hadn't taught before...I have taken my students on some field trips to schools and to businesses as they related to the content.

### Inhibitors to Success

The participants of this study also experienced obstacles, or inhibitors to their success as new college faculty members. Inhibitors to success existed at the university

level, department level, and personally, with most of the inhibitors existing at the department level.

University. Respondents mentioned a lack of monetary resources and an outdated library as inhibitors to their professional success. College level decisions regarding administrative positions at the department level were the source of inhibitors for one respondent's success.

Department. Department inhibitors mentioned most often by the respondents were overwhelming number of responsibilities; lack of time; pressure to do research, serve on committees, and write grants; class overloads; lack of communication; and poor administrative leadership. Other inhibitors mentioned were lack of review, lack of positive feedback or appreciation; no technology support; poor location of office; unfamiliarity with adjunct faculty; colleagues' view of new faculty's lighter loads, lack of collegiality, and lack of other non-tenured faculty.

Overwhelming service responsibilities of faculty in one respondent's department inhibited their success. She stated, "[We were] so overworked. That's just the way it was. It was everybody...they probably felt like they [adjusted the courseloads for new faculty] but then you had all the service responsibilities so it didn't matter."

One respondent referred to the fact that there were few students in the Ph.D. program with her and she wished she could have been able to interact with others who had her same interests. Several respondents had peer review processes in their department; however, according to one respondent, the peer review process inhibited her success.

The one thing I don't like very well is our peer review process of work. It was fine the first year because...my tenure clock didn't start ticking until the fall because I came mid year. I got good feedback and the next year, because I didn't have anything written, I got a negative mark because I didn't have anything published. So therefore, "you didn't do your job." And that just made me sick...and then I started realizing in order to have anything count, you have to practically have it in the year before...So now I do feel like I have

things in the cycle...but getting in this whole cycle of writing has been very difficult for me. And then not feeling support from my peers because obviously, “you are not spending your time writing,” so that is all I feel like I am doing now is trying to spend time writing and ignore the rest because that is what they told me to do. So even though my peer review committee has said okay, you may not be on task on this, my department chair has never said that and her reviews have been good...I still don’t know who has more credibility...is it the peer review committee saying, “okay, you haven’t done this,” or is it your department chair evaluation....People are coming from different perspectives that by the time you come up for tenure you should have one article per year. And then if you have a gap, “why do you have a gap?” I can’t go back and fix the gap that I have. So I get the message that is going to be questionable then about why do I have three things in one year, or four things in one year. That maybe I was just playing catch up in order to make up to get tenure. You know, it is like a no win situation. I mean I really hate that.

Personal. Five respondents mentioned a lack of time as the biggest inhibitor of their professional success. Other inhibitors were balancing teaching, research, and service; lack of energy; toll on mental and emotional health; and wintry weather.

Time seemed to be a major inhibitor of professional success of most respondents. One respondent commented on her feelings about trying to balance the overwhelming responsibilities involved in graduate school, saying:

It is overwhelming, especially when I was trying balance a full-time job that had tremendous travel responsibilities. I paid a high price for doing that and it took me a long time to recover from that. But just incredible pressure...you give up so much to do it that I think you reach a point where you could break.

One respondent described how her preferred way of working would take too much time.

[An obstacle to my professional success was]...a lack of time to do all that was needed to be done, especially with the thoroughness that I like to do things. If

I could slide over things a little easier, that is almost what you have to do when, that's my biggest thing that I still struggle with is a lack of time to do all that needs to be done well...I have always managed but...you pay a price for it sometimes in terms of working a lot more than just at work. I might have some other hobbies if I didn't quite have so much work to do.

Another respondent described how time and balancing work inhibit her success:

Time [is an inhibitor], trying to manage your classes and I mean really manage the work load, the papers, trying to get them back. And staying abreast of the content and then looking at the service that is required of you. The research. So trying to balance all of these.

#### Continuing Socialization and Career Development

Continuing socialization is the phase that follows the entry and induction stage of socialization and continues throughout the developing career of the newcomer.

This section includes findings related to comparison of second year to first year, comparison of career at present time to beginning, view of self as insider, changes in personal career, career satisfaction, dissatisfaction with career, promotion and tenure, and future plans.

#### Comparison of Second Year to First Year

All 10 respondents favorably compared their second year to their first year of college teaching. The majority of respondents mentioned the following regarding their second year: not as overwhelmed, increasing their research and service, establishing a reputation, and gaining respect. Other comparisons were increased confidence, better management, more acquainted with people and campus, more interested in students, feeling more support, and doing more revision instead of original planning.

One respondent expressed her comparison in terms of the increased service and the level of service commitment.

Where at first I started off, I was immediately a chair of a committee, but it was a very minor, I mean it was a "you can't hardly mess it up" kind of committee to be chair of. And since then I have progressed to the most responsible committees and have some very high level service off campus to

the point that I need to start saying no. But it's like you work to establish yourself, and then you get opportunities and the same thing has happened outside of the university. Like some opportunities at the national level now, and state-wide. I have a lot more service and a lot different responsibility levels than I did the first year...and I have been able to do that by having less time on say, course preparation.

Another respondent echoed this comparison and described how her feelings of being overwhelmed lessened.

I think the teaching—I am more comfortable with it, working between two departments, so that some of the stress that I felt in that first year, I no longer feel that. I have managed and I am doing quite well so I have had some time there that I have filled up with these other kinds of things....I'm taking on more service and I'm trying to do more research. That first year was really like a learning for me. I was being oriented into what was actually required of me so it was really a lot of still learning...Even though there is still a time constraint, I don't feel just completely overwhelmed. I don't feel that there is someone else dictating my time. I fill my time up and I have done this to myself, kind of thing, I mean control, even though I probably mismanage this time thing.

Describing the difference between the second year and the first year in terms of lesson planning, a respondent stated:

For one thing you have your lesson plans put in good order. Not everything has to be developed every night as I always say because I am so busy developing and I'm still in the process of refining things but I am getting to do some of the good things that I haven't been able to do yet, such as this web page development. I'll be able to get that accomplished and I'm trying to get that accomplished this semester. Things are easier from that standpoint because you do have your lessons in order. You know who your resources are that you can call on...you are able to start looking for new things and ways to improve and that is what I'm basically doing now, hashing through my lesson

plans, throwing out things that didn't work, revising things that need to be revised and then keeping the things that were really good, that worked very well.

One respondent described how her second year had changed because the state budget she had worked from for part of her position had been cut. The decision to make some drastic program changes caused another respondent's second year to be very different from her first as she described:

We needed to update [our curriculum]... We just revamped it, totally and completely. Merged two classes into one and recreated that one new class.... I created that and I now teach it. But in doing so, we got rid of two others.

#### Comparison of Career at Present Time to Beginning

When respondents were asked to compare their career at the time of the interview to when they first began FCS teacher education, they mentioned the following: can see the "big picture," actually enjoy teaching, have increased department and college involvement, have proven themselves across college, are more stable, feel greater meaning in their work, have an increased knowledge of job, are able to focus more, and have more confidence.

One respondent expressed the comparison in terms of an increase in power. Here I perceive that I have a lot more power. I don't really think of it as power, and I am a very approachable low-key kind of person, but I realize I have a lot of power and I think... I thought that the first time that I got a curriculum proposal through. I realize I have a lot of power when it comes to what this curriculum will be like and just some of the things that I do on some of the committees that I'm on now. And it's not power as much as, I think I have an understanding and I am more at a level and I view things more in terms of the big picture and how I have the opportunity to bring about some positive and good in growth changes. Which you just can't have when you are starting out because you have got to kind work to that level.

One respondent described her confidence in the following way:

I have a whole lot more confidence. I have more of an attitude, “well, take it or leave it.” I don’t feel like I have to please nearly as many people as I used to think I had to.

Another respondent referred to the change in terms of respect and proving yourself:

They know you are a capable person that has a brain. I know that sounds kind of weird but you kind of have to prove yourself....People accept you as a colleague across the college, not just within your department. So people in education accept me as a colleague at a professional academic level....They don’t know you and they don’t know what kind of preparation you have had, and you are family and consumer sciences. Of course that could be part of my own interpretation of that too, I don’t know. But probably there is part of that piece and then, you know, the whole stigma. I mean there is just as much stigma at the university as what we do in family and consumer sciences education....what their vision is of what family consumer science is, or home economics is.

#### View of Self as Insider

Five respondents viewed themselves as insiders of their institution, and three respondents did not view themselves as insiders. One believed she was still in the process of becoming an insider and that she felt closer to that as each year passed. One respondent described her feeling of what an insider is.

The first couple of years, people would see me and go and say “yeah, we’ve seen you before but we really don’t know who you are or what you do.” I now feel like I can go to other departments, other colleges, other buildings on campus, and they know who I am and they know what I can do. That is making a difference. I feel comfortable there and I feel comfortable with them knowing who I am and what I am. I would probably say it took the first two or three years I was here.

The experience of serving on a high-profile university committee was what caused one respondent to feel like she had arrived as an insider:

I was on the departmental personnel committee...and being part of that was almost like becoming an owner. And I don't mean to say that I wasn't before, but it was a different kind of participation than I hadn't had before...it is something that doesn't leave you because I definitely feel a part of the organization and have for some time. So I have accepted some opportunities and challenges probably earlier than I should have, but because I wanted to establish myself as that kind of a person...I think there are some people here who have been here longer than me that haven't done that and aren't there...but I see them as a little bit on the outside...and I think that is just the way that [a particular colleague] wants to operate, which is more of a job type thing and, "let me do my little job and then let me go home when I want to and don't bug me in between." You know, "I get my paycheck and I'm okay." I've never seen it that way. I think it has to do with how much you are willing to get involved yourself...and that is when I got that feeling of ownership or being a real part of it.

However, not all respondents had the desire to become an insider.

I think that has been a conscious choice...[I feel I'm an] insider on the national level...my contacts are the professional contacts nationally. I don't feel a great need to be on every committee on this campus. But they need both of us. We need people that do that.

#### Changes in Personal Career

Eight of ten respondents stated if they could go back and change something about their careers they would change nothing; however, two added that they wished they would have returned for the doctorate a little sooner, one wished she would have had a little more secondary teaching experience, and one believed a stronger focus on her research plan would have been helpful. One respondent believed goal certainty would have provided her with more direction and a higher confidence level, and would have enabled her to finish her program more quickly.

