

Advancing scholarship of teaching and learning during professional development of new lecturers at higher education institutions

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Thesis submitted for the degree *Doctor Philosophiae* in Curriculum Development at the Potchefstroom Campus of the North-West University

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Abstract

Keywords: Induction, scholarship of teaching and learning, continuing professional development, academic development, lecturer development, higher education, lifelong learning, communities of practice, peer review and critical reflection

In this study, induction programmes and scholarship of teaching and learning (SoTL) at higher education institutions in Australia, America, the UK, Sweden and South Africa were explored through a literature study. The research study focused on the introduction of SoTL in the professional development of new lecturers as preparation for the higher education institutional context. The main research question for this study was: how can SoTL be advanced during professional development of new lecturers at higher education institutions?

In order to answer the above question, the following sub-questions were formulated:

- Sub-question 1: What is the current nature of academic staff induction and preparation at higher education institutions?
- Sub-question 2: What is the current nature of SoTL at higher education institutions?
- Sub-question 3: How are new lecturers currently exposed to SoTL during their induction programmes at South African Universities?
- Sub-question 4: What guidelines can be presented to guide and support new lecturers in advancing SoTL during their professional development?

A combination of literature research and qualitative empirical methods were used to study these questions, including conducting interviews with Academic Development staff at South African universities. The information from the literature research and the results from the interviews were analysed and integrated to formulate guidelines for higher education institutions on how to advance SoTL during the professional development of new lecturers.

Findings from the literature revealed well developed international professional development and foundational programmes and qualifications supported by professional standards frameworks to prepare university lecturers to teach and to assume an academic career. In addition to this quality assurance requirements supported the delivery of quality teaching.

The structure (scheduling and timing) of flexible programmes as well as the scope and focus of the content of induction programmes have been identified as important considerations for the adequate preparation of a diverse range of new lecturers.

The literature on SoTL at HEIs describes a continuing movement of research in teaching as embedded practices ranging from an awareness of SoTL to critical review in publications, even in induction programmes. However, there are different expectations for lecturers new to higher education (novice lecturers) and those new to the institution (lecturers with previous teaching experience).

A framework with guidelines for induction programmes and SoTL in the professional development of new lecturers was developed from the literature and the empirical research to respond to the research questions.

Declaration

This thesis serves as fulfilment of the requirements for the PhD degree in Curriculum Development in the Faculty of Education Sciences at the North-West University (Potchefstroom Campus).

I, the undersigned, hereby declare that: **“Advancing scholarship of teaching and learning during professional development of new lecturers at higher education institutions”** is my own original work; that the sources used or quoted have been indicated and acknowledged through complete references, and that this thesis in its entirety or in part was not submitted previously by me or any other person for purposes of degree qualification at this or any other university.

DOCTOR PHILOSOPHIAE

In Curriculum Development

in the Faculty of Education Sciences at the North-West University (Potchefstroom Campus).

Signed:



Date: 08 Dec. 16

Potchefstroom South Africa

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Declaration of language editing / Verklaring van taalkundige versorging

I, Clarina Vorster, hereby declare that I did the language and technical editing of this thesis, entitled: Advancing scholarship of teaching and learning during professional development of new lecturers at higher education institutions.

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Ethics Approval



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Project title: Strategies for improving novice lecturers' scholarship of teaching during induction in a merged higher education setting

Project Leader: Dr G M Reitsma

Ethics number:

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Institution Project Number Year Status
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Approval date: 2014-11-20

Expiry date: 2019-11-19

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Yours sincerely

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Addenda

Addendum A Invitation to participants

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The following Addenda are on the attached CD:

Addendum D Transcripts prepared for coding

Addendum E Transcripts coded in Atlas.ti®

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List of acronyms

AD	Academic development unit
CHE	Council for Higher Education
CPD	Continuous Professional Development
DHET	Department of Higher Education and Training
GSI	Graduate Student Instructor
HEI	Higher Education Institution
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
ITL	Improving Teaching and Learning
LL	Lifelong learning
§	Paragraph
NWU	North-West University
PFF	Preparing Future Faculty
PATHE	Preparing Academics to Teach in Higher Education
PLTO	Preparation for Learning and Teaching at Oxford
SAQA	South African Qualifications Authority
SoTL	Scholarship of Teaching and Learning
TA	Teaching Assistants
TRN	Teaching Research Nexus
UKPSF	United Kingdom Professional Standards Framework

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE STUDY

1. Prelude to the enquiry

This chapter serves as a prelude to the detailed discussion in the chapters that follow on 'Advancing scholarship of teaching and learning during professional development of new lecturers at higher education institutions (HEIs). Under the title, a wealth of knowledge, information and research data are incorporated on the preparation and professional development of new lecturers at HEIs. These basic elements are loaded with possibilities that are not apparent at first. Academic development practices include Scholarship of Teaching and Learning (SoTL) at international and at South African HEIs and present a variety of opportunities for professional growth. Furthermore, modern HEIs have not remained traditional and static in the face of technological changes (Barber *et al.*, 2013: 3). There is global competition to meet the challenges of the times and to maintain a competitive advantage between HEIs in Europe, America and also Australasia. It is within this context that the study unfolds in an attempt to bring SA HEIs within the realm and scope of lifelong learning that has become integral to first world practices.

1.1 Introduction

Induction programmes have become accepted practice in organisations to introduce new staff to an organisation. Similar induction processes have been adopted at universities or higher education institutions (HEIs) to introduce new staff to an academic context.

The roots of the concepts 'induction', 'orientation' and 'probation' that are used for this process of staff development, as it is also referred to, are described fully in the next chapter.

1.2 Background problem statement and motivation

Many institutions have a basic orientation and induction process. However, the implementation process and scope of this induction is under scrutiny because it caught my attention and is confirmed in the literature (Brent & Felder, 2003:234-237; Felder *et al.*, 2006:1-2) that new academic staff are expected to engage in lecturing tasks without the requirement of a teaching or educational qualification or effective training being provided. The Council for Higher Education (CHE) also affirms that being able to teach is not 'common sense' and that training is necessary. Pleschová *et al.* (2012) speaking for the European Science Foundation further agree that lecturers cannot continue to teach as they were taught and that trial and error processes should not be engaged in.

Having established the need for academic staff development, the literature was further explored to determine what would be the best means to address what appeared to be competing demands of teaching, research and community engagement according to the core functions and vision and mission statements of HEIs. The literature review led to the Teaching Research Nexus (TRN) (ALTC, 2015) that promotes a connection between teaching and research and the Scholarship of Teaching and Learning (SoTL) movement that strive for an interrelationship, an interdependence (Boyer, 1990:25) between the scholarships of discovery, teaching, application and integration. The new lecturers are generally a diverse group from various disciplinary backgrounds that includes postgraduate students who are young and inexperienced or new appointments to an institution.

Consultations were held with the institutional and campus academic development management at the North-West University who found merit in the proposed study. The study has relevance to HEIs in general in the present climate of strategic transformation and audits on the quality of higher education that is being provided. In general, most universities have established academic development units, but in informal discussions and through the formal investigation, it became apparent that academic development units at a few SA HEIs were newly established with inexperienced staff. This staff benefited from participating in Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Special Interest Group discussions on academic staff development. Furthermore, Teaching and Learning (T&L) centres also underwent some changes with regard to the composition of units falling under the umbrella of academic development and these T&L centres had an evolving composition and focus. Some universities had academic development units with a focus on Higher Education research and other HEIs had a much broader mandate, encompassing teaching-learning, student learning and the use of educational technology.

It was decided to embark on a study that would explore the professional growth of new lecturers, starting from induction, establishing to what extent SoTL can be utilised to professionalise the teaching-learning and research of new lecturers and improve student learning, while also including community engagement applications. All of these resort under the core functions of HEIs and are incorporated in SoTL as described above.

The questions which arose remain pertinent in the light of endeavours for continuous improvement and lifelong learning.

1.3 Research questions

The main research question is: how can SoTL be advanced during professional development of new lecturers at Higher Education Institutions? In order to answer the above question, the following sub-questions were formulated:

- Sub-question 1: What is the current nature of academic staff induction and preparation at higher education institutions?
- Sub-question 2: What is the current nature of SoTL at higher education institutions?
- Sub-question 3: How are new lecturers currently exposed to SoTL during their induction programmes at South African Universities?
- Sub-question 4: What guidelines can be presented to guide and support new lecturers in advancing SoTL in their professional development?

1.4 Research design and methodology

This research has been approached from an interpretivist and constructivist epistemological paradigm. A phenomenological perspective was engaged to analyse induction programmes at international and South African HEIs in addition to researching the implementation of SoTL in induction programmes at SA HEIs. The induction programmes and processes are socially constructed and viewed from multiple specific contexts and individual subjective experiences of academic developers were of interest.

1.4.1 Literature study

A literature study was done to form the basis for the research. Primary sources for information on induction programmes and preparation for a university career were sought. The keywords were: **Induction, scholarship of teaching and learning, continuing professional development, academic development, lecturer development, higher education, lifelong learning, communities of practice, peer review and critical reflection.** Websites of HEIs were scrutinised. Databases that were consulted include EBSCO Host, ERIC, Google Scholar and academic journals as well as the DHET website.

1.4.2 Empirical study and research approach

For the empirical research, a qualitative research approach, by means of semi-structured interviews, was used to gather data and a software programme, Atlas.ti®, was used to assist in the organisation and analysis of data.

1.4.3 Population/Sample

For the literature study, the websites of representative HEIs in Europe, Australia and the United States of America (USA) and a cross-section of South African HEIs were scrutinised for relevant information. The South African HEIs reflected the multi-campus composition of the American HEIs and included a mix of research and comprehensive HEIs similar to those in Europe and Australia, a University of Technology and a distance education HEI.

For the qualitative empirical research, academic developers from HEIs across the provinces of South Africa were interviewed.

1.4.4 Instruments

An interview schedule was developed, based on the literature and piloted with academic development colleagues from the Lecturer Teaching and Development unit on a North-West University campus. Semi-structured individual interviews were conducted with academic developers who were conversant with their institutional induction programmes and professional development practices.

1.4.5 Data gathering

The data-gathering adhered to criteria of dependability, confirmability, credibility and trustworthiness that were verified by the interviewees and supervisors of this study. Further verification was possible against the rich data of the transcripts and recordings of interviews that were supported by note-taking during the interviews.

1.4.6 Data analysis

Qualitative data analysis of the interviews was done through a process of transcription and identification of themes, using the software programme mentioned above to code and refine the rich data through a crystallisation process. The purpose of this analysis was to confirm data gleaned from the literature and to establish possible emerging themes in current contexts. The multiplicity of facets from the data consolidated the data from the literature and gaps in the SA HEI landscape.

1.4.6.1 The role of the researcher

I have been an academic developer for the past nine years and have been involved in the induction processes of new lecturers. Although I considered myself as an insider in academic

development circles having networked with colleagues at professional development special interest group meetings, I purposely suspended my judgement during the data collection and analysis process being aware of the impact of subjective judgement on this study. My role included initiating contact with colleagues at HEIs, developing the interview schedule; arranging, recording, conducting and analysing the interviews, while adhering to ethical research principles.

1.4.6.2 Ethical principles

Approaches were made through management structures to obtain permission to conduct the research and an information document was prepared to obtain informed consent. Confidentiality and anonymity were guaranteed together with assurances of being able to withdraw, without censure, from voluntary participation. Participants had choices of date, time and venue to ensure their safety and comfort and were not inconvenienced in any way.

1.5 Chapter division

The research and findings of the study are discussed in the following chapters.

Chapter two consists of descriptions of concepts relevant to the study, an analysis of factors to consider in the evolving HE context and a literature review on induction programmes of higher education institutions (HEIs) in Europe, namely in the Nordic Countries and the United Kingdom (UK), Australia, the United States of America (USA) and also South Africa. The aims, role players (organisers and target audience), the structure (design and implementation), scope and focus (content and approach) of induction programmes as obtained from websites were analysed.

Chapter three consists of a literature study of the historical development and general implementation of the Scholarship of Teaching and Learning at international HEIs. This was coupled with an exploration of SoTL implementation in induction programmes, along the same lines as in Chapter two.

In Chapter four, the research design of the empirical research is described. This chapter starts with the statement of the aims and research questions of the study and follows with a detailed description of the research design and methodology. A thorough description of the application of the qualitative approach, i.e. the selection of the participants, the development of the interview schedule, the data collection strategies, the process of data analysis and the instrument and process used to assist with verification of data, conclude the chapter.

In Chapter five, a detailed account of the results of the analysis of the empirical data is provided. In this chapter the data is organised in answer to the main research question and the four sub-questions.

Chapter six is introduced with a short overview of the study. The findings are discussed according to sub-questions and the chapter ends with conclusions, a framework and guidelines to deal effectively with the implementation of SoTL in the induction and professional growth of new lecturers within an ever-changing context of HE as a form of lifelong learning.

1.6 Contribution of the study

The framework developed with the consequent guidelines provides a three-phase process that can be implemented by HEI's in the professional growth process of their academics. The first two phase focus on the induction of newly appointed academic staff. The implementation of SoTL provides professional learning for individual academics within disciplinary contexts. This is done by engaging in research on teaching that takes into account contextual issues. The framework provides a phased approach to SoTL introduction, exploration and engagement.

The academic developers, who were interviewed, expressed their interest in receiving feedback on the study. The reason for this is so that constructive induction programmes that meet the challenges of changing contexts plagued by scheduling and timing constraints and an overload of information, is addressed.

The lack of educational qualifications of academic staff is addressed with strategies in SoTL practices to ensure that a theoretical underpinning serves as a foundation for selecting suitable methods according to disciplinary epistemologies. By engaging in critical review with colleagues in a community of practice, student learning will improve significantly.

1.7 Conclusion

This chapter served as a prelude to the detailed study which commenced with the literature review, followed by the empirical study and concludes with a framework and guidelines.

CHAPTER 2: INDUCTION PROGRAMMES FOR NEW LECTURERS

2.1 Background

It is generally accepted that all universities have a commitment to excellent teaching, to be in the forefront of research and engage in community service (CHE, 2004:11). This chapter presents a review of the literature pertaining to staff induction programmes. It starts by clarifying relevant concepts and terms in higher education applicable to this study. Thereafter, the nature and extent of current academic staff induction programmes in international, national, institutional and disciplinary contexts within higher education institutions (HEIs) are analysed. Salient criteria or principles of how new lecturers are introduced and prepared for a particular university context are identified. The main comparisons and differences between these programmes are extracted and discussed in terms of applicability in the South African context. Within the spectrum of university pursuits of teaching, research and service, attention is focused on teaching and research and the way in which these two aspects are approached and interpreted in the induction programmes for new lecturers.

In the Association for the Study of Higher Education (ASHE) report (O'Meara *et al.*, 2008:77, 78) emerging trends that impact on institutions' approach to professional growth, and thus also the focus of induction programmes, were identified. Academics are rethinking teaching and redefining scholarship. According to the ASHE report (O'Meara *et al.*, 2008:78), especially research universities have faced the most dramatic increases in refocusing faculty development because of increased pressure to publish and to improve instructional practices.

The general lack of teaching qualifications amongst new HE lecturers indicates a need for staff academic development (Quinn, 2006:1). The question of professionalisation of HE lecturers presents arguments and support for a basis of educational knowledge to develop teaching practice and for certification and recognition of teaching experience and ability by means of awards and fellowships. The HE context, however, requires and demands that research, teaching and learning and community engagement relate to each other, resulting in arguments for research-led teaching, a Teaching Research Nexus (TRN) and Scholarship of Teaching and Learning (SoTL). It is often argued that the new lecturer needs academic development support in order to find the balance between competing priorities and guidance with regard to SoTL or whichever approach a particular university advocates. Induction programmes may be suitable vehicles used by universities to provide this kind of support. An analysis of worldwide induction programmes will provide insight into the development of

guidelines for induction programmes that can support new lecturers in finding the balance between research and teaching.

In order to clarify the meaning of different concepts used in this study, definitions and descriptions of these concepts are provided in the following section:

2.2 Concept clarification

2.2.1 Induction/Orientation

Both ‘induction’ and ‘orientation’ can be defined as “a beginning”, “an introduction into a new environment” (Merriam-Webster Incorporated, 2015; Oxford Dictionaries, 2015) and both have been found to be equally suitable within the HEI context. Induction comes from the Latin “to lead in” (Oxford Dictionaries, 2015). *Orient* or *orientation* means to “find your place” and is more generally used in human resources for employee orientation within an organisation (Business Dictionary, 2015). However, *orientation* is the preferred term in American HEIs and is used to refer to the first phase of the academic development process in this study.

2.2.1.1 Probation

Probation is the initial phase in employment with a new organisation in which a member of staff ‘learns the job’. In HE, this usually involves periods of formal training and development. The probationer is often supported by a mentor. Many institutions set formal requirements that staff are expected to meet for satisfactory completion of probation (Fry *et al.*, 2009: 508).

2.2.2 New Lecturer

The term *new lecturer* indicates academic staff appointed at a HEI for the first time. In the UK and the USA, *new lecturer* is equivalent to *early career* or *new faculty* in the USA (Felder & Brent, 2008:1-2; Hobson, 2008) and sometimes *novice* is used in the literature for lecturers who are young and inexperienced. New lecturer may also include lecturers who are new to the institution, but not new to HE. They may come from another university and have previous experience of lecturing. Another category of new lecturers are professionals who come from the industry, or the private sector, and who are newly appointed at the university. They may have no or limited experience of lecturing and are thus regarded as novice lecturers in terms of teaching and learning. In this study *new* will refer to young, early career lecturers and new lecturers (with any number of years of experience), who are newly

appointed to the institution (NWU, 2006:1-3). The target group for this study includes lecturers from all three the above mentioned categories and the focus is on induction programmes developed for this group to achieve institutional requirements and professionalisation. *New* will be the generic term to represent this group unless otherwise specifically stated.

2.2.3 Academics

This term is generally used for lecturing and research staff at HEIs. *Academic* as an adjective or a noun is associated with theoretical learning in institutions of (higher) learning. In South Africa, staff at universities and colleges is referred to as academics or *academic staff* (CHE, 2005:139; NWU, 2006:1), while some HEIs internationally refer to *academic professional* (UNCG, 2012:2). I decided, as the researcher, to use *academic staff* because this is used in South Africa and this is equivalent to *faculty* as used in the USA and UK.

2.2.4 Faculty

The term *faculty* is sourced from a number of dictionaries as: “the members of a learned profession” (Farlex, 2015). Another definition is: “The teachers and instructors of a school or college, or one of its divisions, especially those considered permanent, full-time employees” (Farlex, 2015). The FreeDictionary (Farlex, 2015) describes *faculty* as “the teaching or research staff of a group of university departments, or of a (North American) university or college”. In South Africa, the term *faculty* refers to an academic division within a university and not to the staff members as in the USA. For the purpose of this study, faculty refers to a department within the university, for example the Faculty of Law.

2.2.5 Graduate students

Academic staff members in American universities usually comes from the ranks of graduate students, who have completed their doctoral studies and have been socialised into research rather than teaching (Trowler & Knight, 1999:179). On the other hand, Teaching Assistants (TAs) assist lecturers with teaching and assessment tasks. These TAs and Graduate Students are referred to as Graduate Student Instructors (GSIs) at some universities. Both TAs and Graduate students refer to students who may become the next or future academic staff.

2.2.6 Future faculty

Future Faculty, as referred to in the USA, refers to GSIs and TAs who are being prepared for an academic career. In South Africa, reference is sometimes made to the 'next generation of academics' (HESA, 2011).

2.2.7 Types of universities

Universities in South Africa are differentiated from each other in a continuum of traditional universities, comprehensive universities and universities of technology (DHET, 2014:4). Traditional universities offer under- and postgraduate degrees. Research universities are traditional universities with a large number of postgraduate students and with a focus on research. Comprehensive universities could be a combination of the traditional university and a Technicon or offer programmes that combine academic studies and vocational or career-orientated courses. Universities of technology emerged from Technicons and are vocationally-orientated and offer mostly undergraduate certificates, diplomas and degrees (Pillay, 2008:14; DHET, 2014:7).

2.2.8 Practitioner

The term *practitioner* in a higher education context indicates a person engaging in the professional practices (teaching, research) of the institution and who may or may not have a professional academic qualification, such as a Postgraduate Diploma in Higher Education (PGDHE) (CHED, 2012:13).

2.2.9 A professional

A *professional* is regarded as a person who is competent and experienced and delivers at a high level of excellence in a chosen profession. Therefore, an *academic professional* at a HEI is regarded as proficient in lecturing and research. The University of Wisconsin-La Crosse (2006:1) defines the 'professionally qualified' as having 'relevant professional experience'. In this study the *professional growth*, (also referred to as *faculty growth*) (O'Meara *et al.*, 2008:2) in the academic career of an appointed academic, is of interest.

2.2.10 Professionalisation

"Professionalisation is the process of developing professionals who, by definition, possess a rich knowledge base and can use theory and reflection on practice to operate autonomously

and ethically as experts in their field. Professionals have the capacity for continuous self-improvement” (CHE, 2004:22).

2.2.11 Academic development

Universities cater for the professional development needs of their staff related to their appointment as lecturers or researchers in *educational or academic development* programmes. Because some academics do not have teaching qualifications, there is a need to provide *educational development* for these academics, with the result that *educational and academic development* are used interchangeably (Hutchings *et al.*, 2011b:46). The term *educational development* is generally used in Europe (Taylor, 2008; Pleschová *et al.*, 2012). The International Consortium for Educational Development promotes world-wide good practice in HE (ICED, 2015) and interprets *educational development* of academics in the same way the Australian Foundations programme describes *academic development*. *Academic development or educational development* “revolves around the improvement, support and development of teaching, learning, assessment and curriculum, the enquiry into, investigation of and research into higher education, and informed debate and promotion of the scholarship of teaching and learning into higher education goals and practices” (Hicks *et al.*, 2010:161).

It should however be noted that the term *educational development* may be confusing because it also refers to the growth of educational systems. Many of the articles in the Journal for Educational Development focus on broader ‘developmental’ issues, e.g. education for the poor, for girls and for rural areas (Mason, 2013). In South Africa, *academic development* at HEI has a long history. It was initially associated with student support (Volbrecht, 2003:112-113; Boughey, 2010:4), but later on also included the development of academics. Currently, the term *staff development* is more commonly used to indicate the professional development of academics in South Africa (CHE, 2005:139; NWU, 2006:1). Finally, in the South African context *academic developers* are attached to an academic development unit that serves the needs of students and academics.

Professional development is used to indicate an inclusive process of *academic or educational development* for academics at a HEI. However, within the broader international scope *faculty development* and *professional learning* signifying “emerging directions towards learning communities and network” (Randall *et al.*, 2013:6-7) are also currently in use. In the USA research into *faculty growth* that encompassed the “learning, agency, professional relationships and commitments’ of academic staff was conducted (O'Meara *et al.*, 2008:25).

In the USA the *professional development* of academic staff or *faculty development*, to use the American term for *educational or academic development*, has a history starting in the 1950s. Sorcinelli *et al.* (2006:1-3) identify four different eras or ages in *academic staff development*. The Age of the Scholar (mid 1950's to early 1960's) was characterised by *academic staff development* efforts directed almost entirely toward improving and advancing scholarly competence. This was followed by the Age of the Teacher (late 1960s and 1970s) where the focus shifted toward teaching development as a key to faculty vitality and renewal. Interest in research and practice related to the development of teaching skills and competencies and the design of teaching development and evaluation programmes increased (Alstete 2000 in Sorcinelli *et al.*, 2006:3). During the Age of the Developer (1980s), there was an upsurge in faculty development with institutions investing in faculty development programmes. The focus was on the evaluation of faculty members as teachers (Alstete, 2000 in Sorcinelli *et al.*, 2006:3). The focus then shifted in the Age of the Learner (1990s) to acknowledge student learning rather than just teaching in faculty development. In the Age of the Network (end of 1990s), *faculty development* was further influenced by the increasing role of technology in teaching and research and the changing roles of academics. The phenomenon of assessment and performance measurement became more prominent. Institutional environments are still changing with increasing issues of funding and accountability, resulting in continuous adaption of faculty development programmes to address the needs of the academics and their institutions. It was in the 1980s during the Age of the Teacher that attention was given to new, early career academic staff and teaching centres became established.

Although the focus of academic development shifted through the different ages, the connection between scholarship, teaching and learning remained. A convergence between academic staff development and scholarship of teaching and learning has been noted (Hutchings *et al.*, 2011b:50). This was in essence what was explored throughout this study together with whether the academic development support and the institutional environment were conducive to professional growth.

2.2.12 Continuous Professional Development (CPD)

An educational qualification is seldom a requirement for an academic (lectureship) appointment at institutions, and for this reason many institutions make provision for *continuous professional development* (CPD). CPD in the sense of *lifelong learning* (LL) is the process from induction throughout a career engaging in academic development in the ever-changing academic context. Lifelong learning though is the ideal envisioned. As Hutchings

et al. (2011b:65) stated: "in the era of the scholarship of teaching and learning lifelong development also means strengthening the skills not only to teach better, but also to understand the teaching and learning dynamics more fully."

In the ASHE report (O'Meara *et al.*, 2008:166) academics are described as "learners in motion" in contrast to "fixed experts or dispensers of static knowledge". Different disciplines have different approaches to CPD. In the finance and medical fields, professionals are expected to garner CPD points on a regular basis (annually or biennially) to stay informed in changing contexts (HPCSA, 2007; CPD Institute, 2014; FPI, 2015). Currently, although no similar process is in place for academics in HEI, "[C]ontinuing professional development (CPD) is considered as a professional duty for teachers in 24 European countries or regions" (EACEA, 2012:129-132; Pleschová *et al.*, 2012).

Lifelong learning (LL) is the term rather than CPD to address broader professional development issues across disciplines that encompasses workplace learning, formal accredited and non-accredited and informal courses (Thomen, 2005:813; ENQA, 2009; Brown *et al.*, 2010a:1-80; Hutchings *et al.*, 2011b:65). The European Higher Education Area (EHEA, 2005) conception of LL integrates all 'stages and types of learning' that articulate across levels to facilitate access to more people (Bologna Working Group on Qualifications Frameworks, 2005:55, 70, 91)

The authors of the ASHE report (O'Meara *et al.*, 2008:23) state that, for professional growth "faculty development specialists must do something other—something more—than address administrative imperatives", as is sometimes the focus of induction programmes. They foresee a "challenge of fostering, in faculty members, the desire and will to craft themselves as teachers, researchers, and agents of thoughtful change with others in service and community engagement and thereby becoming practicing scholars and scholarly practitioners who have actively chosen—and continue actively to choose—the academic career as a way to lead their lives", all of which is part of the professional development and growth of academics.

In fact, the recent preferred term is *professional learning* and has replaced *professional development*. It supports the arguments for professional growth. *Professional learning* is therefore used subsequently.