### Career Satisfaction

The majority of respondents reported their greatest satisfaction to be working with the students. Aspects of this included teaching, receiving positive student evaluations, counseling and advising students, receiving support from students, and seeing students becoming excited about what they were doing. Other respondents mentioned curriculum development and change, seeing the big picture of curriculum, and observing the FCS progress in the state.

One respondent discussed how very hard she has worked to build good relationships with her students, particularly her graduate students, and referred to them as her “lifeline” at her institution. Another respondent believed counseling students and helping them figure out their futures was most satisfying to her.

The most satisfying things in my career [are] helping them figure out or affirm that this is where they want to be, this is the direction they would like to take, letting them know it is okay if they don’t really want to be in education. As I have found out students seem to be in fear of telling us that. I would rather them have a happy life figuring out their direction....That makes me really happy.

### Dissatisfaction With Career

Dissatisfactions reported by the respondents were lack of time, balancing work and family, bureaucracy, paperwork, student evaluation, committee meetings. One respondent who had a split appointment described her greatest dissatisfaction as too much to do in too little time. Time was mentioned by one respondent in the following way:

Time is probably least satisfying...lack of time. I am getting to the point where I am starting to choose a little bit more and say, “I can’t do that, I’m not going to do that.” I have to have a life of my own and I am willing to do that and suffer whatever consequences that might mean. Because...life is too short to get yourself in a knot over some of this stuff.

Another respondent expressed her dissatisfaction in terms of the bureaucracy involved in effecting change and how workloads create a lack of time that impedes the change process.

Inherent in this process of being in academia...is a lot of the bureaucracy and committee stuff and I think it is typical of the bureaucracy that you just have to go through to make change. It just takes so long to get it done and I know you have to go through channels and go through procedures. The demands of all the work prevent change because a lot of times we just don't have the time to come together and talk about what we want to do...it probably boils down to a lack of time.

A second participant stated,

Being stretched, time limits, sometimes to the point that I am exhausted....Come about spring quarter, it is all I can do to really keep everything together. Time-wise, emotional-wise...you are tired anyway...you just get run down, exhausted at times....I guess that's the best way to put it.

One respondent who had a family at home believed finding a balance between family responsibilities and work responsibilities was the biggest dissatisfaction:

Work responsibilities and family responsibilities. It is still very difficult for me to draw the line between the two. It's hard and my husband and kids let me know about it....Then you have colleagues who don't have family responsibilities and it's not so much that they don't understand, it's just that you don't understand sometimes because you are really trying to make everything fall together, and you are really trying not to let your family be a negative part of your professional responsibilities. And I don't mean that negatively....I've never liked to use the fact that my kids kept me from getting this done, or something like that. I still believe I have a responsibility to get something done.

While some respondents viewed student evaluations as facilitators of support, one respondent felt that student evaluations were the least satisfying thing to her.

I will give them a glance and I put them away and I will put them away and never look at them again...I am forced to look at the numbers to put them in my annual report and I don't like it. I hate it...I get more feedback from students during the process of the class that I could figure out things are not working or working than those final course evaluations.

### Promotion and Tenure

Five of the ten respondents received promotion and tenure information from their department chairs, one from the dean of her college, two from their colleagues, and two from peer review committees. However, most respondents sought information from a variety of sources including the aforementioned, as well as a faculty handbook, a mentor, a staff development workshop, and a university master advisor.

One respondent talked about the opportunity she had to serve a three-year term on the college tenure and promotion committee, which helped her tremendously in learning the process and what is involved. Another respondent believed meeting with her non-tenured group and department chair provided her with the most helpful information:

The non-tenured group of people and meeting with the department chair has been one of the best experiences for me for really understanding about promotion and tenure. We talk about our philosophical papers and it was risky sort of starting to share those in the beginning...Having the chance to really talk about that talk about our concern and questions, along with the formal written information that is in this handbook, that has been more meaningful. I think I have grown more through that experience than anything else.

### Future Plans

Nine of the ten respondents planned to return the next year to their current positions, and one respondent stated she was looking for something else. Some of the respondents mentioned specific projects they would be working on, such as teaching other classes, working on a tenure folio, or writing a grant.

Respondents also shared plans they had for the next five years. Some plans were at the department level and some applied to the university or beyond. Plans at the department level included graduating their first cohort of students, increasing the size of their programs, designing and teaching distance education courses and web-based courses, and gaining continued respect from their peers. Several respondents mentioned going up for tenure and taking on more leadership in their departments; however one respondent felt she would be able to become more selective about her level of involvement. One mentioned working to develop a master's degree program and another mentioned aligning the current curriculum with state and national standards.

Several respondents mentioned increasing their professional involvement by broadening their involvement beyond the department level. One respondent was anxious to continue her involvement in historical curriculum research and another had an interest in becoming professionally involved at the international level. One respondent had a goal of acquiring more resources for schools in the community, and another wanted to become involved with area schools through in-service work.

One respondent mentioned she would consider moving closer to home.

I really would like to be closer to home—to my family. And if I could find something, I would consider moving, I really would. But it would have to be something that I would almost have to pick where it was because I really am happy with what I have. I have a home here. I've got some roots here. But I would like to be a little closer to family.

#### Recommendations for Improvement of the Socialization Process

The final section of findings includes recommendations by the respondents regarding the socialization process for new college faculty in family and consumer sciences teacher education. Suggestions were made both for the university and the department levels. Recommendations from the respondents who each had experiences in two universities were made considering both of those experiences.

### University Level

Respondents made several recommendations for universities in improving the socialization process for new college faculty: offer assistance in facilitating collaboration across departments and the campus; offer workshops for new faculty on student advising, policies and procedures, and tenure; establish a new faculty mentor program; offer a distance education doctorate; match FCS mentors from other universities with doctoral students at universities without one; and allow new faculty members to ease their way into university committee work by allowing new faculty to alternate with a more senior faculty member.

One respondent mentioned the difficulty and frustration involved with serving on university committees.

[Make] the first experience you have with committees across campus, maybe a little bit more positive. Maybe not quite so overwhelming. Because you are asked to serve on some of these committees and you really don't know what they are to start with. And then it is like all of a sudden you get in there and think there is no way I can ever reach what they are after. Ever attain or ever be able to do what they are asking me to do. So don't make that quite so overwhelming.

Another respondent also suggested that new faculty should receive guidance in making connections across the campus because she didn't know how to do that.

I felt like...they might think I was stepping out of my role if I was trying to connect with people. And I might feel more comfortable about that if I had sort of someone guiding me and saying, "yeah, go ahead and do this," or, "I know somebody who might be interested in this." That kind of help.

### Department Level

Respondents recommended these changes for the improvement of the new faculty socialization at the department level: offer more informal socialization opportunities; have organized, regularly scheduled meetings or brown bag seminars; improve mentor programs; and provide critical information and clear expectations and guidelines for research and publishing timelines. One respondent suggested that new

faculty just need more guidance and mentoring, and they need to be appreciated for who they are and for what they bring to the job. She believed in order for departments to do that the faculty members themselves need to feel better about who they are. One respondent suggested lightening courseloads for new faculty to help provide research time.

Start faculty off with a lighter teaching load. It would give that person a little more time to get their feet on the ground. It would enable them to perhaps get established in terms of the linkages they need to get their research off the ground, if they haven't come here with some. And too, we really are not encouraged to get heavily into service, so I think that would help them.

Another respondent suggested holding a series of brown bag lunches for new faculty on a regular basis to talk about important issues or concerns. She mentioned that their department faculty also met regularly, but that new faculty should meet separately as well because "everything is not the same as maybe really being able to vent and share your feelings about things that are going on with your feelings."

One respondent believed an effort should be made by the department to ensure that there would be a mentor from another university for doctoral students who don't come out of the traditional graduate program because there are probably quite a few of them.

### Summary

The purpose of Research Questions 1 and 2 was to identify and compare the socialization experiences of faculty members in family and consumer sciences teacher education who began their college teaching careers after 1990. In reporting responses to these questions, an effort was made to represent the voices of all ten participants in this study.

All ten of the participants had teaching experience prior to becoming a teacher educator. Most of the participants felt their prior teaching experiences had shaped their beliefs regarding the preparation of family and consumer sciences teachers. Many had received encouragement, support and professional role modeling from key FCS professionals along their career path to become a teacher educator.

All of the participants viewed their professors as positive role models, and most had favorable impressions of the coursework in their graduate programs. Teaching, research, publishing, and service opportunities were available for most of the participants; however for some it was very minimal and for others it was very rigorous.

Half of the participants held positions in research institutions and all of them taught in other content areas as well as FCS education. Most believed the quality of their programs was high, but many had to revise and update the curriculum to attain that quality. Most of the participants felt the faculty in their department maintained an average to high commitment level to the FCS education program; however, some believed other faculty were more committed to their own students and weren't conscientious of connections between their programs and education.

Although three respondents mentioned only positive characteristics to describe the atmosphere of their department when they began, the majority of respondents described specific situations that existed in their department that were sources of tension, stress, and unhappiness. Negative feelings far outweighed good feelings during their first year, with both positive and negative feelings being very extreme.

The impact of work responsibilities for the majority of respondents was overwhelming, confusing, and exhausting. A few of the participants had experienced such intense graduate programs that they actually felt like their first job was easy comparatively. All of the participants thought the job would be different than it was, but the vast majority felt the difference was more negative than positive.

In terms of facilitators and inhibitors of success, respondents as a group seemed to experience just as many forms of support as they did inhibitors. But individually, for areas in which one respondent would experience a high level of support overall, the next respondent experienced little support. When comparing their second year to their first year, the intense negative feelings, situations, and work impacts seemed to fade dramatically. The majority of respondents felt more relaxed, confident, and capable, and less overwhelmed, stressed, and isolated.

Despite the overwhelming feelings of uncertainty, frustration, isolation, and pressure, and the struggles in balancing the many responsibilities that work, family, and personal life require, respondents were still able to find reasons why they were glad they chose a career in family and consumer sciences education. They also cared enough about the profession and future of colleagues to recommend suggestions for improving the socialization process for other new college faculty members.