2.2.13 Scholarship of Teaching and Learning (SoTL)

Hutchings *et al.* (2011b:65) stated: "in the era of the scholarship of teaching and learning lifelong development also means strengthening the skills not only to teach better, but also to understand the teaching and learning dynamics more fully." Pursuing the scholarship of teaching and learning should be a focus in the lifelong learning of academics.

Hutchings *et al.* (2011b:2) describe SoTL as a process where academics "treat their classrooms and programs as a source of interesting questions about learning; find ways to explore and shed light on these questions; use this evidence in designing and refining new activities, assignments, and assessments; and share what they have found with colleagues who can comment, critique and build upon new insights." This description covers many of the processes desired in professional development programs such as reflection, compilation of portfolios, collegial discussions, focusing on teaching and its effects on student learning.

In Chapter 3, the SoTL is thoroughly discussed and the connection with professional learning is further elucidated on.

2.3 Context of Higher Education

Barnett (2000:415-417) refers to universities as sites of super-complexity and as an ecological context where 'everything... has to be continually reinvented, started again from scratch, otherwise the processes become trapped in a cycle of deathly repetition' (Barnett, 2015:15). The question of whether induction programmes adequately prepare new lecturers for the teaching, research and community engagement requirements of a higher education context, which is in a constant state of change, persists in the professional learning of academics.

This complex environment is often exacerbated by:

- a proliferation in information technology, causing a re-organisation of time and space (Mostert & Quinn, 2009:72-81) and making it possible to access information anytime, anywhere and the need to cater for diverse disciplinary media preferences;
- the knowledge explosion (Adair & Vohra, 2003:15-23) that generates ubiquitous information (Barber *et al.*, 2013:16-17) and causes the disjuncture between prescribed textbooks and relevant 'just in time' learning material, be it lecturer or student generated;

- the massification (Lindberg-Sand & Sonesson, 2008:125) and diversity of unmotivated and unprepared students (Bart, 2013) who may need personalised attention (Barber *et al.*, 2013:81);
- closing the gap between theory and practice (Barber *et al.*, 2013:51);
- an institutional context that is riddled with challenges (HESA, 2011:1-9) such as curriculum innovations necessitated by vocational and occupational developments (Reis, 2013), student needs (flexible programmes) (Barber *et al.*, 2013:53) and online competition with face to face classes (Barber *et al.*, 2013:43-45).

University structures providing academic development support have also been undergoing continuous restructuring changes and consist of a number of different configurations according to challenges and needs, thus providing new opportunities to expand, or aggregate or disaggregate (Gillespie *et al.*, 2010:248-249). Teaching and learning centres and therefore academic development units have included technology units or psychology units to meet the needs of both academics and students (Randall *et al.*, 2013:iii, 13-17).

New lecturers are not necessarily safeguarded from immediate full exposure to the complex HE context and therefore have to be exposed to strategies through induction to meet the challenges of constant change. There is an emergent group of young, new lecturers, generally assumed to be 'digital natives' like their students (Prensky, 2001:1) or 'early adopters' (ECAR, 2010:69), who should be able to meet the technological challenges and have to complement and compensate for the declining number of academics due to attrition.

Induction programmes should keep abreast with the ever changing ecological environment through linked institutional, faculty, school and departmental induction, interdisciplinary team approaches to curriculum design and integration of ICTs into teaching and learning. Technological, Pedagogical and Content Knowledge (TPACK) that emphasises the connections and interactions amongst the various role-players (Mishra & Koehler, 2009:64-67; Mostert & Quinn, 2009:78) has been suggested as a possible framework to deal with all the complexities. Alternatively, SoTL is under consideration to integrate technology, pedagogy and content knowledge with research.

2.4 The central purposes of induction programmes

O'Meara *et al.* (2008:18) make a clear distinction between faculty development (professional learning) and faculty growth. They explain that faculty development (professional learning) is something "we do to faculty to get them to behave in certain ways", indicating an externalised fragmented approach, while faculty growth is seen as a process that builds on

internal motivation and commitment as academics, “having the potential to be self-directed, to unfold and deepen throughout the academic life, building on individual goals and talents”.

The general purpose of induction programmes remains true to its origin, i.e. to orientate, introduce and prepare by means of a socialising and professionalisation process. From the above research, the following three themes were identified as central to induction programmes for new lecturers: Introducing and Preparing, or Induction and Orientation, Professionalisation and Professional Socialisation. These three themes are discussed next.

2.4.1 *Introducing and preparing / Induction and orientation*

The need for the preparation of new lecturers for their institutional context is reflected in the titles of induction programmes (Table 2.1, 2.2 and 4.1). The reasons for scheduling induction programmes before assuming duty need to be carefully considered as it has been identified as problematic at three SA universities (Wadesango & Machingambi, 2011:4).

Induction programmes have to be adjusted according to the background, experience and qualifications of the participants in the programmes. Various universities offer induction programmes according to the needs of new lecturers, e.g. the Oxford Glossary (OLI, 2010:1-12) to enable new academics from foreign countries to understand the institutional context. In the USA, efforts were made to prepare graduate students for teaching roles. This started with training for non-English speakers in undergraduate classes and then expanded into the Teaching Assistant Training movement. The Lilly Endowment Teaching Fellows Programme was for early career academic staff (Hutchings *et al.*, 2011b:50). Sorcinelli *et al.* (2006:11, 12) describe the Lilly Teaching Fellow Programme as a highly successful programme in encouraging cohorts of early career faculty in research-intensive institutions to work together with mentors and to offer collegial support. This model is still applied today. More programmes were introduced that were concurrent with the growing number of teaching centres (Sorcinelli *et al.*, 2006:5-6). What was notable was that the programmes on offer changed from a deficit or fix-it model of “generic, remedial and technical aspects to a ‘narrative of growth’ and inquiry model (Hutchings *et al.*, 2011b:13), indicating a change from a ‘faculty development’ approach to a ‘faculty growth’ approach (see § 2.4).

The universities seem to prefer an initial compulsory, introductory session of two to five days. Some universities follow up with workshop sessions during the course of the year which may be optional or part of a probation requirement. Probation requirements differ, but in general, the induction programme is completed within a year (Fry *et al.*, 2009:508).

2.4.2 Professionalising

Professionalisation of work forces became a trend in the 20th century (Frick & Kapp, 2006). Internationally (Holland, Australia, USA, UK), training for lecturers has become common practice since World War I. In Norway (CHE, 2004: 4 - 5), and the UK (Gillespie *et al.*, 2010:246) training is compulsory and in Australia, a similar professional framework is used as in the UK. The UK Professional Standards Framework (Higher Education Academy, 2012) and Australian University Teaching Criteria and Standards Framework (ALTC, 2015) have been adopted to guide and accredit an academic trajectory (Fry *et al.*, 2009: 469 - 471). In the European Standards and Guidelines it is stated that institutions should be satisfied that staff are competent and qualified to teach students (ENQA, 2009: 7). The Department of Higher Education (DHET) in South Africa has followed up on Universities South Africa's (formerly HESA) next Generation programme (HESA, 2011: 1) and is engaging in a concerted Quality Enhancement Project (CHE, 2014: 1, 18) to improve the quality of teaching and learning by means of capacity building and a coherent framework of actions (DHET, 2013b). A six year revitalisation and transformation of the academic profession initiative that includes teaching and research development and induction phases has been introduced across HEI in South Africa in 2015 (DHET, 2015b). Professionalising indicates that lecturers provide expert teaching by engaging in 'continuous self-improvement' (§ 2.2.10); (CHE, 2004: 22) and would therefore develop knowledge and skills in research, teaching and learning or SoTL and manage their responsibilities autonomously for lecturing, research and community engagement. The ASHE report (O'Meara *et al.*, 2008:168) expresses the view that academic staff members cannot remain static in a changing environment and have to be active agents.

HEIs do not generally require that newly appointed lecturers have a teaching qualification. Pleschová *et al.* (2012) confirm that the requirement for a qualification is not widespread in Europe which is also the case in South Africa. Lindberg-Sand and Sonesson (2008: 125) state that, for this reason, induction is necessary for professionalising HE teaching. Furthermore, the contextual changes in universities (§ 2.2) imply that, for universities to function optimally, the professionalisation of lecturers' needs serious consideration. It cannot be left to chance and lecturers should not operate by means of trial and error or their own experience of being students (Pleschová *et al.*, 2012) or common sense (CHE, 2005:8). In the Improving Teaching and Learning (ITL) No. 6, the CHE (2005:4) states that the assumption that HE educators do not need any training or preparation, is outdated.

All of these raise questions of ethical professional practice (Frick & Kapp, 2006) with regard to the quality of teaching and learning at HEIs. In Europe, quality assurance was the main driver for professionalisation (ENQA, 2009).

Frick and Kapp (2006) suggest that well-organised induction programmes can facilitate the transition into HE within a continuum of lifelong learning. Therefore, at some HEIs, some phases of induction programmes are compulsory for academics during probation before tenure or permanent appointment. Some institutions consider it as a prerequisite or as conditional before starting to teach, e.g. Preparation for Learning and Teaching at Oxford (PLTO), as the first phase of professional learning (CPD or lifelong learning). With this in mind, the CHE (2005:4, 16, 18) and European Science Foundation (Pleschová *et al.*, 2012) proposed professional learning by means of formal and informal staff development, capacity building of academic development resources and through HE studies and research.

Most institutions suggest that there should be an educational foundation, background or framework for further professional learning, for example the University of California, Berkeley includes in its requirements a third year level pedagogy course (Graduate Council, 2012). The University of Stellenbosch's aim for induction is that new lecturers develop a conceptual framework of teaching theory and practice as a basis for further development of teaching in an academic career (SU, 2014).

A professional qualification is an important consideration and standard for effective professional learning. However, it is only a compulsory requirement in some international institutions, for example in the Nordic countries (Norway and Sweden). The question of whether to make the induction programme compulsory has been under discussion amongst academic staff at many institutions (HAESDU, 2014). Frick and Kapp (2006) suggest that motivation for certification should be 'intrinsic self-motivation' and should not be controlled by reward and punishment. The researcher is of the opinion that many will support this view. The Professional Standards of the UK and Australia serve as benchmarks that academic staff can aspire to.

By way of comparison and in the wake of induction at HEIs, the professional dimension in an induction programme for school teachers (European Commission, 2010:15) is described as follows: "the emphasis is on supporting the beginning teacher in gaining more confidence in the use of essential teacher competences, including pedagogical knowledge and skills. In this way the induction phase is the start of the process of lifelong learning as a teacher, forming a bridge between initial teacher education and the continuous professional development phase". Frick and Kapp (2006) refer to a similar kind of study in America that

found that professional capabilities and retention rates are improved with induction programmes for teachers. The researcher's view is that, if this is included for teachers who have had professional teaching training, how much more will it be needed for new lecturers who have no professional qualifications? It is generally recognised that new lecturers need support early in their careers in order to become effective teachers and researchers as soon as possible. Fahnert (2010: 55 - 56) is of the opinion that the HE landscape is changing to the extent that the professionalisation of lecturers is becoming a common practice and is in my view, a critical factor.

2.4.3 Professional socialisation

Research shows that the development of professional identity is significantly shaped through processes of socialisation in graduate school and in early career (Sweitzer, 2008 and Twale & Stein, 2001 (cited in O'Meara *et al.*, 2008:20). Induction programmes have been considered important for the professional socialisation of new lecturers into the academic context (Lindberg-Sand & Sonesson, 2008: 125; Van Schalkwyk *et al.*, 2013:141) by providing an opportunity to meet and network in interdisciplinary groups, become acquainted with academic seniors and experienced staff and to be introduced to academic facilities and resources. New lecturers are not necessarily graduates of the HEIs where they are appointed and may find themselves in an unfamiliar institutional context. An analysis of some of the induction programmes indicates that institutions make flexible adjustments in their induction programmes to accommodate the diverse background and experience of new lecturers and the institutional context, e.g. Oxford Glossary (§ 2.5.1.1.4). Distinctions are made between induction programmes for part-time / sessional (§ 2.5.2.3) or full-time lecturers or induction programmes for graduate students of the institution or for graduates from international institutions (Berkeley Graduate Division, 2016).

Socialising has the main intention of making a person comfortable in a new environment. Socialisation is described as “the process by which a human being beginning at infancy acquires the habits, beliefs, and accumulated knowledge of society through education and training for adult status” (Merriam-Webster Dictionary, 2015). The society that is referred to in this quotation can be interpreted as society in general, or can be narrowed down to the context of any given organised society, community, group, organisation or professional field.