## CHAPTER 5

### Discussion, Conclusions, and Recommendations

The purpose of this research was to examine the socialization experiences of new family and consumer sciences teacher educators in four-year institutions, including their interpretations of career preparation, their first job, socialization during the first year, continuing socialization and career development, and respondents' recommendations for improving the socialization process.

Qualitative research was used in this study to obtain data necessary to answer the research questions. The ten female family and consumer sciences teacher educators held positions in comprehensive and research institutions which were located in nine different states across the country. Data collection consisted of telephone and personal interviews which ranged from 90 minutes to two hours in length and the constant comparison method was used for analyzing the data. The findings and conclusions are not intended to be generalized beyond those teacher educators in the study, but will provide examples which could be used as a basis for further study.

In this chapter the findings will be discussed and conclusions will be drawn regarding the findings. Recommendations will be made for improved practice and further research.

#### Discussion of the Findings

Findings will be discussed according to the themes that emerged from the interview data. Themes are related to career preparation, their first job, socialization during the first year, continuing socialization and career development, and recommendations for improving the socialization process.

#### Career Preparation

The majority of respondents remarked about the relevancy and challenge their coursework provided, supporting Wanous' (1980) theory which identifies training skills as a socialization tactic during anticipatory socialization. One respondent in particular mentioned courses focusing on curriculum change and reform which she viewed as a strength in preparation for her role as a teacher educator. Another teacher mentioned lesson planning and evaluation courses as providing her with the training

skills she would need for her career, and yet another described the opportunities her coursework provided for application of learning, again supporting Wanous' theory.

Louis, Posner, and Powell (1983) found that graduate school was a primary source of anticipatory socialization for faculty members, and Fisher (1986) believed organization newcomers developed personal expectations of their careers during the anticipatory socialization phase of socialization. All ten respondents referred to their professors as role models who made certain they "had the necessary experiences for our careers as teacher educators." It was this role modeling that served as the base for the respondents to develop their expectations for their own careers. They felt their professors were strongly committed to mentoring and preparing the next generation. Even the respondent whose doctoral professor was losing her position because of elimination of the program believed she saw the whole picture of what it meant to be a teacher educator from her advisor's experiences.

The majority of respondents had opportunities to maximize their teacher educator training while in graduate school with experiences related to teaching, advising, supervising student teachers, conducting research, and publishing their work. The experiences of the respondents represented the elements valued by their institutions, elements that Boice (1992) found new faculty carried into their new institutions after graduate school. In fact, one respondent actually felt she was "able to go to my first university position and hit the ground running with publication."

### The First Job

Acquiring the first job is a major component of the anticipatory socialization phase. Personal expectations of careers are developed from messages and information received from a variety of sources (Fisher, 1986). In this study, respondents learned about their positions from announcements in their departments and higher education journals, and through their professional organizations when they attended national conferences.

In an interesting variation to the findings of Gibbs, Gold and Jenkins (1987), new hires' expectations continued to form throughout the interview process and through any communication related to acquiring their first position. However, several

of the respondents in this study found that impressions they had formed during their interviews later turned out not to be true, such as believing a specific faculty member had the most decision-making power, believing the collegiality of the faculty was too good to be true, or believing the program had a large enrollment.

According to Tierney and Rhoads (1993), various cultures, such as faculties, disciplines, individuals, and institutions, affect the socialization process. This was found to be true with the respondents of this study. When respondents were asked what type of position they preferred, all but one had a preference as to what kind of culture with which they wanted to be associated, such as FCS teacher education, general education, textiles and clothing, or a non tenure-track position. Respondents also had preferences as to what type of institution they preferred, knowing there was a different emphasis on work roles within different types of institutions. Supporting Tierney and Rhoads' theory, the experiences of the respondents proved to reflect differences in their socialization according to the position they held and the type of institution in which it was located. Another factor involved in culture was the respondents' view of the quality of their programs, and while about half of the respondents believed the quality was high, the other half believed the quality was evolving due to their determination to revise and improve it.

Peer groups were described as invaluable to the respondents and were identified by the respondents to include various combinations of individuals, from new to senior to emeriti faculty, and from other departments as well as their own. They described commonalities with members of their peer groups, such as newness to institution, students, research, personal interests, religion, and family types. This appears to align with Fisher (1986), who found that newcomers usually selected their own peer groups according to similarity of roles, perception of their expertise, and availability. This also supports Gibbs et al., (1987), who found integration of newcomers seemed to occur faster when they held positions where their lifestyles were similar to those of the existing faculty. One respondent mentioned specifically that she interacted with members of her peer group on a daily basis, which supports Louis et

al., (1983), who found that daily interaction with peers was the most helpful strategy for achieving feelings of effectiveness in newcomers.

### Socialization During the First Year

The second phase of the socialization process is referred to as entry and induction (Corcoran & Clark, 1984), encounter (Van Maanen, 1975), initial entry (Tierney & Rhoads, 1993), and accommodation (Feldman, 1976). Feldman found that upon entering a new organization, the newcomers confront the differences between their expectations (which were formed in the anticipatory socialization phase) and the actual role that exists.

Louis (1980a) referred to the comparisons of various differences that are made in this stage as “sensemaking.” The existing environment is an important component in this process. One respondent referred to the comparison of her new position with her old job as a secondary teacher in another region of the country as “reality shock.” Louis (1980a) called it “culture shock” and labels this form of comparing old to new as “sensemaking of change.”

Also in the entry phase, some respondents compared the differences in the faculty’s approach to work and others compared differences in the faculty’s approach to socializing. Louis called this “sensemaking of contrast.” All the respondents revealed differences between their expectations of the job and the realities of the job, most of which were related to the demands and the intensity of the job. This is referred to as “surprise” (Louis, 1980a).

Respondents’ entry into their new career and position was experienced primarily in two different ways. Most respondents were overwhelmed with the numerous responsibilities their role consisted of and with struggling to balance those responsibilities with their family lives and/or personal lives. The impact of the job in these cases was severe, and in some cases the respondents felt they were at a point of breakdown and inability to function. However some respondents seemed to react very differently to their new environment. Some found it similar to their previous level of workload and were able to manage with lots of adjustments in their attitude and time management, and some found their new position to be fairly easy, even to the point of

calling it “a rest.” Reynolds (1992) referred to these two types of experiences as the difference between socialization and acculturation. Socialization occurs when the newcomer’s world view is compatible with the new environment, and acculturation exists when their world view is extremely different and much more demanding. Those who are being acculturated are less likely to survive in the new environment, as the participants in this study substantiated with their detailed descriptions of confusion, isolation, stress, and exhaustion revealed.

One of the key elements of the entry and induction phase of socialization is the learning of new roles. Dirsmith and Covaleski (1985) found that mentors may effect the degree of socialization success for newcomers; however, Bragg (1981) found that pairing an experienced person, or an insider, with a newcomer was the most effective way for newcomers to an organization to learn a new role. Wanous (1980) referred to this practice as apprenticeship and Van Maanen and Schein (1979) referred to a role model or mentor as a serial tactic. The majority of participants in this study did not formally have a mentor assigned to them by their department or institution; however, almost all the respondents had role models either within or outside of their institution whom they called upon for support and assistance.

Most of the respondents found out their job responsibilities from the department chair or from a combination of sources, including colleagues, vacating faculty member, job announcement, and emeriti faculty, which is consistent with Fisher (1986), who found job-related information came from a variety of sources. Some respondents did not know what their job responsibilities were until they arrived on the job and one respondent found her responsibilities were different than she expected when she arrived. This supports Williamson (1993) who found new faculty face confusion regarding their new roles, and Corcoran and Clark’s (1984) finding that job expectations are not made clear to new faculty. Two respondents actually had course overloads during their first year as a new faculty member, which is consistent with Fink’s (1984) finding that lack of support for new faculty included heavy workloads.

As the respondents learned their new roles, they seemed to struggle to do only what was required of them during their first year in their new position. Van Maanen

and Schein (1979) referred to this as content custodial, or maintaining the status quo. In order to accomplish their jobs, several of the respondents had to change the content or environment of their classes, change their approach toward the course, or figure out new ways to manage time and accomplish research responsibilities. This was referred to as content innovation by Van Maanen and Schein. Role innovation is a third way newcomers learn new roles by changing the mission or purpose of the role; however, none of the participants in this study made comments related to role innovation.

The majority of respondents believed there were unwritten rules at their institution or department, most of which related to values and promotion and tenure. One respondent described her perception of promotion and tenure as three different sets of guidelines on three different levels. Consistent with Boice's (1992) findings, another respondent believed promotion and tenure procedures were subjective.

Their first week of classes for most respondents was a positive experience; however, in spite of the fact that all the respondents had previous teaching experience, several had a difficult time of planning the courses and writing the syllabi. They were uncertain about how much to include, how long it would take, and what really needed to be on the syllabi, which is supported by Fink (1984) and Boice (1991), who found that new faculty receive insufficient teaching information.

The participants of this study made several adjustments in their approach to the class or in the content of the class in order to improve the academic success of their students. This conflicts with Fink (1984), who found that new faculty became disillusioned with the academic success of their students and in turn, lowered their expectations of students.

The respondents in this study mentioned numerous kinds of support, at both the university and department levels. The majority experienced university new orientation sessions and socials. Sometimes organizations employ "manipulation by guilt" of their newcomers by investing effort and time into the socialization process (Schein, 1968). One respondent was flown in from another state to attend her university's week-long orientation of new faculty because she would not be starting her job until mid-year. Van Maanen and Schein (1979) refer to this type of

socialization as collective, formal, and fixed, meaning a group as opposed to one-on-one, the new faculty only as opposed to mixed in with existing faculty, and held at a specified time.

All ten respondents mentioned their department chair as a facilitator to their success. This conflicts with Whitt (1991), who found that department chair persons believed themselves to be supportive, but that their faculty members did not feel supported by them at all.

On the other hand, Whitt (1991) also found that administrators expected their new faculty to be able to hit the ground running, but that new faculty didn't know how to do this. The participants of the study did experience this kind of expectation and pressure from their administrators and believed it was unrealistic. The results of Williamson's (1993) study revealed the same pressure to perform from his respondents.

Several participants were members of new faculty groups, some of which met occasionally and informally while others met formally with the department chair on a pre-arranged schedule. Van Maanen and Schein (1979) refer to these tactics as collective, formal, and either fixed or variable depending on whether there was a schedule. Conflicting with findings from other researchers (Boice, 1991; Fink, 1984; Sorcinelli, 1988; Turner & Boice, 1987; Whitt, 1991), collegial support was reported by the majority of respondents in this study.

Two other inhibitors of the respondents' success were lack of time and the related problem of balancing work, family, and personal responsibilities. Sorcinelli (1988, 1992) also found that faculty did not have enough time to do their job well, without jeopardizing their physical and personal self.

### Continuing Socialization and Career Development

According to Corcoran and Clark (1984), the third phase of socialization, called role continuance, occurs when newcomers master skills, achieve roles, adjust to their work groups, develop professional identity, and show an interest in promoting change in the organization. Related to this phase, respondents answered in a variety of

positive ways when asked to compare their second year to their first year. They mentioned not being as overwhelmed, increasing their research and service, establishing a reputation, and gaining respect. None were at the point of being an insider after their second year, but many were well on their way.

The promotion and tenure process is part of that journey to becoming an insider. Half of the respondents received information from their department chairs regarding promotion and tenure; however, most respondents were informed through a variety of sources. Even though the majority of respondents had been provided with information regarding tenure, confusion and uncertainty still existed. One respondent began her new position working very hard to make sense of her split appointment and organize the content and method of her classes. Not until her peer review did she realize she had been putting too much emphasis on the teaching part of her job and not enough time on the research and publishing aspect, which is supported by Sorcinelli's (1992) findings regarding new faculty receiving inadequate feedback from supervisors. This is also consistent with Boice's (1991) findings that new faculty spend too much time on preparing for teaching and not enough time on research, and Gibbs et al., (1987), who found that newcomers misinterpreted cues given regarding performance expectations. The same respondent's peers actually told her to ignore the teaching to do what she needed to do for the research, which supports Williamson's (1993) and Fink's (1984) findings that teaching was not highly valued.

At the time of the interview, seven respondents were in at least the fourth year of their tenure-track position. When asked to compare their career at that time to the beginning of their career, they mentioned the following: can see the "big picture," actually enjoy teaching, have increased department and college involvement, have proven themselves across college, are more stable, feel greater meaning in their work, have an increased knowledge of job, are able to focus, and have more confidence.

Half of the respondents viewed themselves at the time of the interview as an insider. One respondent stated she had made a conscious choice to not become an insider at the university level, but instead felt she was an insider in her professional organization.

The majority of respondents' greatest satisfactions with their careers were related to their students—either teaching, advising, supervising, or observing their progress. This finding is consistent with Feldman (1976, 1981), who found outcomes of continuing socialization to be either affective or behavioral. Job satisfaction is considered by Feldman to be an affective outcome.

These outcomes and sources of satisfaction illustrate the professional growth that has evolved in the respondents over time. Growth opportunities affect the self-efficacy of respondents, which affects the capability to accomplish research tasks, and in turn results in progress toward promotion and tenure.

When respondents were asked what they would change regarding their careers, all but one said they would change nothing because they appreciated the process that made them what they were. One respondent felt if she would have been more focused on her career goal she would have finished sooner and felt more confident. When respondents shared their one-year and five-year goals, they mentioned things like earning tenure, being promoted, increasing the size of their programs, designing distance education and internet classes, taking on more leadership in their departments, and increasing their service across the university. These are examples of behavioral outcomes, according to Feldman (1976, 1981), which are defined as role dependability, innovation and cooperation to achieve or exceed organization expectations. Other respondents mentioned expanding their research, becoming professionally involved at the state, national, and international levels, acquiring more resources for schools in the community, and becoming involved with areas schools through in-service work.

The vast majority of the respondents expressed a deep commitment to their universities. According to Buchanan (1974), adopting the university's goals of teaching, research, and service illustrates identification. The respondents' goals of designing distance education and internet courses illustrate involvement because of the intellectual investment required. Goals of expanding service and taking on leadership positions reflect attachment and dedication toward the university and are referred to by Buchanan (1974) as loyalty.

### Respondents' Recommendations for Improving the Socialization Process

Respondents offered their recommendations for improving the socialization process at both the university level and at the department level. They were: provide assistance in facilitating collaboration across departments and the campus; offer workshops for new faculty on student advising, policies and procedures, and tenure; establish a new faculty mentor program; match FCS mentors from other universities with doctoral students at universities without FCS mentors; and allow new faculty members to ease their way into university committee work by offering them a role as an alternate committee member.

Recommendations from the respondents for improving the socialization process at the department level included offering more informal socialization opportunities; having organized, regularly scheduled meetings or brown bag seminars; and providing critical information and clear expectations and guidelines for research and publishing timelines. Similar recommendations were also made by Hipps (1980) and Freedman (1979) to increase contact among all faculty and to hold open seminars to address questions about faculty roles. One respondent believed existing administrators and faculty members should appreciate new faculty for who they are and for what they bring to the job. This aligns with Boice (1992), who found that new faculty will carry their skills over into their new institution especially if they are what is valued by the new institution. Several respondents felt mentor programs should be improved, which is consistent with Boice's (1992) and Clark and Corcoran's (1986) recommendations to strengthen serial relationships, which are role model/understudy relationships, by providing access to appropriate role models for faculty.

### Conclusions

The typical family and consumer sciences teacher educator in this study was a white female in her mid 40s. She had eight to ten years of secondary teaching experience and less than five years of non tenure-track college teaching or other experience in higher education. She typically received her doctorate in a research I institution in the eastern region of the United States, and her first position was as the only family and consumer sciences teacher educator in a research or doctoral

institution in the central region of the country. At the time of the interview, she was in her fourth year of tenure-track college teaching and taught education classes in both undergraduate and graduate programs in a department of family and consumer science, as well as courses in other content areas.

New college faculty in family and consumer sciences teacher education experienced all three phases of the socialization process: anticipatory socialization, entry and induction, and role continuance. Each of the participants had experienced anticipatory socialization during their graduate school and job search experiences, at which time the anticipatory socialization phase ended.

The entry and induction phase began when the participants started their first position. Some of the participants were still in that phase during the year in which the interviews for this study took place, having been in their positions only two or three years. However the participants who had been in their positions for four years or more were experiencing the changes that occur in the role continuance phase of socialization.

There were many similarities as well as differences in the experiences reported by the participants regarding their socialization into a college tenure-track position. Having a background that included secondary teaching experience played an important role in shaping the belief system of new family and consumer sciences teacher educators; however, most of the respondents believed they had not been adequately prepared for their job as a family and consumer sciences teacher. They believed society's impact on families has changed the way teachers should teach. All of the participants believed teaching at the secondary level provided a foundation for their careers and also formed the basis for their future career decision of being a teacher educator.

Graduate school was a key factor in the future success of the new family and consumer sciences teacher educator. While the participants of the study were split on the availability and substance of their coursework, they overwhelmingly felt having positive role models and having the opportunity to apply their learning by engaging in professional experiences were invaluable components of graduate school. Those who

had graduate programs described as “demanding,” “rigorous,” “stressful,” and “challenging,” were also given a high level of responsibility, and they felt they were well prepared for the college faculty role. Those who believed their programs were lacking in challenging and appropriate coursework or professional opportunities and experiences felt weak in those areas which added to their feelings of being overwhelmed when they began a tenure-track position.

The majority of respondents took family and consumer sciences teacher education positions at research institutions as their first college tenure-track positions, both of which were their preferences. What is also interesting to note, however, is the role that family played in their career decisions. Some of the participants postponed starting work on a doctoral degree until their family situation allowed it or until their husbands’ jobs required that they move, which may have moved them close to a community with an institution that offered a doctoral program for them.

Half of the participants took their first position either because they had family ties in that region and they wanted to remain close by, or because their husbands took jobs in that area and their own career was secondary. That proportion increased to about three-fourths of the participants when considering the choices made by the two participants who had since moved to their second positions. The nature of the degrees and prior work experiences of the participants were broad and instrumental, which allowed them to be considered for some positions for which they weren’t specifically trained. This had impacts on their ability to meet the challenges of their first job.

In terms of facilitators and inhibitors to the participants’ success, there was a wide range of disparity across situations and institutions. However, lack of collegiality and lack of support from their department heads were not the primary inhibitors experienced by the participants, contrary to the literature of faculty socialization. In fact, assistance from colleges and department chairs were leading factors facilitating the professional success of the participants in this study.

Socialization experiences were by far more positive in their second year than in their first year, and participants compared the changes in their careers at the time of the interviews from the beginning of their careers in very favorable terms. When

considering all aspects of their careers, the vast majority of respondents commented they would make no changes. Instead they viewed all their experiences—both good and bad—as the whole process that has made them what they are today. Professional plans the participants made for the future illustrated a high degree of commitment and dedication to the profession of family and consumer sciences, their institutions and students, and their communities.

### Recommendations for Improved Practice

Program leaders in family and consumer sciences teacher education should examine the prior work experiences of applicants for their doctoral degrees to determine if they have sufficient experience and a congruent belief system to provide a foundation for a career in teacher education.

Coursework in graduate programs should be examined to ensure the content is relevant, the level is challenging, and the learning is applied. It should focus on current educational issues and reform efforts, and should afford students the opportunity to work with public school administrators and teachers. Most importantly, it should provide students the opportunity to apply the learning in real-life situations.

Professors in graduate school should realize the impact they have on their graduate students in terms of providing the role modeling necessary for their students' future careers. In order to prepare them for the faculty role, professors should provide opportunities for their students to take on projects that carry with them a reasonable level of responsibility. These projects could be related to assistantships, research studies, or funded projects.

Because many family and consumer sciences teacher educators begin their doctoral programs after gaining years of experience teaching in public schools when making the decision to begin graduate school, they also have other commitments to consider, such as husbands, children, and extended families. These prospective doctoral students may not be near an institution that has a prominent family and consumer sciences professor to serve as a role model or mentor for a mature graduate student who desires to begin a career in teacher education. If graduate students

without mentors in the profession were matched with prominent mentors from other institutions, their professional success could be greatly impacted. Perhaps this type of mentoring process could be facilitated through the national professional organization.