Professional socialisation is necessary to enable a newcomer to be re-socialised for a particular task. A newcomer interacts with and is assimilated into the culture of a profession, assumes the identity of a professional in the field and learns to interpret not only explicit practices but also tacit and embedded practices through active involvement in formal and

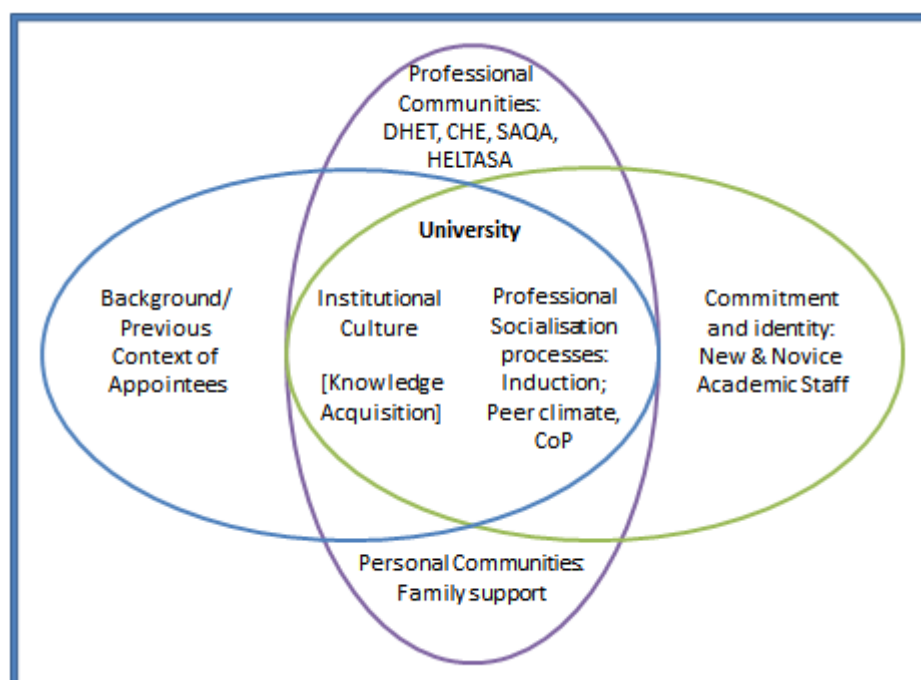
informal experiences (Trowler & Knight, 1999: 178, 183 - 186). In the ASHE report (O'Meara *et al.*, 2008:25, 29) it is explained that a part of professional development is the creation, nurturing and sustainment of professional relationships institutionally.

Weidman *et al.* (2001: iii) describe Professional Socialisation as a process that occurs in stages, namely anticipatory or preparatory, formal and informal and personal, and involves the development of SKVA's (skills, knowledge, values and attitudes) (Trowler & Knight, 1999: 180) in order to become fully-fledged members of, for example, a university department. Professional socialisation into a disciplinary teaching and learning community of practice within HE academic programmes is especially necessary for new lecturers with no teaching experience or qualifications. The need to consider disciplinary relevance in induction programmes is highlighted by the SUCCEED induction programme (discussed later on in § 2.5.3.4, D of this chapter) that focuses on a particular group of disciplines.

I have adapted the conceptual diagram developed by Weidman *et al.* (2001: 37) for graduate students who are professionally socialised for an academic career before appointment for new lecturers in general (Figure 2.1).

The main socialisation is depicted in the centre of the diagram. The ellipses are permeable so that the interactions are not linear, but make allowance for complex, dynamic developmental processes and can occur at any time with any of the constituents on the outer margins of the diagram. The new lecturers, indicated on the right of the diagram, have to penetrate the central core of the university through a process of professional socialisation.

Figure 2.1: Conceptualising professional socialisation of new lecturers



The four outer ellipses (professional communities, the commitment and identity of new academic staff, their personal communities and their backgrounds) may allow or prevent access to the central core of the university through the quality of the socialisation process. In the SA context, the Professional Communities that play a role in the university context are: the Department of Higher Education and Training, (DHET), the Council for Higher Education, (CHE), the South African Qualifications Authority (SAQA) and the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). The DHET, CHE, SAQA have set requirements for the appointment and professional development of academic staff. HELTASA (2004) has continuously been advocating for the professionalisation and improvement of HE teaching-learning and research.

New lecturers may come from different backgrounds, such as industry or the private sector. The CHE requires that new academic staff have appropriate academic qualifications from a recognised institution and have a minimum of two years teaching experience in a HE context. The CHE (2004:9-10; 2005:139-147; 2014:17-20) supports academic staff development to improve the quality of teaching-learning at HEIs. The background and context in which the lecturer worked previously, if it did not entail teaching, will influence their adaptation and professional socialisation into the university context. The personal communities of the new academic staff member may provide a supportive network. However, if the new lecturer's family is still in another city, the lack of family support may act

as a barrier in their professional socialisation process. New lecturers may be graduates of the particular institution where they are appointed, as part of the institution's 'growing its own timber' approach. This may make the professional socialisation of the new lecturer easier, because they are familiar with the higher education context compared to someone who comes from another city or university. Graduates, who studied at a particular institution, have already experienced professional socialisation to an extent and therefore find it easier to identify with the institutional culture, peer climate and faculty and disciplinary communities of practice (CoPs) which are crucial for professional growth (O'Meara *et al.*, 2008:40; Van Schalkwyk *et al.*, 2013: 143).

The new lecturer develops a model of a professional identity through socialising, networking and involvement with professionals in an institution and may therefore practise and develop the skills of teaching, facilitating, presenting and assessing associated with the professional identity of a lecturer (Austin, 2002:104-106). Finally, the commitment to an academic lecturing or research identity depends on the professional socialisation that influences the commitment and motivation of the academic staff member (Austin, 2002:107-111). Commitment is considered to be an important ingredient for professional growth and deep learning in the careers of academic staff (O'Meara *et al.*, 2008:166). The new academic may decide that an academic career is not to his or her liking and may therefore resign and discontinue further academic development. Alternatively O'Meara *et al.* (2008:72, 81) state that newly appointed academic staff could bring about institutional change through their powerful external connections and access to funding. The result could therefore be a reciprocal relationship in that knowledge and experience from the industry and private sector to the HE context is ploughed back through teaching and learning.

The interactive stages of professional socialisation that the new lecturer goes through until they assume the persona of a professional, are on the lifelong professional continuum from being a new lecturer/academic staff member to being an expert (Frick & Kapp, 2006). This includes induction, orientation, or probation and CPD, formal or informal programmes and individual projects and perhaps the acquisition of a qualification before or after appointment. The anticipatory phase of induction that is common in American HE professional development (§ 2.2.6 and § 2.5.1.3), i.e. Preparing Future Faculty movement, where new lecturers have the opportunity to be absorbed into the university society, is not evident in South African academic staff development. This implies that induction programmes are of crucial importance in the professional socialisation of new academic staff for the SA institutional context, as this may be one of the few opportunities new lecturers have to be introduced to the university society as a whole.

Weidman *et al.* (2001) take cognisance of the factors that impact on changing university contexts (§ 2.3) and induction processes, i.e. the diversity of students, lecturer roles, the growth in the use of information technology and the knowledge explosion. The same factors identified by Weidman *et al.* (2001) and in § 2.3 are applicable in the SA context.

In general, induction programmes (in South Africa and internationally) all have a similar aim in introducing lecturers to an academic career in teaching. These programmes may differ in terms of design and implementation, but overall lecturers are provided with structured and focused programmes to prepare, socialise and professionalise them as described above.

2.5 International induction programmes

During my research of individual institutions I became aware of quality assurance processes in Europe as well as benchmarking and good practice projects in Australasia, the UK and South Africa that involved the HEIs in these countries. HEIs engaged in a search for best or good practice against which to benchmark and address the quality of their qualifications, the quality of the student experience and the need for quality professional development for HE lecturers, including the new lecturer. The development of professional standards frameworks became a trend first in the UK and then in Australasia. In this study, the focus is on national professional standards frameworks and quality assurance benchmarks for the UK, Australia, the USA, Europe (including Nordic countries especially Sweden) and how these standards and benchmarks can impact on South Africa HEIs.

2.5.1 Induction programmes in the UK

Although the UK, like the USA, recognises institutional autonomy, the UK Professional Standards Framework (UKPSF) (HEA, 2012) provides a general description of the main dimensions of the research, scholarship and teaching and learning support within the HE environment. It is written from the viewpoint of the academic professional and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within HE. The Higher Education Academy (HEA) promotes teaching development through the four level UKPSF Fellowship programme of which the first level focuses on new lecturers (HEA, 2012:4). The four fellowships cover 'areas of activity', 'core knowledge' and 'professional values' and allows for 'academic staff development' and discipline implementation.

The HEA commissioned the Staff and Educational Development Association (SEDA) to evaluate the use of the UKPSF. Twenty-seven (27) UK institutions and programmes, with

the addition of King Saud University, Saudi Arabia, have been accredited and recognised for the application of these Professional Development Standards (SEDA, 2011:4)). The UKPSF has been used as a benchmark for the Australian Standards Framework.

The table below (Table 2.1) offers an exposition of an institutional induction programme, based on the UKPSF, as applied at Oxford University which is a good representation of what is offered throughout the UK.

Table 2.1: Induction context at Oxford University

Structures involved		
Accreditation Body	Higher Education Academy (HEA)	
Framework	United Kingdom Professional Standards Framework (UK PSF)	
Programme Organiser	Oxford Learning Institute (OLI)	
Names of the Programmes	Timeframe	Purpose
Introduction to Academic Practice (IAPO)	Three days, Annually, September,	Induction of new lecturers (optional)
Preparation for Learning and Teaching at Oxford (PLTO)	Before duty; full or half day seminars	Teaching prerequisite for new lecturers (compulsory)
Developing Learning and Teaching (DLT) Accredited by HEA	After completing PLTO, during term; six seminars, weekly	Early career programme for lecturers with five years or less teaching experience (optional)

The strengths of the OLI induction programmes are the inclusion of management, teaching and research role-players and the involvement of colleges and divisions to prepare new lecturers for a particular context, i.e. tutorial, disciplinary, and teaching or research. The possibility of accreditation to support career prospects at other institutions is also made available. Furthermore, the basis of what is offered at Oxford resulted from four international conferences arranged by Oxford's CETL (Centre of Excellence in Teaching and Learning) and research on induction programmes in a number of British universities.

In the following section, the Oxford Induction programme is discussed as a detailed example.

2.5.1.1 *Institutional aim*

The Oxford Learning Institute (OLI, 2015) strives for excellence in learning, teaching and research.

2.5.1.2 *Organisers /Role players*

The Oxford Learning Institute organises the IAPO programme and the Vice-Chancellor, the Pro-Vice-Chancellors for Education and Research, the University Proctor, the Director of Student Welfare and Support Services, the Pro-Vice Chancellor (Personnel and Equality), a College Senior Tutor and the Director of University Research Services all contribute to the programme (OLI, 2014b). The PLTO is hosted by a department, faculty or divisions (e.g. Medical, Humanities). The DLT is managed within divisions.

2.5.1.3 *Structure (design and implementation)*

The institutional, centralised IAPO induction programme is presented annually and has been developed to prepare lecturers for an academic career and the Oxford teaching and research context. The IAPO is offered over three days annually, during the last week of September. The IAPO is planned to be flexible to accommodate a diverse group of newly appointed academic staff for the Oxford context. The IAPO accommodates new lecturer needs by recognising that, amongst the new lecturers; there are those 'new to Oxford', those 'new to teaching' and those with a few years' experience or postgraduate and postdoctoral researchers who are considering an academic career. The IAPO is complementary to courses in divisions and schools (OLI, 2014b).

The PLTO consists of half or full day seminars and deals with practical teaching within a subject. A portfolio is handed in for accreditation to the HEA for DLT, after attending six seminars at specified times in predetermined weeks during a term (OLI, 2015).

2.5.1.4 *Scope and focus (content and approach)*

In the IAPO, lecturers are introduced to the Oxford culture and institutional teaching and learning context where the tutorial system is in use (OLI, 2014b). Efforts have been made for lecturers to be socialised into the Oxford context by means of the Oxford Glossary (OLI, 2010) which contains information on how the university context is structured, e.g. colleges, schools and divisions and the calendar terms. Digital and website information on mentoring and the college or school libraries are available to the lecturers.

Parallel sessions cater for different needs, i.e. in the research or education environment. The orientation programme, Introduction to Academic Practice at Oxford (IAPO) is optional (OLI, 2014b). The relatively short induction process of three days is offset by other complementary programmes and support in colleges and departments. Research on teaching and learning is embedded in the colleges and departments where new lecturers are socialised into the professional context. The IAPO is therefore supported by other programmes such as the Preparation for Learning and Teaching at Oxford (PLTO) in order to prepare for the disciplinary context in colleges. The PLTO is a pre-requisite for teaching in collegiate discipline groups (OLI, 2014c).

With the Developing Learning and Teaching (DLT) programme, new academics can obtain accreditation from the HEA which is, of course, recognised by other institutions both nationally in the UK and internationally for employment purposes. The DLT is on Level 1 of the UKPSF. It is offered in divisions (e.g. Social Sciences) to support early career teaching. The range of programmes, IAPO, PLTO and DLT, caters for institutional and disciplinary contexts and a variety of backgrounds (OLI, 2014c).

2.5.2 Induction programmes in AUSTRALIA

In Australia the main professional development programme for new lecturers was developed through the Preparing Academics to Teach in Higher Education (PATHE) project (Hicks *et al.*, 2010:162). The PATHE project is described as follows:

“A programme that serves to foster the scholarship of teaching while at the same time provides academics the scope and time to develop professional interests and a portfolio, critical reflection on curriculum design, assessment approaches, and evaluation aspects of higher education seems to be a useful type of intervention to foster better university teaching/learning” (Hicks *et al.*, 2010:162).

These 'Foundations programmes', as they were called initially, in the PATHE project, were developed by the Australian Learning and Teaching Council and are defined as “formal programmes that induct and develop university teachers with the aim of fostering and supporting the quality of teaching and learning in the university” (Hicks *et al.*, 2010:65). The Foundations programme is designed to support teaching staff in developing increased understanding, skills and confidence in their learning and teaching practice, e.g. the UWS (2014). The completion of induction programmes has become compulsory in the appointment process at many, if not most of the universities in Australasia (Hicks *et al.*,

2010:50,72). Time constraints and tension between providing a teaching toolbox or developing SoTL have been identified as challenges in Australian Foundations programmes (Hicks *et al.*, 2010:77).