The major inhibitors of lack of time and inability to balance professional and personal commitments could be lessened if department chairs would support new faculty by lightening their teaching, advising, and service loads during their first year. Establishing scheduled time for new faculty to meet informally as a support group would provide them with a safe environment to express thoughts and feelings. With the help and support of peers who have similar concerns they could work out how to maintain both professional and personal lives.

Departments should provide mentors for new faculty members. Colleagues are invaluable to new college faculty members because they provide important information and serve as sources of support and encouragement. Mentors should be recognized by their colleges or departments for their efforts with tangible rewards. Professional organizations, too, could recognize the efforts of members who serve their profession by mentoring new colleagues at their own or other institutions.

To eliminate confusion and uncertainty over new faculty work roles, college deans and department chairs should provide detailed, written information regarding their workload and performance expectations to new faculty before they arrive to begin their new jobs. This should begin during the interview process and should continue from the time of being hired until school begins.

College deans or department chairs should have a current faculty handbook that states the exact procedures and timelines regarding evaluation, promotion, and tenure. To alleviate the pressure to perform that new faculty feel, administrators could organize meetings for new faculty to discuss with them the contents of the handbook so that everyone understands the expectations. New faculty could work through the promotion and tenure process with the assistance of their administrator and peer group, sharing information, strategies, and documents.

Beyond the department level, the university should sponsor professional development workshops and seminars for teaching and research, as well as supportive

resources in the area of technology, grant-writing, and project development. Upper level administrators of the university should demonstrate their commitment to nurturing and developing new college faculty in order to gain the support necessary at the college or department level for successful implementation of socialization strategies.

#### Recommendations for Further Research

This study was limited to a small number of family and consumer sciences teacher educators. A study in other FCS content areas, vocational areas, or academic areas might provide useful comparisons.

Was there a relationship between the participants who had positive socialization experiences and the program where they earned their doctorate? Research could be done to determine the features and quality of the doctoral degree granting programs in family and consumer sciences.

Institutions should conduct longitudinal research on the attrition and retention of doctoral students in family and consumer teacher education. This may reveal important information regarding the survival of the program.

Due to the nature of the family and consumer sciences education, the participants of this study were all female. Gender differences related to the socialization process should be examined. Research may find that male teacher educators may have similar or different experiences associated with the socialization process of new college faculty.

Personality differences could have an impact on the way certain individuals experience organizational socialization. Research involving the identification of the participants' personality type and coping behaviors in combination with their socialization experiences may result in improved socialization of new college faculty.

Research could be done on an international level to examine the socialization experiences of new family and consumer sciences teacher educators. Replicating the study in other countries could reveal similarities and differences in the socialization process.

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APPENDIX A

LETTER TO STATE SUPERVISORS OF FAMILY AND CONSUMER SCIENCES

819 Orchard St. #7  
Blacksburg, VA 24060  
May 1, 1998

State Supervisor  
Family and Consumer Sciences Education  
Address

Dear Family and Consumer Sciences State Supervisor,

I am writing to request assistance in establishing a sample for my dissertation research. Daisy Stewart is chair of my committee and is supportive of my efforts to contact you for assistance.

One of the many responsibilities of teacher educators is recruiting. As studies of the national and state supply of secondary family and consumer sciences teachers reveal serious shortages, it becomes even more imperative that teacher educators are able to fulfill their commitment to teaching, research, and service, and still have the time and resources for successful recruitment of new students.

To this end, I feel it is important to look at the experiences of beginning family and consumer sciences teacher educators. This may reveal information about their career choice, the preparation they had, and the level of support they currently have to maintain job satisfaction and productivity.

Studies have shown that as professionals in secondary education begin their teaching careers, established induction programs prove to benefit their professional growth and development, shortening their transition period. It is my belief that the same may hold true for teacher educators as they begin their careers as new faculty in higher education positions. There has been very little research conducted in this area.

The purpose of my study will be to examine the experiences of first-year through fifth-year family and consumer sciences teacher educators in major four-year institutions, including career choice, preparation, and barriers and support regarding professional growth and development.

I am asking for your assistance by providing the names and addresses of individuals who began employment as family and consumer sciences teacher educators in a four-year college or university in your state since 1990, and are still employed. If you are uncertain as to the exact year of initial employment, but think it was around that time, please go ahead and include that individual's name. I will be contacting these individuals for more specific information. If there are none, please indicate that and return the form to me.

To facilitate my efforts to contact these persons, receiving from you both a work address and a home address and telephone number would be most helpful. Additionally, if you have their e-mail address, that would be an easy way for me to get in touch with them. If I need to contact someone else in your state to get the information I have requested, please identify that person for me or forward this letter to him or her.

Complete confidentiality will be provided. I will ask the possible respondents to indicate if they would be interested in participating in my qualitative study. An expert panel will examine the interview protocol and it will be pilot tested.

Please return this information to me by Wednesday, May 20th. Enclosed are a form and a stamped, pre-addressed envelope for your convenience. I can be reached by telephone at 540-961-6858, fax 540-231-6794, or e-mail at mlichty@vt.edu. I look forward to perhaps meeting you at the national AAFCS meeting next month. Thank you for your assistance in my doctoral research.

Sincerely,

Margaret Lichty

enclosures: information form  
                  stamped, pre-addressed envelope

APPENDIX B

INFORMATION FORM TO STATE FAMILY AND  
CONSUMER SCIENCES SUPERVISORS

**New College Faculty in  
*Family and Consumer Sciences Teacher Education*  
Since 1990**

**State of \_\_\_\_\_**

Name	Institution	Work Address	Work Phone #	Home Phone #	E-mail Address

APPENDIX C

FOLLOW-UP LETTER TO STATE SUPERVISORS OF  
FAMILY AND CONSUMER SCIENCES

4302 Treetops  
Hilton Head Island, SC 29928  
June 2, 1998

Dear Family and Consumer Sciences State Supervisor,

On May 1st, I wrote to you to request assistance in establishing a sample for my dissertation research. If you have not completed and returned the information form, I would sincerely appreciate your taking time to do so. Daisy Stewart is chair of my committee and is supportive of my efforts to contact you for assistance.

One of the many responsibilities of teacher educators is recruiting. As studies of the national and state supply of secondary family and consumer sciences teachers reveal serious shortages, it becomes even more imperative that teacher educators are able to fulfill their commitment to teaching, research, and service, and still have the time and resources for successful recruitment of new students.

To this end, I feel it is important to look at the experiences of beginning family and consumer sciences teacher educators. This may reveal information about their career choice, the preparation they had, and the level of support they currently have to maintain job satisfaction and productivity.

Studies have shown that as professionals in secondary education begin their teaching careers, established induction programs prove to benefit their professional growth and development, shortening their transition period. It is my belief that the same may hold true for teacher educators as they begin their careers as new faculty in higher education positions. There has been very little research conducted in this area.

The purpose of my study will be to examine the experiences of first-year through fifth-year family and consumer sciences teacher educators in major four-year institutions, including career choice, preparation, and barriers and support regarding professional growth and development.

I am asking for your assistance by providing the names and addresses of individuals who began employment as family and consumer sciences teacher educators in a four-year college or university in your state since 1992, and are still employed. If you're uncertain as to the exact year of initial employment, but think it was around that time, please go ahead and include that individual's name. I will be contacting these individuals for more specific information. If there are none, please indicate that and return the form to me.

To facilitate my efforts to contact these persons, receiving from you both a work address and a home address and telephone number would be most helpful. Additionally, if you have their e-mail address, that would be an easy way for me to get in touch with them. If I need to contact someone else in your state to get the information I've requested, please identify that person for me or forward this letter to him or her.

Complete confidentiality will be provided. I will ask the possible respondents to indicate if they would be interested in participating in my qualitative study. An expert panel will examine the interview protocol and it will be pilot tested.

Please return this information to me by **Friday, June 19th**. Enclosed are a form and a stamped, pre-addressed envelope for your convenience. I can be reached by telephone at 540-961-6858, fax 540-231-6794, or e-mail at [mlichty@vt.edu](mailto:mlichty@vt.edu). I look forward to perhaps meeting you at the national AAFCS meeting in Atlanta this month. Thank you for your assistance in my doctoral research.

Sincerely,

Margaret Lichty

enclosures: information form  
                  stamped, pre-addressed envelope

APPENDIX D

LETTER OF INVITATION FOR PARTICIPATION TO  
FAMILY AND CONSUMER SCIENCES TEACHER EDUCATORS

819 Orchard St. #7  
Blacksburg, VA 24060  
September 3, 1998

Dear Teacher Educator,

I am a doctoral student at Virginia Tech working toward a degree in Vocational and Technical Education, with an emphasis in family and consumer sciences teacher education. The purpose of my research is to examine the experiences of beginning family and consumer sciences teacher educators at four-year institutions.

You have been identified as a family and consumer sciences teacher educator who began employment in this role since 1990. Your name and address were supplied either by the family and consumer sciences state supervisor in your state or from personnel at your four-year institution. Of primary interest to me is the level and nature of support you received for professional growth and development during the transition from graduate student to college professor. The results of this study may serve to improve educational programs for teacher educators and may indicate areas in which institutions need to improve their new faculty induction process to facilitate job satisfaction and productivity.

I am inviting you to participate in this study which will consist of tape-recorded telephone interviews. Please indicate if you would be willing to participate, providing the appropriate demographic information on the enclosed form, and return to me by **Friday, September 18th**. This sheet will be stored separately from your interview tape and transcript. All documents, whether you decide to participate or not, will be completely confidential. You will be notified if you have been selected.

Your participation is entirely voluntary. Returning this form in the envelope provided will constitute your informed consent to participate in this project; however, you do have the right to change your mind regarding the interview. If you choose not to participate in the study, please indicate that on the form along with your name, and return the form to me.

If you have any questions about this research project or would like to discuss this experience, please contact me at 540-961-6858 or e-mail at [mlichty@vt.edu](mailto:mlichty@vt.edu), or you may contact the chair of my committee, Dr. Daisy Stewart, at 540-231-8180. Thank you for your time and cooperation. As a family and consumer sciences professional in teacher education, your input for this study will be very valuable.