The PATHE project allowed Australasian institutions to adapt the Foundations programme according to their needs. The programmes are described as being developmental in approach and guided by practical assistance for teaching (Hicks *et al.*, 2010:68-69). A common purpose at all institutions is that new lecturers are effective as teachers. Extensive use of role-players, such as senior management and academics in the programmes, is the norm (Hicks *et al.*, 2010:72).

The professionalising of new lecturers at Australian universities is also apparent from the postgraduate courses on offer. Many induction programmes at Australian Universities articulate into formal qualifications such as the Graduate Certificate in University Teaching (GCUT) of the University of Melbourne (Unimelb, 2016) or the Graduate Certificate in HE (GCHE) of Deakin University (2016). Macquarie University in Sydney offers a 'fully articulated postgraduate programme' consisting of Foundations in Learning and Teaching (FILT), a Postgraduate Certificate in HE, a Postgraduate Diploma in HE and a Master of HE (Macquarie, 2015).

The Australian Foundations Programme was benchmarked against the UKPSF (§ 2.5.1) and the Erasmus Programme of the European Union (Hicks *et al.*, 2010:99-101). The following criticism was levelled at the UKPSF: "The UKPSF and its derivatives do not provide specific criteria to provide educators with an explicit vision of the sorts of performances required, nor do they deconstruct the knowledge, practice or values that apply at different levels of operation (such as teaching classes, coordinating units or leading programmes)" (Brown *et al.*, 2010b: 137). The UKPSF was subsequently revised in 2012 to accommodate this criticism and the Australian University Teaching Criteria and Standards Framework was finalised in 2015 (AU, 2015). The Australian Government, while using the UKPSF as a starting point, adapted the UKPSF so that it could be used in disciplinary fields and focused on professional development (AU, 2015). New lecturers and academic staff on different promotional levels are accommodated and the framework is applicable to all disciplinary fields. The Foundations programme also developed a benchmarking tool to assist HEIs throughout Australia in developing good practice with the result that thirty-four (34) Australian universities offer induction programmes based on the Foundations programme, of which many are compulsory (Hicks *et al.*, 2010:36).

An example of an Australian University Induction programme that is a result of the PATHE project and is representative of Australian programmes, is that of the University of Melbourne (UM), which is discussed in the following section.

2.5.2.1 Institutional aim

At the UM, a triple helix of research, learning and teaching and community engagement is advocated (Unimelb, 2015). The university has adopted a set of Nine Principles guiding the Melbourne Model of research, (scholarship) teaching and learning (James & Baldwin, 2007:6). These nine guiding principles are: an atmosphere of intellectual excitement; an intensive research and knowledge transfer culture permeating all teaching and learning activities; a vibrant and embracing social context; an international and culturally diverse learning environment; explicit concern and support for individual development; clear academic expectations and standards; learning cycles of experimentation, feedback and assessment; and premium quality learning spaces, resources and technologies and an adaptive curriculum.

2.5.2.2 Organisers/Role players

The Centre for the Study of Higher Education in the Melbourne Graduate School of Education runs the programme and has adopted an approach that includes assistance from a panel of experienced staff from departments and schools, the research office and website support (CSHE, 2014). The strength of the UM induction process is also in the involvement of a range of role players to prepare the new lecturers, before the semester, whether they are full-time or part-time for a range of disciplines and laboratory settings (Hicks *et al.*, 2010:76).

2.5.2.3 Structure (design and implementation)

The UM has a one day Academic Staff Orientation, twice a year in February and July. It is a general academic staff orientation programme consisting of the history and background of Melbourne University (called the Melbourne Story), university teaching, supervising, research and orientation both in faculties and in disciplines (CSHE, 2014). New sessional (short term/ part-time) teaching staff attend an online induction programme, where they are prepared for small group teaching and assistance in laboratory settings (science, language, computer). They are also advised to attend the induction provided by Faculties and Graduate Schools to prepare for a particular disciplinary setting (CSHE, 2014). Many of the programmes have follow-up sessions ranging from two to fourteen hours (Hicks *et al.*,

2010:69). The delivery of induction programmes at Australian universities displays variety with some fully online, blended or face to face sessions on offer (Hicks *et al.*, 2010:30).

2.5.2.4 *Scope and focus (content and approach)*

The purpose of the orientation programme is to advise lecturers on how to make a successful start to an academic career and to provide teaching preparation (CSHE, 2014). The UM induction programme has to be viewed in the context of the Preparing Academics to Teach in Higher Education (PATHE) project or the Foundations programmes (§ 2.5.2). Of the Nine Principles, the two principles of intensive research and knowledge transfer culture permeating all teaching and learning activities, and learning cycles of experimentation, feedback and assessment, serve as a guide and reference for best practice in the implementation of SoTL (James & Baldwin, 2007:3) and are infused and embedded across the board in all faculties at UM, to integrate teaching, research and community engagement.

2.5.3 *Induction programmes in the USA*

In America, the preparation of graduate students for an academic career started in the 1970s, because of the concern raised that undergraduate teaching at HE institutions was done in a large part by graduate students (Kilfoil, 2012). The fact that these graduate students were not trained for teaching and that they did not choose an academic career path on completion of their doctoral studies meant that aging lecturers could not be replaced. The preparation and professional socialisation of graduate students as lecturers (Wulff *et al.*, 2004:3-13), in the initial stage of an academic career, became crucial and of utmost importance.

The national movement in the USA to prepare graduate students for a career in academia, is called Preparing Future Faculty (PFF) (Wulff *et al.*, 2004: 177). Sorcinelli *et al.* (2006:14) sketch the other initiatives e.g. teaching Assistant training programmes; “Re-envisioning the PhD, the Carnegie Initiative on the Doctorate and the Toward the Responsive PhD Initiative”. Attention was also given to what was called a ‘cafeteria’ of services that included academic staff “orientations, tenure preparation seminars and mentoring programmes” (Sorcinelli *et al.*, 2006:14). What were of particular interest were the intensive programmes for faculties at different career stages, starting from early career, but continuing for mid-career and senior faculty, as well as post-tenure. Weidman *et al.* (2001:1) refer to the preparation phase as the anticipatory phase of professional socialisation. The PFF movement resulted in Graduate Certificates in Higher Education (GCHE) that affects the university induction process. PFF programmes prepare graduates for different university contexts (Colleges, Masters

universities, Comprehensive or Doctoral universities) where the focus and balance of teaching and research varies (Wulff *et al.*, 2004:181).

The Council on Higher Education Accreditation (CHEA) resolved that “each accredited college and university shall provide a course required for each professor on the subject of the academic profession, covering its history and traditions, its future potential, ethics, and professional conduct” (Hamilton, 2010). In deference to the self-autonomy of institutions, there is no national requirement for HE teaching certification in the USA.

Induction programmes at four Comprehensive universities in the USA were analysed, i.e. University of California, Berkeley (UCB), Loyola Marymount University (LMU), University of Minnesota, Minneapolis (UMN) and North Carolina State University (NCSU) where SUCCEED, (South-eastern University and College Coalition for Engineering Education) started a disciplinary induction programme and is presently offered at eight other universities (Brent & Felder, 2003:2, 5).

These USA universities have a similarity to the NWU or SA universities, for example UMN is a multi-campus university that is similar to the merged universities in SA. In addition, they were chosen because both UMN and UCB have extended professional development programmes and well-developed induction processes and programmes (UMN, 2014; Berkeley Graduate Division, 2016). Furthermore, their involvement in the SoTL movement was a major consideration for including them in this study. LMU was part of the CASTL Institutional Leadership and Affiliates Program and functioned as the coordinator of the Affiliates group, one of the 13 groups in the CASTL programme. Jackie Dewar, from LMU campus served as director of the Affiliates programme (CASTL)(Hutchings *et al.*, 2011b:161; LMU, 2016a). Many USA HEIs participated in SoTL through CASTL programmes (Dewar *et al.*, 2010:4) and attended SoTL conferences (UW, 2016). In the next section, an overview of the induction programmes presented by these universities is discussed (UCB, 2012; UMN, 2014; CTE, 2015 - 2016).

2.5.3.1 Institutional aim

The institutions expressed what they aimed at in terms of a core function in their vision and mission statements. These vision and mission statements are consolidated as aims for this study. All of the universities, even research universities, aim at the kind of teaching and learning envisaged. The manner in which specific aims of the institutions are realised within the induction programmes has been described on institutional websites. It is apparent from

the institutional aims, as described, that scholarliness and scholarship are important features for these universities (NCSU, 2011:6, 8; CEI, 2014; LMU, 2014; CTE, 2015 - 2016:).

2.5.3.2 *Organisers/ Role players*

Besides the teaching centres, all the induction programmes have inputs from a broad base of different role-players who are involved, such as senior management, deans, directors and representatives from structures and units such as library, technology, research, funding and student support.

2.5.3.3 *Structure (design and implementation)*

All of these universities have initial institutional induction programmes that are done annually at the beginning of the academic year. These are followed by ongoing development and support opportunities. These opportunities consist of various activities, such as portfolio development, seminars, mentoring, conferences and workshops and are spread over a period of a year or two to develop teaching or research practice. A diverse group of new lecturers are catered for in a variety of additional programmes to ensure that every institutional, disciplinary, teaching, research and community need is addressed.

2.5.3.4 *Scope and focus (content and approach)*

New lecturers are not only prepared in anticipation of an academic career (Preparing Future Faculty programmes), but professional development is also offered in the five years following appointment (early career) through a phased induction process. The participants are introduced to the HE and institutional context through professional socialisation. However, each university has its own specific focus and process based on their needs and context (UCB, 2009); (LMU, 2016b); (UMN, 2014); (NCSU, 2011).

A. University of California, Berkeley, (UCB)

UCB state broad aims of 'responsive research, teaching and public service' and aims at encouraging 'critical and creative thinking' (UCB, 2009:5). The programme is run by the Centre of Teaching Excellence at UCB (2012). UCB has a Teaching Excellence Colloquium (CTE, 2015 - 2016:1-2) that new lecturers participate in after the Orientation for New Instructors. At UCB, much use is made of graduate students for lecturing with the result that UCB has a well-developed Graduate Student Instructor (GSI) programme (Berkeley Graduate Division, 2016). In both the PFF and GSI programmes, the graduate students and their career prospects are brought into perspective. Attention is given to the teaching skills of

the graduate students so that it could be included in their job applications for university posts to stand a better chance of being appointed.

B. Loyola Marymount University (LMU)

LMU aims in general at a transformative education of the whole person in the service of faith and justice and promotes synergy between teaching and scholarship (research) (LMU, 2014). LMU fulfils its service to the community and its religious mission by having a church service as part of the induction programme. The programme is run by the Centre of Teaching and Excellence at LMU. Meeting with senior management in a relaxed social event features in the (LMU, 2012) programme. In the On-Going New Faculty Orientation programme at LMU, seminars and conferences occur in the context of scholarship of teaching and learning where new lecturers report and present papers on their teaching and learning (LMU, 2011).

C. University of Minnesota, Minneapolis (UMN)

UMN is a multi-campus university and also aims at transformative learning, scholarly teaching and a commitment to exceptional teaching and learning (CEI, 2014). At UMN, the Vice Provost for Faculty and Academic Affairs runs the programme and institutional orientation is accomplished with campus tours and housing sessions in different venues on successive days. The programme makes use of award winning teachers from faculties to model teaching and experienced researchers to act as mentors to shorten the learning curve for new lecturers (CEI, 2014). UMN (2014) has an extended induction, Early Career programme for new lecturers with less than five years' experience and also has a Preparing Future Faculty programme. Sessions occur throughout the year. Both the induction and the Early Career programme have the purpose of socialising the new lecturers into the institution and the purpose of professionalising the new lecturers into an academic career path. UMN introduces the new lecturers to the case study method, during induction, which is used at this university.

D. North Carolina State University (NCSU)

A different aim compared to the others is that of effective induction to shorten the time interval from the norm of five years to a more cost effective two years for increased research productivity and effective teaching (Felder & Brent, 2008:10). At NCSU, it is the Office of Faculty Development who organises and runs the university wide induction programme in collaboration with the Centre for Teaching and Learning. The NSCU/ SUCCEED (South-

eastern University and College Coalition for Engineering Education) programme is an induction programme in the USA for 'STEM' (Science, Technology, Engineering and Mathematics) disciplines and is integrated into the campus wide university induction programme (Felder & Brent, 2008:15). The disciplinary induction programme was started specifically because the campus wide programme was not totally relevant to STEM disciplines. However, members of the CTL still participate in the disciplinary induction programme for their pedagogical expertise. The programme is therefore relevant to the participants discipline and is practical and interactive (Brent & Felder, 2012:88). The value of the disciplinary balance in these orientation programmes becomes clear in the research productivity and teaching effectiveness of the new lecturers. Some recruits reported that the quality of the induction programme was the reason for applying to a particular institution within the Engineering coalition. This is a clear indication of the efforts made to professionalise new lecturers during the induction programme. Meeting with senior management in a relaxed social event is organised at NCSU. The NSCU/SUCCEED programme highlights the value of getting deans and directors involved in the programme for institutional support. Within the SUCCEED coalition of universities, the induction programmes have been flexibly adjusted to suit the contexts of the different universities (Brent & Felder, 2003:238), but the first phase of the induction programme is done one or two weeks prior to the start of the first semester (Felder *et al.*, 2006:2). Follow-up sessions are done specifically with the new lecturers of the STEM disciplines to check on their progress (Felder *et al.*, 2006:4).