Sincerely,

Margaret Lichty

enclosures: information form  
stamped, pre-addressed envelope

APPENDIX E  
INFORMATION FORM TO FAMILY AND CONSUMER  
SCIENCES TEACHER EDUCATORS

**Dissertation Research Study**  
*Participant Demographic Information*

**Personal Information**

Name:

Age:

Gender:

Race:

Home Address:

Work Address:

Home Telephone Number:

Work Telephone Number:

Email Address:

**Educational Background**

<u>Type of Degree</u>	<u>Name of Institution</u>	<u>City, State</u>	<u>Year of Graduation</u>
-----------------------	----------------------------	--------------------	---------------------------

Doctorate:

Master's:

Bachelor's:

**Work Experience at 4-Year Institutions** (List most recent first)

Name of Institution                      City, State                      Dates of Employment                      Dep't. and Position

**Titles of all Classes you Teach in a Typical Academic Year** (give 2 years if necessary)

**Consent of Participation in Study**

I am willing to participate in your dissertation research project concerning experiences I've had as a new and non-tenured professor in family and consumer sciences teacher education. I understand my participation will be anonymous, and will consist of a tape-recorded interview. I reserve the right to change my mind regarding my participation regarding this study.

---

Signature

Date

**APPENDIX F**

**FOLLOW-UP LETTER OF INVITATION FOR PARTICIPATION TO  
FAMILY AND CONSUMER SCIENCES TEACHER EDUCATORS**

819 Orchard St. #7  
Blacksburg, VA 24060  
September 25, 1998

Dear Teacher Educator,

I am a doctoral student at Virginia Tech working toward a degree in Vocational and Technical Education, with an emphasis in family and consumer sciences teacher education. A few weeks ago, I sent you a letter asking for your participation in my research project. If you have already responded by returning the form to me, I thank you. If that is the case, please assume I just haven't received it in the mail yet and disregard this reminder letter.

The purpose of my research is to examine the experiences of beginning family and consumer sciences teacher educators at four-year institutions. You have been identified as a family and consumer sciences teacher educator who began employment in this role since 1990. Your name and address were supplied either by the family and consumer sciences state supervisor in your state or from personnel at your four-year institution. Of primary interest to me is the level and nature of support you received for professional growth and development during the transition from graduate student to college professor. The results of this study may serve to improve educational programs for teacher educators and may indicate areas in which institutions need to improve their new faculty induction process to facilitate job satisfaction and productivity.

I am inviting you to participate in this study which will consist of tape-recorded telephone interviews. Please indicate if you would be willing to participate, providing the appropriate demographic information on the enclosed form, and return to me by **Wednesday, October 14th**. This sheet will be stored separately from your interview tape and transcript. All documents, whether you decide to participate or not, will be completely confidential. You will be notified if you have been selected.

Your participation is entirely voluntary. Returning this form in the envelope provided will constitute your informed consent to participate in this project; however, you do have the right to change your mind regarding the interview. If you choose not to participate in the study, please indicate that on the form along with your name, and return the form to me.

If you have any questions about this research project or would like to discuss this experience, please contact me at 540-961-6858 or e-mail at [mlichty@vt.edu](mailto:mlichty@vt.edu), or you may contact the chair of my committee, Dr. Daisy Stewart at 540-231-8180. Thank you for your time and cooperation. As a family and consumer sciences professional in teacher education, your input for this study will be very valuable.

Sincerely,

Margaret Lichty

enclosures: information form  
stamped, pre-addressed envelope



APPENDIX G  
ELECTRONIC MESSAGE OF CONFIRMATION TO  
SELECTED PARTICIPANTS

November 1, 1998

Dear FCS Teacher Educator,

I received responses from 34 of 43 possible participants for my dissertation research based on the induction of college faculty in family and consumer sciences teacher education. Of the 34 responses, 10 met the criteria established for participation in the study. You are one of the 10 respondents selected to participate in my dissertation research!

Originally I planned to conduct the interview with participants on the telephone; however, since we are nearing AVA national conference time (December 9-13), I wanted to find out if you are planning to attend. If so, would you agree to doing the interview in person at the conference instead of by telephone? Doing face-to-face interviews would be more conducive to engaging in a conversation regarding your college teaching induction process and they would be less costly. If you are not attending the AVA conference, that will not be a problem because I will still conduct the interview with you on the telephone as originally planned.

Please respond to this email by indicating if you will be attending the AVA conference in December and would be willing to meet with me for 60-90 minutes to complete the interview there, or if a telephone interview would be the better option of the two for you. I certainly appreciate your consideration of the face-to-face interview option.

Sincerely,

Margaret Lichty

APPENDIX H

LETTER OF CONFIRMATION FOR INTERVIEW APPOINTMENT

819 Orchard St. #7  
Blacksburg, VA 24060  
November 9, 1998

Name  
Address

Dear \_\_\_\_\_,

I am writing to confirm the telephone interview appointment we agreed upon over the phone. It will be conducted on DAY, DATE, TIME. In order to assist you in preparing for the interview, I'm providing the following list of topics for questions I will be asking you:

- General Background Information
- Career Preparation
- The Hiring Process
- Your Institution
- Entry/Induction and Socialization
- Career Development and Views of the Future

Please be sure to arrange for ninety minutes of time—free of distractions or interruptions—although the interview may not take quite that long. Remember to speak clearly because the interview will be tape-recorded with special equipment, which can sometimes affect voice clarity. Before we begin the actual interview, I will do a quick sample recording, just to test the equipment to make certain it is functioning properly. Then we will do the official interview.

Please read the enclosed consent form and retain for your records. Sign the signature page to indicate your consent and return to me. Also enclosed is a short demographic form regarding your institution. Please complete this and return both of these forms to me in the envelope provided.

Thank you again for agreeing to participate in my study. I look forward to our interview!

Sincerely,

Margaret Lichty

Enclosures: consent form  
signature page  
demographic form  
stamped envelope

APPENDIX I  
LETTER OF INFORMED CONSENT

**Consent Form**  
**Institutional Review Board**  
**Virginia Polytechnic Institute and State University**

**Title**

The Socialization Process of New College Faculty in Family and Consumer Sciences  
Teacher Education

**Principal Investigators**

Margaret Lichty, Researcher  
Dr. Daisy Stewart, Advisor

**Purpose**

The purpose of this study is to examine the induction experiences of new, non-tenured family and consumer sciences teacher educators in research institutions. This will include your interpretations of career choice, educational preparation, teaching beliefs, and barriers and support regarding productivity, professional growth, and development of professional relationships.

The results of studying the induction process of new teacher educators in family and consumer sciences may provide valuable information about how graduate programs can be improved to facilitate a smooth transition from student to college professor. It would inform department supervisors and administrators about how departments can work to establish a supportive, caring environment for faculty newcomers, so that they can be as productive as possible and maintain and improve the status of the department and the profession. This study will add to the knowledge base of family and consumer sciences by providing information about how teacher educators are inducted into the profession of college teaching, as there is little research on this aspect of college faculty socialization.

**Procedures**

If you choose to participate, I will call you to schedule a telephone interview appointment sometime in the month of November. The interview will take up to 90 minutes to complete and will be tape recorded. The questions I ask will be focused on the following topics regarding new college faculty: general background information, career preparation, the hiring process, your institution, entry/induction and socialization, and career development and the future. I anticipate only one primary interview with each participant; however, I may contact you after the initial interview for additional information.

**Benefits**

There may be an intrinsic benefit—a kind of “airing your thoughts,” so to speak,—to you as you share personal experiences and accounts of your entry into the profession of college teaching. The primary benefit of doing this interview will be that of an increased knowledge and awareness for professionals of what the induction/socialization process is like for new college faculty in family and consumer sciences teacher educators.

**Risks**

In spite of anonymity precautions taken, there is a certain amount of risk to you that readers of this study may be able to identify what is being reported (especially regarding participant descriptions and personal quotes) to who it describes or who may have said it. When I ask you questions, you may experience some difficulty in remembering, or embarrassment or discomfort as you think about past experiences in your career or in share them with me.

**Anonymity and Confidentiality**

Anonymous pseudonyms will be inserted in the text instead of your names when I report this research. This does not guarantee anonymity to you because there is always a chance that someone who knows you well may be able to ascertain who is being described or who spoke a specific personal quote. Information regarding the specific institutions where you received your degree or where you are employed will not be reported, but instead may be referred to in a general description of the background of participants and with no association to you specifically.

My interview with you will be tape-recorded and then transcribed after the interview. The individual hired to transcribe the tapes will have no knowledge of you or the identity of the other respondents. The tape will be identified with a number and the pseudonym given to you, and the computer program and printed documents will be identified with the pseudonym only. There is a possibility that your tape may be selected at random by a colleague to conduct a data check on the document to ensure accuracy of the transcription after the tape is transcribed. No one else will listen to the tapes, which will be stored away from campus in a secure location. The tapes will be destroyed when the research project is completed, after my dissertation defense.

**Withdrawal Procedures**

If at any time during my research project you decide you would like to withdraw from the project as a participant, you are free to do so without any consequence to you. Your reasons will not be solicited, unless you feel that you want me or my advisor to know. You can withdraw by contacting my advisor, Dr. Daisy Stewart, by letter, telephone, or email. Her contact information is:

Dr. Daisy Stewart  
 259 Wallace Hall  
 Virginia Tech  
 Blacksburg, VA 24061-0467  
 phone: 540-231-8180  
 email: daisys@vt.edu

**Contact Information:**

<p><b>Primary Researcher</b>          Margaret Lichty          819 Orchard St. #7          Blacksburg, VA 24060          phone: 540-961-6858          email: mlichty@vt.edu</p>	<p><b>Departmental IRB Representative</b>          Dr. Jan Nespor          307 War Memorial Hall          Virginia Tech          nespor@vt.edu</p>	<p><b>Chair of the University IRB</b>          Tom Hurd          301 Burruss Hall          Virginia Tech          hurd@vt.edu</p>
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**Statement of Consent**

I would like to be a part of the research project involving new family and consumer sciences teacher educators which Margaret Lichty will be conducting during November and December of 1998, and January of 1999. I understand that all of my information will be kept in confidence and that anonymous pseudonyms will be used throughout the report.