2.5.4 Induction programmes in EUROPE

Europe, in general, has developed quality assurance standards for a number of Organisation for Economic Co-operation and Development (OECD) countries over the past decade. In Europe, there has been discussions on the integration of programmes and knowledge in HEIs and the transformation of HEIs in order to promote "European higher education through measures enhancing the attractiveness of Europe as an educational destination and a centre of excellence at world level" (ENQA, 2009:10; EACEA, 2012:15, 153). The European Higher Education Area (EHEA, 2005) pays special attention to improving the quality of the HE experience. The European Standards and Guidelines for Quality Assurance focuses on encouraging institutions to appoint qualified lecturing staff and ensure that they are competent to teach and designate teachers as "the single most important learning resource available" to students and unambiguously call for professionalising higher education teaching (ENQA, 2009:7, 18). They recommend that institutions monitor whether teaching staff are qualified and competent and propose that institutions "provide poor teachers with

opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective” (ENQA, 2009:18; HEA, 2012; Pleschová *et al.*, 2012:9).

One of the opportunities offered to lecturers is the Erasmus programme that offers funding for the cross-border mobility of lecturers between institutions for short periods of time, days or weeks, to expose them to a diversity of methodologies, students and institutional environments to improve their teaching skills and gain wider HE experience (HEA, 2012). The aim is therefore that European HEIs have a competitive advantage by having good quality programmes (ENQA, 2009:7-13) so that international students are drawn to Europe instead of America, the UK or Australia.

The UK and the Nordic countries serve as fair examples of what is happening in Europe. Oxford and Lund universities are therefore representative of the European region. The Languages of European universities served as a barrier to researching their websites and the Lund university project featured in the available literature to make it a viable option for discussion. However, although there has been some consensus around national qualification frameworks in Europe, the process of improving the quality of teaching-learning at HEIs is complicated across 47 countries, especially with 20 countries not belonging to the European Union (Bologna Working Group on Qualifications Frameworks, 2005:92).

2.5.4.1 Induction programmes in the Nordic Countries

The Nordic countries have a particular national approach to professional accreditation and development. Norway has had compulsory lecturers’ training, consisting of three to four weeks of full time study, for the past twenty years. In Sweden, the state initiated the programme through the Swedish Higher Education Ordinance of 2002 (Lindberg-Sand & Sonesson, 2008:127). Swednet proposed, developed and piloted a Compulsory Higher Education Teacher Training (CHETT) induction programme with SoTL features in the Lund University project (Lindberg-Sand & Sonesson, 2008:123-139). Academic developers in institutions run the programme. Teaching competence and excellence in teaching and learning are used as proof of the quality of institutions and achieved with compulsory training which is seen as a means to professionalise teaching (Lindberg-Sand & Sonesson, 2008:12). The development of a Standards Framework was seen as a method to integrate teaching practice and research education in SoTL (Lindberg-Sand & Sonesson, 2008:128).

The CHETT programme is focused on professional development, excellence in teaching and learning and teaching competence as a quality of HE and is the only programme that I came

across that specifically focused on SoTL. This is evident from one of its six outcomes that indicates its focus on SoTL: "relevant research as a basis for the development of educational practice and professional growth" (Lindberg-Sand & Sonesson, 2008:134).

SoTL is viewed as a helpful tool to assist academic development units in developing educational practice and to promote professional growth. SoTL is therefore seen as a stable point for the integration of not only teaching practice and educational research, but also academic development work. SoTL is further seen as the highest level of professional development in HE (Lindberg-Sand & Sonesson, 2008:136).

Lund University has taken a leading role in Sweden with regard to the induction of new academic staff.

2.5.4.1.1 Institutional aim

Lund University aims at lifelong learning and research. Lund aims to tackle complex global, intellectual problems with innovation, to improve the life of all citizens of the world (Lund University, 2015).

2.5.4.1.2 Organisers/Role players

Human Resources and The Centre for Educational Development, with the assistance of faculty educational co-ordinators, run the Learning and Teaching in Higher Education (LTHE) programme at Lund University (Lund, 2014).

2.5.4.1.3 Structure (design and implementation)

Lund University offers a compulsory teacher training course twice a year for all faculties. Although this course is equivalent to two weeks full time study, it is flexible and spread over a fifteen week period. A three level course, namely introductory, intermediate and advanced, of a few weeks duration each is offered (Olsson *et al.*, 2008:284). It has web-based alternatives to full-time study, compulsory face to face sessions and furthermore requires 80 hours for a project report (Lund, 2014).

2.5.4.1.4 Scope and focus (content and approach)

Lund University focuses on professionalising teaching and to establish a base for the theory and practice of higher education teaching and learning through the analysis and development of the new lecturer's own teaching and subject area (Lund, 2014). Observation

of lessons, reflection and peer review are considered essential for developing 'pedagogical competence' (Olsson & Roxå, 2012:213-221). The Lund University approach is based on SoTL principles (Lindberg-Sand & Sonesson, 2008:129-132) and supports professional standards for teaching and research and the LTHE is compulsory for all new academic staff. The LTHE can also be done by academic staff from other universities via a flexible blended format, as stated above (Lund, 2014).

2.6 Summary of Induction programmes at International HEIs

A closer look at the induction programmes for new lecturers at international universities revealed that all HEIs, whether research or comprehensive universities, have some form of induction programme. These induction programmes prepare and provide professional socialisation of new lecturers into a HE context and provide ongoing support for teaching and research in follow-up sessions to professionalise teaching and research practice. Lindberg-Sand and Sonesson (2008:123-139) describe this 'ongoing support' as "sustained reflective practice" in contrast to isolated workshop incidences. The new lecturers are introduced to a particular teaching approach adopted at the university, i.e. case study method (§ 2.5.3.4, C), tutorial or small group teaching (§ 2.5.2.3). Induction programmes have evolved from a single once-off event into an extended induction process. Besides institutional orientation, induction also occurs at the level of a college, school or division and therefore includes the subject area and disciplinary context (§ 2.5.3.4; D; § 2.5.4.1.4). Besides the development of induction programmes, formal courses for future faculty and early career programmes have been established to assist new lecturers (§ 2.5.3.4, C), indicating that professional development for new lecturers has grown.

In the next section, an overview of induction programmes at South African universities is provided. The information presented here are a general overview of information gained from the available websites and literature of the different South African institutions (NWU, 2009; UP, 2012; Wits, 2012; NMMU, 2014; SU, 2014; UFS, 2014; UKZN, 2014a; RU, 2015; UCT, 2015; UJ, 2015). A more extensive and detailed description of South African induction programmes are provided in Chapter 5 where the results of the empirical study are shared.

2.7 Induction programmes at South African universities

2.7.1 *National plans and framework for induction programmes*

In SA there are two initiatives for national academic staff development programmes, namely that of the Higher Education Qualifications Committee

(HEQC) together with the Council for Higher Education (CHE, 2005) and the Higher Education South Africa (HESA, 2011) National Plan.

The HEQC/CHE initiated the Improving of Teaching and Learning (ITL) project in 2002 and suggested a number of good practice descriptors for academic staff development. This included a comprehensive staff induction programme. They also provided a description of 'good teaching practice' by stating: "[a] commitment to the scholarship of teaching could be pursued deliberately by academics who, as professional educators, take control of their teaching practice and seek to reflect, research, build theory and improve practice, supported by communities of good teaching practice" (CHE, 2005:142).

The Higher Education South Africa (HESA) 'Proposal for a National Programme to Develop the Next Generation of Academics for South African Higher Education' was submitted for funding to the Department of Higher Education and Training and the Department of Science and Technology (HESA, 2011:7-19). The National Programme, the Quality Enhancement Project (CHE, 2014:20) and the recent Staffing South Africa's Universities Framework (SSAUF) (DHET, 2015b) include institutional support for lecturers to address the teaching demands of under-prepared and diverse students, research induction, mentoring and peer support.

Most SA institutions developed their professional development and induction programmes independently. For example, the Rhodes University Programme for Accelerated Development (PAD) and the University of Cape Town Equity Development Programme (EDP) are programmes geared to achieve transformation objectives through the professionalisation of new academics. However, these programmes were developed independently and before the National Plan. It is my opinion that South Africa should follow developments in the UK, Australia and Europe and aim at a national professional development framework that will serve as a benchmark for all South African HEIs. The development of national programmes does not however have the intention of enforcing compliance and homogeneity, but rather aims at having a generic flexible framework "to encourage collaboration and benchmarking" (Hicks *et al.*, 2010: 8), or in the words of Lisewski (2005:3):

"Sufficiently flexible to enable staff development programmes and courses to accommodate the requirements of individual institutions, disciplines and other specialisms (both subject specialisms and specialist roles), whilst incorporating common principles and expectations that can be applied consistently and robustly".

The National Programme (HESA, 2011) also aims to accomplish the transformation of institutional cultures and has equity objectives for 'next generation academics'. Attention has been paid to how 'the next generation of academics' are inducted into the HE context (DHET, 2015b:3, 4 and 7).

South African universities function autonomously but adhere to the Higher Education Qualification Framework (HEQF) and the recent HEQSF (sub-framework) (DHET, 2013a) and the requirements of the CHE Accreditation Standards (CHE, 2004). South Africa (SA) has been engaged in a similar National Qualifications Framework (DHET, 2013a) process as in Europe (EACEA, 2012). Modules have been suggested for a Postgraduate Certificate for Higher Education and Training (PGCHET) is an indication to institutions of what could be achieved (CHE, 2005:146).

In terms of formal accredited qualifications, SA universities present different qualifications for academics, such as the:

- Scholarship of Teaching and Learning Certificate (SoTLC) of the Nelson Mandela Metropolitan University (NMMU, 2014)
- Postgraduate Diploma in Higher Education (PGDip(HE)) of the University of Fort Hare (UFH, 2012:101) and Rhodes University (RU, 2015), and the
- Postgraduate Diploma and Masters in Education (PGDip/MEd) of the University of the Free State (UFS, 2015).

However, it has been established through the Quality Enhancement Project that "the number of academics that register for postgraduate qualifications in higher education is small" (Institutional Audits Directorate, 2015:18)

2.7.1.1 Institutional aim

The mission and vision statements of the universities included in this study refer to university core functions, namely research, teaching and community service (Vision, 2014; UFS Vision, 2015), notwithstanding the type of institution, whether traditional research, technological or comprehensive universities (§ 2.2.7). The research universities offer various research or scholarship options (SU, 2014; UKZN, 2014b). Academic staff is appointed as lecturers or researchers. Lecturers are, however, also required to deliver varying amounts of research outputs. These HEIs therefore aim at ensuring that their induction programmes prepare the academic staff for their core functions.

2.7.1.2 *Organisers/ Role players*

The induction programmes are generally organised by academic development units in centres of teaching and learning (NMMU, 2014; UFS, 2014). The senior management of institutions participates in the Orientation Phase of the induction programmes to provide institutional orientation, while faculties and schools assist with follow-up sessions (mentoring, class visits and workshops). Some institutions have central academic development departments who provide campus wide support to lecturers in all faculties. The larger, established institutions (UCT, Wits) have extended structures and academic developers with the necessary disciplinary background attached to faculties (CHED, 2012:1; Wits, 2012:4).

2.7.1.3 *Structure (design and implementation)*

South African Universities generally offer an initial induction programme at the beginning of each semester (SU, 2014). Typically, an initial phase of induction is presented that consists of one to four days and is complemented with mentoring, class visits and additional workshops that occur throughout a probation or induction period of one to four years. Many institutions have follow-up sessions after the initial induction. Follow-ups result in a phased approach at most institutions and may focus on research or teaching-learning aspects such as curriculum development, assessment or the use of instructional technology. In some instances, a series of sessions are organised on one particular aspect.

Wadesango and Machingambi (2011:7) found that induction programmes at three South African Universities are 'mistimed' and occurred too late, i.e. after lecturers assumed duty, with the result that lecturers were ineffective and had to learn by trial and error. Furthermore, new lecturers with little teaching experience and unfamiliar with the academic context may be inadequately prepared within a too short space of time. In-service workshops may clash with workload commitments if no allowance is made for training needs. Induction processes are therefore best done before assuming duty. However, CPD is supported by the idea that new staff, including lecturers with heavy workloads, is more open to training (Rottwell & Arnold, 2005:20; Frick & Kapp, 2007:252).

2.7.1.4 *Scope and focus (content and approach)*

The purpose of the induction programmes are academic and institutional orientation. Central academic development units follow a multidisciplinary approach or provide support at disciplinary level within a faculty or school (UJ, 2015). The building of community (such as at UCT) (CHED, 2012:3, 11, 13) and networking and collaboration with colleagues from other

disciplines (as at SU) (Van Schalkwyk *et al.*, 2013:143, 147, 148) are intended by some institutions. All the programmes initially focus on teaching skills. Follow-up sessions provide in-depth, individualised and customised development through mentoring, class visits or modules of accredited postgraduate qualifications (UKZN, 2014a). What was found lacking from website information about induction programmes at SA institutions was attention to a particular method or approach to teaching, such as teaching to large numbers of students which is especially necessary for new lecturers who generally teach the undergraduate students. The increasing number of students at the majority of institutions is an established fact (Hornsby *et al.*, 2013:7-10). However, the interview schedule, in the empirical research, was designed to provide information not found on the websites.

Information obtained from SA Institutional websites are sketchy, compared to that of international institutions and contained the following:

A. Nelson Mandela Metropolitan University (NMMU)

NMMU's induction programme forms the introduction to a postgraduate certificate Scholarship of Teaching and Learning Certificate (SoTLC). The contents of the certificate programme are based on SoTL practices, to explore 'effective teaching', 'authentic assessment', the development of a teaching portfolio, the use of educational technology and developing 'responsive curricula' (NMMU, 2014:2).