I understand that the results of this project will be used to add to the research on the socialization of new teacher educators in family and consumer sciences. In this regard, any information gained from the study might ultimately impact on the graduate programs of teacher educators and their productivity as new faculty at four-year institutions. I understand that I may withdraw as a participant in this research at any time without penalty.

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Signature of Participant

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Date

APPENDIX J

OPEN-ENDED QUESTIONNAIRE FOR INTERVIEW  
WITH NEW COLLEGE FACULTY IN  
FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION

## **Open-Ended Questionnaire for Interview with New College Faculty in Family and Consumer Sciences Teacher Education**

*As you may recall, my study focuses on gaining an understanding of the induction and socialization process of new college faculty in family and consumer sciences teacher education. The perceptions you provide based on the interpretations of your experiences as a new college teacher will provide valuable data for my study. This information may serve to improve graduate programs for teacher education and induction programs for new college faculty at colleges and universities.*

### **Teaching and Other Work Experience**

*Let's start out with a little background.*

1. Tell me about your teaching experience.
2. What other work experience have you had?

### **Career Preparation**

*Next, let's talk about your career preparation.*

1. First of all, how do you think your prior secondary teaching experiences have shaped your attitudes and beliefs regarding the preparation of teachers?
2. When you think back to your decision to become a teacher educator what was going on in your life at that time?
3. How do you think your graduate program prepared you for your career as a teacher educator?  
...coursework...professors....research....publishing....service
4. What were the positive aspects of your graduate school experience?
5. Were there any negative aspects?

### **The Hiring Process**

*Next, let's move to when you were hired as a teacher educator.*

1. How did you learn about this position?
2. Was this type of position your first choice?
3. Was this type of institution your first choice for a position?
4. What do you remember about your first contact with this college?
5. Tell me what happened at your interview.
6. What do you think gave you the edge over other candidates?
7. Regarding hiring, who offered you the position and how were you notified?
8. Thinking back to your interview, did you form any impressions that later turned out not to be accurate?
9. Between when you were hired and the date when you reported, what kinds of communication and interaction occurred between you and the people at your institution?

## **Your Program and College**

*Let's talk about your program and college.*

1. How would you describe the quality of your teacher education program?  
...graduate program
2. Describe the commitment level of the faculty who teach in the family and consumer sciences subject areas.
3. What do you consider your peer group at your institution to be?
4. In what ways do you feel you are similar to your peers?
5. Are there differences between you and your peers?

## **Entry/Induction and Socialization**

*Next, let's talk about your first year of experience as a new faculty member.*

1. What was the atmosphere like in your department when you started your new job?
2. What were some of the feelings you had as a new faculty member?
3. How did you handle those feelings?
4. How did you find out what your responsibilities were?
5. How did work demands impact your life?  
...teaching...research...service
6. Tell me how you learned about goals, policies, and expectations of your department.
7. Were there any unwritten rules or policies in addition to formal ones at your institution?
8. How did they affect you personally?
9. What was your first week of classes like?
10. How did you adjust to the academic readiness of your students?
11. Other than during class time, what kinds of interactions did you have with your students?
12. When you think back over the first year of your college teaching, what were the ways in which your institution supported your professional performance and development?  
...administrators...supervisors...colleagues...resources... students
13. How about support from individuals or groups outside of your institution?
14. During that first year, what would you consider to be the obstacles or constraints to your success professionally?
15. Was any part of your first year different from what you expected it would be when you accepted the position?

*Now, let's talk about college teaching since your first year.*

1. How was your second year different from your first?
2. In what ways is your career now different from when you began?
3. Looking back over your career in college teaching to this point, is there a time when you felt you actually became part of the organization and shared the "insiders" view of the organization?

## **Career Development and the Future**

*Now let's discuss your career development and your view of the future.*

1. What is most satisfying about your career?
2. What is least satisfying?
3. How did you learn about what you needed to do for promotion and tenure?
4. Who provides evaluation and feedback regarding the job you're doing?
5. Who has been most influential to you concerning your career development?
6. What are your plans for the future?  
...next year...five years
7. If you could start your career again, what would you change?
8. Reflecting back, how do you think your institution or department could improve experiences of new faculty members?

## **Wrap-Up**

*Now, let's wrap up.*

1. Is there anything else related to what I've been asking you that you think would be helpful for me to know?
2. Are there other areas about the induction and socialization process of a new college teacher that we haven't discussed that you would like to talk about?

*Thank you for taking the time to answer these questions. You have provided information that will be helpful in understanding the induction process of new college faculty. Do you have any questions concerning this interview or my study?*

*I may be contacting you for a follow-up telephone interview session to gain additional information, or to clarify an original response. Would you be interested in receiving a copy of the results of my study? Thank you again.*

APPENDIX K  
LETTER OF THANKS TO PARTICIPANTS

819 Orchard St. #7  
Blacksburg, VA 24060  
April 10, 1999

Name  
Address

Dear \_\_\_\_\_ ,

I am writing to express my sincere appreciation for your participation in my dissertation research study concerning the socialization process of new family and consumer sciences teacher educators. I realize your time is very limited and it was very generous of you to share your experiences with me in a lengthy telephone or personal interview.

It was a pleasure to meet you, whether in person or on the telephone, and I hope to visit with you again sometime in the future. Enclosed is a small token of my appreciation for your time and support of my professional endeavors. I am also enclosing a copy of the findings and conclusions of my study and in May of the year 2000 you can access my dissertation on the world-wide web. Again, thank you for your support, and I wish you success in all your professional pursuits.

Sincerely,

Margaret Lichty

enclosure

APPENDIX L  
TAXONOMY OF THEMES

## Taxonomy of Themes

1 career preparation	1 career decision	1 secondary teaching experience 2 personal/family 3 advisor/mentor
	2 coursework	1 positive characteristics 2 dichotomous characteristics 3 application
	3 professors	1 role models 2 encouragement
	4 professional opportunities	1 teaching 2 research 3 service
2 the first job	1 discovery of position	1 notice in department 2 ad in <i>The Chronicle</i> 3 professional conference
	2 preferred type of position	1 FCS teacher education 2 teacher ed in college of education 3 textiles and clothing
	3 preferred type of institution	1 research institution 2 bound by location 3 no preference
	4 first contact with institution	1 called department chair 2 recruited at conference 3 made personal visit
	5 interview	1 travel 2 meetings 3 community tour 4 meals 5 impressions
	6 position offer and notification	1 department chair or director 2 dean
	7 edge over other candidates	1 wide range of experiences 2 philosophical beliefs 3 student teacher supervision experiences 4 combination
	8 communication after being hired	1 mail correspondence 2 telephone calls/faxes 3 personal visit to institution 4 received gifts/movers
	9 false impressions made during interviews	1 personnel-related  2 program-related 3 job-related

		4 emotions
	10 quality of teacher education program	1 excellent 2 good 3 evolving
	11 FCS faculty commitment	1 high 2 average 3 low
	12 peer group	1 FCS faculty 2 new faculty 3 education faculty 4 combination
3 first year of socialization	1 atmosphere of department	1 positive characteristics 2 specific situations
	2 respondents' feelings	1 positive 2 negative 3 both positive and negative
	3 coping strategies	1 personal/emotional 2 social
	4 source of information regarding job responsibilities	1 department chair 2 combination of sources
	5 source of information regarding goals, policies, expectations	1 combination of sources
	6 unwritten rules	1 yes 2 no
	7 impact of work demands	1 negative 2 positive
	8 comparison to beginning expectations	1 work demands 2 time commitments 3 faculty approach to work 4 program-related 5 degree of satisfaction
	9 first week of classes	1 course-related 2 student-related
	10 adjustments for academic success of students	1 mental 2 student-related 3 course-related
	11 out-of-class interaction with students	1 professional organizations 2 socials
	12 facilitators of success	1 university 2 department 3 non-university
	13 inhibitors to success	1 university 2 department 3 personal

4 continuing socialization  
and career development

- |   |   |
|---|---|
| 1 comparison of second year to first year | 1 emotions<br>2 teaching<br>3 service<br>4 self-image                             |
| 2 comparison of career now to beginning   | 1 approach to work<br>2 service<br>3 satisfaction<br>4 self-confidence            |
| 3 view of self as insider                 | 1 yes<br>2 no   |
| 4 changes in personal career              | 1 focus<br>1 timing   |
| 5 career satisfactions                    | 1 student-related   |
| 6 dissatisfaction with career             | 1 lack of time<br>2 balance of work responsibilities<br>3 paperwork<br>4 meetings |
| 7 promotion and tenure                    | 1 source of information<br>2 tactics  |
| 8 future plans                            | 1 position<br>2 teaching-related<br>3 service-related<br>4 research-related       |

5 respondents'  
recommendations for  
improving socialization

- |                    |   |
|--------------------|---|
| 1 university level | 1 collaboration<br>2 workshops<br>3 mentor programs<br>4 distance education doctorate<br>5 distance FCS mentors |
| 2 department level | 1 socials<br>2 meetings<br>3 mentor programs<br>4 tenure guidelines   |

## VITA

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**Margaret Lichty**  
819 Orchard St. #7  
Blacksburg, VA 24060  
phone: 540-961-6858 (h)  
fax: 540-231-9075  
email: mlichty@vt.edu

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### Education

Doctor of Philosophy, Vocational and Technical Education (major emphasis: Family and Consumer Sciences Teacher Education), expected May 1999, Virginia Tech, Blacksburg, VA

Dissertation: "The Socialization Process of New College Faculty in Family and Consumer Sciences Teacher Education"

Advisor: Daisy Stewart

Master of Science, Family and Consumer Sciences Education, December 1996, University of Nebraska, Lincoln, NE

Thesis: "Obstacles and Supporting Factors Involved in Teacher Change"

Advisor: Julie M. Johnson

Bachelor of Science, Home Economics Education, December 1990, University of Nebraska, Lincoln, NE

Advisor: Julie M. Johnson

### Honors/Affiliations

American Vocational Association, 1990-present

- Recipient, Family and Consumer Sciences Education Division Research Fellowship, 1998

American Association of Family and Consumer Sciences, 1989-present

- Scholarship Committee Chair, 1993-1995
- Recipient, NAFCS Graduate Scholarship, 1999
- Recipient, NAFCS Undergraduate Scholarship, 1990