B. North-West University (NWU)

The NWU strives for a balance between research and teaching (Vision, 2014:1) The institutional first phase of the induction is presented centrally to appointees from three campuses. The second phase is a campus specific induction. The NWU has a compulsory induction programme and follow-up sessions are of necessity during the course of the semester, i.e. class visits or workshops during vacations or examination times (NWU, 2009). A workshop on research ethics is also part of the NWU's induction programme (NWU, 2009).

C. Rhodes University (RU)

RU has a general research focus on Africa as well as Higher Education Teaching and Learning. RU allows a lengthy period for the completion of the probation and induction process, namely three to four years for follow-up sessions to fulfil probation requirements which are compulsory for tenure. A series of sessions is organised for RU technology or on the learning management system. Obtaining a formal accredited qualification (PGDip(HE)

and Masters Programmes) is encouraged. RU has an Assessors course which has been incorporated into the ongoing induction programme and is an accredited module of the PGDip(HE). The completion of the Assessors course is a condition of service. The induction programme is conducted mostly on campus (RU, 2015).

D. Stellenbosch University (SU)

The first phase of the Stellenbosch University (SU) programme is conducted as a retreat at an off-campus venue. Networking with colleagues from other disciplines (SU) is organised. The programme contains a micro-teaching experience that is video-recorded with feedback obtained from participants. Other aspects include planning a module (outcomes and assessment) and developing a teaching resource that contains lesson plans developed in groups. The academic year is concluded with a conference where even the new lecturers can do presentations (SU, 2014).

E. University of Cape Town (UCT)

UCT, a research university, naturally has a research emphasis and focuses on research-led Higher Education Teaching and Adult Learning. UCT's Higher and Adult Education Studies and Development Unit (HAESDU) collaborates with faculties and departments and academic advisors provide support at faculty and disciplinary level (CHED, 2012:2, 11, 13). Formal postgraduate qualifications in higher education teaching are encouraged. Part of the programme is conducted as a retreat at an off-campus venue where the building of community is intended. UCT focuses on giving new lecturers an overview of their role at the university as researchers and lecturers and tools to improve their teaching and implement research (UCT, 2015).

F. University of the Free State (UFS)

UFS has a vision for scholarship in all university core functions (UFS Vision, 2015). The Centre for Teaching and Learning (UFS, 2014) includes the induction programme under the academic staff development focus and focuses on four areas, namely research on teaching and learning; curriculum development and innovation; student learning and development and access with success.

G. University of Johannesburg (UJ)

The Academic Development Centre at UJ aims to expand and enhance induction for new lecturers through a partly compulsory induction programme. The Centre also has an extensive menu for academic support that includes discipline-specific workshops and

‘portfolio development for career and promotion purposes’. Lastly, the Centre also focuses on providing ‘socially responsive and engaged pedagogies’ (UJ, 2015).

H. University of Kwazulu-Natal (UKZN)

The Higher Education Training and Development unit at UKZN allows a four year period for follow-up sessions to fulfil probation requirements. A series of sessions is organised by UKZN during the course of the semester, or during examination times, on assessment, curriculum development, teaching and learning and supervising research. The UKZN format offers four 20 hour short courses that are part of a formal accredited qualification, the Postgraduate Diploma in Higher Education (PGDHE)(UKZN, 2014a). The completion of a Master’s programme is encouraged (UKZN, 2014b).

I. University of Pretoria (UP)

UP is a research university and offers an induction programme wherein participants work together to identify possible challenges and provide solutions in teaching practice for the ‘personal and professional development of each participant’. This includes the use of education and electronic media and exploring e-learning (UP, 2012).

J. University of the Witwatersrand (Wits)

At Wits, the Centre for Learning and Teaching Development organises the induction programme and academic advisors provide support at faculty and disciplinary level. Wits also offer ‘research practice and teaching and learning in the school’. The induction pack for School of Human and Community Development contains notes on developing knowledge and skills in assessment and interactions with students and ‘designing effective learning materials’ (Wits, 2012). The type of research skills offered at induction consists of research supervision.

In Table 2.2, the induction programmes from some international universities are listed, indicating their programme names as well as the accreditation body for the programmes. An analysis of the titles of the programmes (Table 2.1, 2.2 and 4.1) indicates the particular focus, such as the target group (new, part-time academic staff), the timeframes (first day, ongoing development) or the purpose (§ 2.7.1) (to achieve equity, to develop teaching or to prepare new lecturers).

Table 2.2: International and National Projects, Programmes or Frameworks for the professional development and induction of new lecturers

INTERNATIONAL Examples			
Country	Accreditation Body	Programme/ Project / Framework	Example
UK	Higher Education Academy (HEA)	Professional Standards Framework	University of Oxford: The Introduction to Academic Practice at Oxford (IAPO)
AUSTRALIA	Australian Learning and Teaching Council Project	Preparing academics to teach in higher education (PATHE)	University of Melbourne's Academic Staff Orientation
EUROPE	European Standards and Guidelines for Quality Assurance	Erasmus Programme	Academic Networks
SWEDEN	2002 HE Ordinance	Lund Pilot Project	Compulsory Higher Education Teacher Training (CHETT)
USA	Council of Higher Education of Accreditation (CHEA)	The DELTA programme by the Centre for Integration of Research, Teaching and Learning	Loyola Marymount University (LMU) 1. First day of Class Orientation; 2. Part-time Faculty Orientation; 3. Ongoing New Faculty Orientation.
	National Science Foundation	SUCCEED	North Carolina State University College of Engineering: New Faculty Orientation
NATIONAL Examples			
SOUTH AFRICA	CHE/ HEQC	ITL Resource 6	Induction Programmes at a number of SA Universities. (A comprehensive list of the programmes is provided in Chapter 4, Table 4.1)
	Higher Education South Africa (HESA)	National Programme to Develop the Next Generation of Academics for South African Higher Education	Staffing South African Universities Framework (SSAUF)

2.7.2 Focus on research in teaching and learning

As explained at the beginning of this chapter, induction programmes may provide new lecturers with the opportunity to find their feet in the teaching and learning higher education context. However, it is not always clear from the analysis of these induction programmes what the relationships are between teaching, learning, research and community engagement. In some instances, reference is made in mission and vision statements as to what the expectations are with regard to the relationship or the quality or type of teaching and learning or teaching and research or teaching, research and community engagement. Institutions may have a particular approach towards the various aspects such as 'scholarly'-,

‘research-led’- or ‘research-based’–teaching (Oxford) or scholarship on its own (CHETT, UKPSF and PATHE) (Hicks *et al.*, 2010:51). Scholarliness or scholarship is alluded to in some mission statements or embedded in programmes in the form of portfolios or conferences and seminars. Lecturers are expected to balance research and teaching but it appears that teaching and research are approached as separate entities in most universities. Very few programmes focus on research in teaching and learning as a combined interrelated theme. This study fulfils the need for induction programmes where teaching and learning are integrated with research, i.e. where SoTL is introduced. Induction programmes should assist new lecturers to fulfil their mission and SoTL is one of the ways to ensure the integration of all the core functions of a university.

2.8 Conclusions

Academic staff development programmes have undergone various changes as the university contexts have changed. As the importance of the role of scholarship in teaching became more apparent, so did the content and focus of these programmes change from a deficit model to a growth model. However, these changes were more apparent in international university programmes, for example the USA, than in the South African context where academic staff development centres embarked on a professional development process of “narrative growth” that involved inquiry and collecting evidence of SoTL practices.

Induction programmes play an important role in preparing the newly appointed academic for the university context. Apart from the general orientation and introduction to various facets of university administration, teaching and research, the aim of induction programmes is also to provide an environment for the new academic in which he/she has the opportunity for professional socialisation into the academic context, and for creating, nurturing and sustaining professional relationships. Induction programmes also provide the first step for continuous self-improvement, or in other words professionalising through a lifelong learning process.

Induction programmes, the first stepping stone in academic staff development programmes and professional growth, were analysed and summarised in terms of (i) institutional aim, (ii) organisers/role players (iii), structure (design and implementation) and (iv) scope and focus (content, approach). In the UK a compulsory prerequisite for classroom teaching is attendance of a practical teaching seminar within a subject (PLTO) (§ 2.5.1.3.). Professional development takes place within subject divisions, is by choice and consists of developing a teaching portfolio according to the UKPSF. The Australian government engaged in a developmental process, taking its cue from the UKPSF and finalised the Australian

University Teaching Criteria and Standards Framework in 2015 that also incorporates SoTL along various career paths (§ 2.5.2). The induction programmes in the Nordic countries are uncompromisingly compulsory and are based on SoTL practices. Information available from South African universities were also scrutinised to be able to provide an overview of national induction programmes. Although information on SA universities was limited compared to international institutions, it was still possible to identify that induction programmes in SA need attention, especially with regard to the structure and design and implementation of induction programmes (§ 2.7.1.3). (Hornsby *et al.*, 2013:7-10). The interview schedule, in the empirical research, was designed to provide information not found on the websites.

In the next chapter the Scholarship of Teaching and Learning and how it is integrated in induction programmes are explored.

CHAPTER 3: SCHOLARSHIP OF TEACHING AND LEARNING

3.1 Introduction

In the preceding chapter, the nature and extent of current induction programmes at identified international and some South African higher education institutions (HEIs) were analysed and mention is made of how induction programmes as starting point for academic staff development can act as vehicle to introduce Scholarship of Teaching and Learning (SoTL) to new academics. In this chapter, an overview of the nature and historical development of the SoTL are described. In addition, the definitions attached to SoTL are analysed in order to uncover the different aspects of SoTL that should be addressed in induction programmes to form part of the professional learning and career of academic staff. Furthermore, the research versus teaching debate which continues at many HEIs is of particular interest and the value of SoTL in HE in an induction programme for academic staff to initiate balance between teaching and research is discussed.

As explained in Chapter 2, the professional learning of academic staff plays a significant role in improving the higher education environment. Huber and Hutchings (2005:ix) recommends that the manner in which academic staff engage in their teaching could further contribute to improving the quality of higher education:

“There are many ways to improve the quality of higher education, but we believe that the scholarship of teaching and learning holds special promise. ... we have been struck by the power that comes with seeing teaching as challenging, intellectual work – work that poses interesting, consequential questions. The scholarship of teaching and learning invites faculty from all disciplines and fields to explore those questions in their students’ learning – and to do so in ways that are shared with colleagues who can build on new insights. In this way, such work has the potential to transform higher education by making the private work of the classroom visible, talked about, studied, built upon, and valued” (Huber & Hutchings, 2005:ix).

3.2 The origins of Scholarship of Teaching and Learning (SoTL)

The Scholarship of Teaching (SoT) movement started with Ernest Boyer as conveyed in the book, *Scholarship Reconsidered: Priorities of the Professoriate*. Boyer described four scholarships (Boyer, 1990:16). The **Scholarship of Discovery** or research is a scholarly, systematic and disciplined research that should continually strengthen and be at the centre

of university life to add to the excitement of discovering some new perspectives to rejuvenate the existing body of knowledge (Boyer, 1990:17-18). Furthermore, the **Scholarship of Integration** is related to the scholarship of discovery in bringing new insights and emphasises the connection and coherence between disciplines and facts (which I think is of special importance for induction programmes for participants from diverse disciplines). The convergence and the overlapping of boundaries transform and reshape disciplinary boundaries in an integrated view of a larger context (Boyer, 1990:18-21). This aspect is highlighted in the SUCCEED induction programme (Felder *et al.*, 2006:3), as referred to in § 2.5.3.4.D. In addition, the **Scholarship of Application** of knowledge entails the application of theory in practice e.g. in serving community needs and also the reciprocal knowledge gained from community or industry or workplace applications (Boyer, 1990:21-22). Lastly, in the **Scholarship of Teaching**, teaching is regarded as a scholarly enterprise with teachers becoming well informed and intellectually engaged in the process of teaching (Boyer, 1990:23). Teachers are actively involved in transforming their knowledge, and there is continuity and bridges built between the well-informed "teacher's understanding and the student's learning" (Boyer, 1990:23-24).

At the beginning of the twenty-first century, *learning* was added to the SoT acronym (Boshier & Huang, 2008:645; 647) to become the **Scholarship of Teaching and Learning**. The *learning* concept in SoTL was viewed from two perspectives, namely the original reference to academic staff as students with their own personal learning through scholarly inquiry into their teaching (Boyer, 1990:24) and that of student learning (Hutchings *et al.*, 2011a:4-9). Boyer specifically refers to the faculty (academic staff) as learners as they prepare for class and engage with the students in class discussions and answering questions. Boyer explains that "professors themselves will be pushed in creative new directions" (Boyer, 1990:24). In the ASHE report (O'Meara *et al.*, 2008:168) published nearly two decades later, the notion of academic staff as learners are re-emphasised. Given that higher education is centred on learning, learning should be considered at the centre of how faculties grow throughout their careers. Brew (2010:111) explains that, through the process of exploring underlying values and motivations and questioning their own teaching practices, academic staff are engaged in profound learning. Hutchings and colleagues, on the other hand, motivate that learning was added to SoT as the need for teaching to have an impact on student learning was realised and the focus shifted from instructing students to active learning by students (Hutchings *et al.*, 2011b:1-44). Furthermore, Hutchings *et al.* (2011a) argued for the integration of Scholarship of Teaching with Learning to acknowledge the systematic, scholarly inquiry into student learning which advances the practice of teaching. The expansion of SoT into SoTL emphasised the focus on student learning which was supported by arguments that being

student-focused rather than teacher-focused resulted in deep instead of surface learning. Morrison (2012:6-7) argues that the *learning* in SoTL is still highly geared towards the academic staff as learners and that more should be done in terms of the students as learners. The debate calls for students being included in the development of knowledge as co-researchers with teachers and teachers as co-learners with students (Trigwell & Shale, 2004:529; Starr-Glass, 2011). What is clear from these different perspectives is that SoTL should be regarded as scholarly engagement in the practice of teaching and learning, with both the academic staff and students acknowledged as important role-players and as active learners.