Kappa Omicron Nu (home economics national honorary society), 1989-present

- Treasurer, 1989-1990

Omicron Tau Theta (vocational education national honorary society), 1997-present

- President, 1998-1999
- Coordinated and moderated vocational administrator panel for Vocational Education Week, 1999
- Coordinated spring new member initiation and wine and cheese social, 1999
- Coordinated chapter silent auction fund raiser, November 1998
- Vice-president, 1997-1998
- Coordinated events for Vocational Education Week: Dr. John Washburn, Visiting Scholar, February 1998
- Organized 1997 holiday dinner and toy drive, December 1997
- New member initiation and luncheon, October 1997 and February 1998
- 1997-98 Programs Arranged:
  - “Communication Blocks: A Coal Mining Simulation”
  - “Books-a-Million: Holiday Fun With Books”
  - “Current Research Projects in VTE”
  - “St. Francis of Assisi Service Dog Foundation”
  - “AVA Legislative Update”

University of Nebraska Alumni Association

- Member, Southwest Virginians for Nebraska, 1997-present

College of Human Resources and Education Graduate Council, 1997-present

- Co-organizer of council following the merger of two colleges
- Co-organizer of spring pizza social and fall pasta dinner
- Organized and facilitated the official organizational meeting, Fall 1997
- Co-organizer of College Graduate Research Day, Spring 1999

Virginia Tech Professional Education Committee

- Member, 1998 to present

Recipient, Graduate Development of Research Award, Graduate Student Assembly, 1999

Finalist, Nevin R. Frantz, Jr. Outstanding Graduate Student Award, April 1998 and March 1999

### **Research Interests**

- Induction process of new college faculty in family and consumer sciences teacher education
- Student teacher field experience reform
- Family and consumer sciences teacher preparation programs
- Curriculum change for family and consumer sciences education
- Portfolio usage for pre-service teacher professional programs
- Recruitment of minority teachers in secondary education

- Vocational education for the incarcerated population

### **Teaching Interests**

- Undergraduate and graduate courses in secondary and vocational education, including curriculum, methods, evaluation, current trends and issues in education, diversity issues, intellectual processes
- Family and consumer sciences content, such as human development, parenting, marriage and family relationships, personal management, consumer economics

### **Related Experience - *Research***

Doctoral Dissertation: “The Induction and Socialization Process of New College Faculty in Family and Consumer Sciences Teacher Education,” May, 1999. Qualitative study based on telephone and personal interview data related to the induction and socialization experiences of new family and consumer sciences teacher educators from across the country.

Research Class Project, Virginia Tech, Spring, 1998. Collected data through focus groups and personal interviews with graduate students and college faculty members for class research project based on campus use of technology skills. Wrote article for publication in Spring, 1999.

Research Assistant, Department of Teaching and Learning, Virginia Tech, January 1998-May 1998. Supervisor: Dr. Patrick O’Reilly. Literature review, telephone interviewing, and instrument development for corrections education project: Increasing employability through vocational education in corrections systems.

Educational Assistant, Associate Dean’s Office, College of Human Resources and Education, Virginia Tech, July 1997-December 1997. Supervisor: Associate Dean Mary Ann Lewis. Compiled data for licensure students’ praxis scores, maintained teacher education homepage, data entry, word-processed documents.

Analyzed transcribed interview data collected by Dr. Joyce Arditti, Department of Family and Child Development, Virginia Tech. Subject dealt with intimate relationships of young adults and their parents. Presented findings at Southeastern Conference on Child and Family Development, Blacksburg, VA, March, 1997.

Master’s Thesis: “Obstacles and Supporting Factors Involved in Teacher Change,” August, 1996. Qualitative study based on reflective journaling of family and consumer sciences teachers who participated in a learning community for the purpose of examining their own beliefs, curriculum orientations, and change.

## **Related Experience - *Teaching***

Teaching Assistant, Social Studies Education, College of Human Resources and Education, Virginia Tech, August 1998-May 1999.

Supervisor: David Hicks, Instructor

- Co-taught social studies methods class of twelve students
- Supervised twelve students during student aiding and student teaching for two semesters
- Evaluated students' unit plans

Teaching Assistant, Dean's Office, College of Human Resources and Education, Virginia Tech, August 1996-May 1997.

Supervisor: Roberta Minish, Associate Dean

- Graded quizzes and assignments
- Advised undergraduate students in HR 1104 Professional Orientation and Perspectives during office hours
- Evaluated students' plans of study
- Arranged large group interviews for industry speakers
- Coordinated department faculty lectures
- Supervised work study student

Family and Consumer Sciences Teacher, Westside Middle School, Omaha, NE, August 1992-June 1996.

Supervisor: Sue Evanich, Principal

- Taught six classes daily of exploratory family and consumer sciences, foods & nutrition, and sewing
- As a member of the Life Lab team, designed the space for the school's new "Life Lab," the learning center which housed family and consumer sciences and technology education classes, and developed and implemented the new curriculum for the Life Lab
- Advised twenty eighth grade students, directed daily activities, and assisted with ninth grade registration
- Sponsored Westside WAY, the school's drug-free club, which organized community service projects, socials and an annual overnight retreat
- Member of district's Technology Committee
- Completed district professional development courses, including Cooperative Learning, Classroom Management, and Essential Elements of Instruction
- Participated in district's mentor program, mentoring two new teachers

Family and Consumer Sciences Teacher, Wilber-Clatonia Public Schools, Wilber, NE, January 1991-May 1992. Supervisor: Ernest Talerico, Principal

- Taught six preparations daily to seventh through twelfth grade students. Classes included seventh, eighth, and ninth grade home economics, foods & nutrition, clothing and textiles, child development, and adult living
- Advised twelve ninth grade students

- Advisor for a FHA/HERO state officer and the student chapter of the vocational organization, which organized community service projects, district, state and national competitions, and an end-of-the-year historical wedding gown review
- Coached eighth grade volleyball team

## **Publications**

Accepted for Publication:

Bayliss, L, Collins, D., Dobbins, T., Fravel, P., LaBoone, K., LaBoone, E., Lichty, M., Werth, P., Wood, P., & Hirt, J. (1999). An assessment of skill levels among user groups on campus. *College and University Media Review*.

Manuscripts in Progress:

Lichty, M., & Johnson, J.M. (Projected: Summer, 1999). Journey of change. *Family and Consumer Sciences Research Journal*.

Lichty, M., & Asselin, S. (Projected: Summer, 1999). Vocational education at a youth correctional center. *National Association of Vocational Special Needs Journal*.

Brozovsky, S., Montgomery, B., & Lichty, M. (Projected: Summer, 1999). Taking action regarding change. *1999 Annual American Family and Consumer Sciences Yearbook*. Sage: Chicago.

## **Presentations**

Lichty, M., & Stewart, D. (accepted for 1999, December). *New college faculty in family and consumer sciences: Implications for the socialization process*. Association for Career and Technical Education National Meeting, Orlando, FL.

Lichty, M., & Stewart, D. (accepted for 1999, June). *The induction process of new college faculty in family and consumer sciences teacher education*. American Association of Family and Consumer Sciences National Meeting, Seattle, WA.

Lichty, M. (1999, April). *Analyzing qualitative data from 90-minute interviews with college faculty*. College of Human Resources and Education Graduate Research Day, Blacksburg, VA.

Stewart, D., Werth, P., & Lichty, M. (1998, December). *FACS for the new millennium*. Family and Consumer Sciences Education Association Keynote Presentation, American Vocational Association National Meeting, New Orleans, LA.

Lichty, M., & Johnson, J. (1998, June). *Obstacles and supporting factors involved in teacher change*. American Association of Family and Consumer Sciences National Meeting, Atlanta, GA.

Lichty, M., & Johnson, J. (1997, December). *Reflective thinking: Teachers' examination of beliefs and change*. American Vocational Association National Meeting, Las Vegas, NV.

Taylor, A., Lichty, M., & Arditti, J. (1997, March). *Parents, ideals, and lived experiences: Strengths and weaknesses in young adults' intimate relationships*. Southeastern Symposium on Child and Family Studies, Blacksburg, VA.

### **Professional Development - Conferences/Meetings Attended**

College of Human Resources and Education Graduate Research Day, Blacksburg, VA, April, 1999

American Vocational Association National Meeting, New Orleans, LA, December, 1998.

Virginia Association of Family and Consumer Sciences Regional Meeting, Roanoke, November, 1998.

Team Building for Integration of High School Academics and Vocational Education Conference, Blacksburg, VA, November, 1998.

American Vocational Association National Meeting, Las Vegas, Nevada, December, 1997.

Southeastern Region Association of Teacher Education Conference, Norfolk, Virginia, November, 1997.

American Vocational Association Region II Conference, Roanoke, Virginia, October, 1997.

Faculty Senate of Virginia's Forum on Higher Education, Roanoke, Virginia, October, 1997.

Virginia Association of Family and Consumer Sciences Annual Meeting, Staunton, Virginia, April 1997.

Southeastern Conference on Child and Family Development, Blacksburg, Virginia, March, 1997.

Nebraska Middle School Association, Lincoln, Nebraska, June, 1995.

American Association of Family and Consumer Sciences National Meeting, Orlando, Florida, June, 1994.

American Vocational Association National Meeting, St. Louis, Missouri, December, 1993.

### **Professional Development - Workshops/Seminars Attended**

"Distance Learning Technologies for Supervision of Student Teachers" by Dr. Kurt Dudd, Blacksburg, VA, October 1998.

Virginia Tech Center for Excellence in Undergraduate Teaching Workshops, Fall and Spring Semesters, 1997-98:

“Presentation/Communication Skills”

“Promoting Active Learning”

“Questioning and Discussion”

“Evaluating Teaching Performance”

“How to Become an OSCAR-Winning Teacher”

“50 Ways to Motivate Students,” American Vocational Association Region II Pre-Conference Workshop, Roanoke, VA, October 1997.

“Middle Schools and Adolescent Development,” American Vocational Association National Meeting Pre-Conference Workshop, St. Louis, MO, December 1993.

### **Community Involvement**

OTT holiday toy drive for “Toys For Tots,” Blacksburg, VA, December, 1997

Virginia Tech Residence Hall Federation, Hillcrest Hall Vice-Chair, 1996-1997

Virginia vocational education administrators’ panel, moderator, February, 1999