3.3 The development of SoTL in higher education institutions

From an initial start in America and promoted by the Carnegie Foundation for the Advancement of Teaching, specifically the Carnegie Academy for SoTL (CASTL) and its presidents (Boyer, Huber, Shulman), SoTL has taken root in many institutions. Teachers are afforded recognition and reward for their SoTL efforts by CASTL (2016). CASTL has more than 200 institutions who participated in SoTL through their Campus Programme that unfolded in three phases: The Carnegie Teaching Academy Campus programme, the CASTL Institutional Leadership Clusters followed by the final phase, the CASTL Institutional Leadership and Affiliates Programme. The Loyola Marymount University (LMU) is a good example of an institute who has engaged in and supported SoTL for a number of years. LMU is the Coordinating Institution for the Affiliates group of the CASTL programme (Hutchings *et al.*, 2011b:153, 155, 161), and has a SoTL Department attached to the Centre for Teaching Excellence (CTE), (LMU, 2016b). Many of LMU's educators and researchers have had their work recognised by CASTL. The importance of SoTL is evident through the large number of conferences are held in America each year on the SoTL theme (UW, 2016).

In line with the start in America, SoTL has developed concurrently internationally and found international support in Australasia (which includes New Zealand), the UK, Canada and Europe through the International Society for the Scholarship of Teaching and Learning (ISSoTL) that was founded in 2004 (ISSoTL, 2004). Inter-institutional collaboration, networking and international conferencing arranged through ISSoTL resulted in the growth of SoTL in different international locations (Dewar *et al.*, 2010). In a longitudinal study of educational research done over five years by the Higher Education Research and Development Society of Australasia (HERDSA), Velliaris *et al.* (2012:130-132) confirmed that there was a broad interest in SoTL in Australasia. The Australian Learning and Teaching Council (ALTC) facilitate, promote and disseminate research on HE teaching and learning.

The Australian Association for Research in Education (AARE, 2012) refers to scholarly inquiry being done. The development of teaching and learning guides and disciplinary networks and fellowships indicate the level of interest in Teaching and Learning inquiry. Trigwell and Prosser were particularly prominent in focusing on and enhancing student learning (Lindberg - Sand & Sonesson, 2008).

Australian universities refer to SoTL differently than the US concept of Teaching and Learning. The Australian concept corresponds more closely to the UK concept of Learning and Teaching, e.g. Learning and Teaching Scholarship and Research (Velliaris *et al.*, 2012:xvii, xviii) or Research and Scholarship into HE Teaching and Learning or University Learning and Teaching. Research, scholarship, learning and teaching are all identified as defining features or keywords for SoTL.

Higher Education Research and Development in Southern Australia (HERDSA) did an analysis of changes that SoT had undergone from Boyer's initial conception on the outcomes of teaching to a focus on the learning process (SoTL) (Vardi, 2011:1). Attention to deficits in teaching led to SoTL. This came after the quality assurance, funding, award and promotion body agendas which had also focused on raising the status of teaching. Meanwhile the university context also underwent changes with regard to the diversity and massification of students, changes in assessment methods, in the use of information technology and in the delivery modes (face to face, online, blended, distance) (Mostert & Quinn, 2009:72; Barber *et al.*, 2013:56-57). The need for increased accountability required from institutions and lecturers resulted in the use of performance indicators for evaluation (Bunting & Cloete, 2004:3-15). All of these changes resulted in increased workloads for lecturers, which in turn brought on a concomitant relook at the appointment of academic staff as teachers, researchers or teacher-researchers (Bunting & Cloete, 2004:47, 57). Boyer's four scholarships and their interrelationship had to be reconsidered, leading to a move beyond the classroom to institutional issues (Bunting & Cloete, 2004:76-80). Institutions have interpreted SoTL as a means to (i) research teaching and learning; (ii) improve teaching practice and (iii) establish a strong link between teaching and discipline research (Vardi, 2011:4-5). All of these interpretations are of interest to this study and led to the "big tent debate" (Hutchings *et al.*, 2011b:11) of what is SoTL and what is not SoTL, with the general consensus being that SoTL should be open and inclusive (Kreber, 2007; Chick, 2014) of all issues related to teaching and learning in multidisciplinary educational institutions.

According to the ISSoTL website, the UK and the National Academy for Integration of Research and Teaching and Learning (NAIRTL) in Ireland, serves to represent what is happening with regard to SoTL in Europe. In the UK, the expansion of SoTL was promoted by the Higher Education Academy (HEA) and can be seen in the growth of disciplinary centres and disciplinary SoTL studies, e.g. health related disciplines (HEA, 2007:8) and the debates around the scholarship of university teaching (Kreber, 2005:390-402), to bring about change in curricula or communities. Fink (2013:3-8) reports that SoTL work began in Sweden at Lund University in the 1990s and spread to five other Swedish universities and a number of universities in Northern European (Nordic) countries.

SoTL in Canada is promoted by the Society for Teaching and Learning in Higher Education (STLHE) and is in partnership with ISSoTL since 2009. STLHE is solidly based on the Boyer, Shulman, Huber, Hutchings and Ciccone legacy and engaged in present day inquiry into student learning and interdisciplinary peer-review beyond the confines of an institution or program (STLHE, 2013). The Canadian Journal for SoTL (CJSoTL) advances SoTL in Canadian higher education or post-secondary institutions. Grants for SoTL work are made available throughout Canada to a number of constituencies, special interest groups and fellowships for conferences and publications (STLHE, 2014).

It is thus clear that inquiry into educational, disciplinary and interdisciplinary research expanded the SoTL base throughout America, Canada, Europe (including the UK) and Australasia.

The emergence of SoTL in the South African Higher Education landscape and at SA universities was traced to the 2004 ISSoTL conference where representatives from two SA universities (UCT, Wits) were signatories to its founding document (ISSoTL, 2004). Since then, various SoTL initiatives have been evident at SA universities. NMMU encourages new lecturers to complete a SoTL Certificate (SoTLC). The Centre for Teaching and Learning (CTL) at UFS and the University Teaching and Learning Office (UTLO) of UKZN has developed a research focus on SoTL. SU closes at the end of the year with a SoTL conference consisting of presentations by even the new lecturers. At the NWU, SoTL is presented in Phase 1 of the Institutional Course for New lecturers (ICNL) as part of the session on Research and an overview of the HE landscape and the NWU has been presenting an annual SoTL conference since 2012.

SoTL is also supported by the Council for Higher Education (CHE, 2005:142) in its Improving Teaching and Learning Resource (ITL) document, where they state the following: "A commitment to the scholarship of teaching could be pursued deliberately by academics who

as professional educators, take control of their teaching practice and seek to reflect, research, build theory and improve practice, supported by communities of good teaching practice”.

3.4 Defining the Scholarship of Teaching and Learning

As explained in § 3.2, SoTL originated from SoT proposed by Boyer in 1990. According to Kreber and Cranton (2000:477), the first perspective on SoT was parallel to the traditional conceptualisation of scholarship of discovery research in that faculties conduct research and create visible products such as journal articles, conference presentations, or textbooks on teaching in their disciplines. The research aspect of SoT was an important focus and not so much whether or not the scholar of teaching was also an effective teacher. The second perspective on SoT acknowledged excellence in teaching with the assumption that excellent teachers hold extensive knowledge about teaching and learning, although they may not be able to articulate what they do in educational terms (Kreber & Cranton, 2000:477). The third perspective, which is more in line with the current definition of SoTL, is that SoT practice is developed through a combination of reflection on theory and research and experience-based knowledge on teaching (Kreber & Cranton, 2000:478). The above mentioned perspectives on SoT included research and teaching, but lacked the third important dimension of learning. An analysis of more recent definitions and descriptions of SoTL clearly shows the inclusion of learning, providing SoTL with another purpose other than research and teaching.

Bishop-Clark and Dietz-Uhler (2012) in their book on guidelines for SoTL projects provide a straight forward definition of SoTL: “SoTL is the study of teaching and learning and the communication of findings so that a body of knowledge can be established”. McKinney (cited in Poole *et al.*, 2007:1) defines SoTL as: “the systematic study of teaching and learning processes, and the sharing and review of such work”. The CASTL formulates SoTL as systematic and thoughtful investigation of student learning for purposes of improving practice and student success. Investigations are conducted by individual academics or groups of lecturers (and increasingly students) within their own classrooms or programs, often in multi-campus collaborations, with results made public for review and use beyond a local setting (Huber, 2010:1, 4; Hutchings *et al.*, 2011a:2-9). Prosser (2008) explains that SoTL is not research in the traditional sense, but it is a practically oriented activity, conducted collegially, and increasingly being conducted alongside traditional research within the disciplines. However, Robinson *et al.* (2009:3) compiled a comprehensive definition for their university after extensive deliberation with different role players: SoTL is “a critical inquiry and dissemination regarding processes and outcomes of teaching and learning. The impetus for

the inquiry on teaching and learning can emerge from student, faculty or practitioners' experiences and questions. Like all other scholarship, SoTL is ethical, deliberate, reflexive, and rigorous; it is grounded in theory and draws from a wide range and mixture of research methods. Public dissemination of SoTL findings may take a variety of forms across Boyer's four scholarships (discovery, integration, application and teaching). Significant emphasis is also placed on formal and informal peer review of the methods and findings. SoTL activities are targeted toward critical inquiry that will improve student learning experiences, faculty's engagement in their teaching, research and practice; and the practice of our disciplines in the field and our communities" (Robinson *et al.*, 2009:3). It is clear from Robinson and her colleagues' description of SoTL, that it is regarded as research in its own right, with a very specific purpose and conducted in a specific context. Australian universities' reference to SoTL acknowledge research as a core part of the concept, e.g. Learning and Teaching Scholarship and Research (Velliaris *et al.*, 2012:xvii, xviii) or Research and Scholarship into HE Teaching and Learning.

Various other interpretations or perspectives by the Carnegie Foundation and academic scholars such as Prosser (2008), Trigwell and Shale (2004), Kreber (2007) and McKinney (2009) have been sourced and are discussed below for a full spectrum of interpretations.

Prosser (2008:1), also cited in Haigh (2010:12), defined SoTL as "evidence-based critical reflection on practice aimed at improving practice". Prosser (2008:1, 3) supports student learning and critical reflection initiated by Schon and advocated by Kreber (2007:1-3). He is also of the opinion that the most sophisticated view of SoTL encompasses the improvement of student learning (Prosser, 2008:2) and argues that the difference between generic educational research and SoTL is the individual specific disciplinary context within which SoTL takes place and enables the improvement of practice (Prosser, 2008:1-4). The disciplinary context was originally acknowledged through Lee Shulman's conceptualisation of pedagogical content knowledge (PCK), (Huber & Morreale, 2002; Van Driel & Berry, 2010) that explained that the content and context of disciplinary teaching distinguished themselves from each other by domain specific methods and metaphors. Huber and Morreale (2002:1-21), amongst others, concluded that disciplinary inquiry via SoTL provides benefits for the initiating discipline as well as for educational practice.

Trigwell and Shale (2004:529-533) introduce the concept of pedagogic resonance which is described as an intensified focus on student learning and entails teacher-student collaboration and engagement. Trigwell and Shale (2004:529) proposed that the teacher should go beyond the development of PCK, and achieve pedagogic resonance: "the bridge

between teacher knowledge and student learning". Cross-fertilisation amongst disciplines should also take place, thereby enriching discipline-specific and educational practices generally. Weimer (2008:1-8) offers a warning with regard to pedagogical scholarship that is 'owned', as she calls it by disciplines, citing examples of teaching techniques or strategies (e.g. group work) that could benefit other disciplines if they had been shared. Academics constantly reinvent the wheel, so to speak, if they do not engage in the sharing of teaching strategies and practices on a multidisciplinary, public platform. Kreber (2005:392) supports SoTL within disciplinary context and looks at SoTL through a sociological lens of "self-management, personal autonomy and social responsibility". This highlights the personal requirements necessary to improve individual practice (Kreber, 2005:392).

For this study, SoTL is defined as a lifelong approach by an individual to engage in systematic, scholarly enquiry to explore and develop their own professional teaching and learning practice in collaboration with their students, peers and other experts in the field to ensure student learning and their own academic growth. It is better to have an inclusive approach to SoTL (the big tent metaphor as used by Hutchings *et al.* (2011b:9)) to accommodate changes that are occurring in the university context, rather than a too narrow, rigidly defined approach.

SoTL, described as scholarly inquiry, clearly aligns with the description of what academics regard as research, for example: systematic investigation, evidence-based, critical reflection and making public. Starting with Boyer, higher education strives to link, integrate and balance teaching-learning and research through SoTL, rather than maintain the separation between the two areas. SoTL and the Teaching Research Nexus (ALTC, 2015) are therefore not in opposition to each other. Some universities allude to the relationship between teaching and research as a symbiosis (Stellenbosch University) and a nexus (University of Melbourne). The necessary symbiosis, nexus and synergy amongst the core functions should be consciously constructed (ALTC, 2015). The NWU envisions the balance of teaching and research and for this reason it is necessary to explore the linkages between the core functions.

3.5 Teaching and research integration

Brew (2010:107) postulates that Boyer had a political agenda with the publishing of his four Scholarships, to try and shape the academic landscape by balancing the esteem with which research and teaching were held, rather than research being rewarded more than teaching. The ASHE report (O'Meara *et al.*, 2008:165) delves into the changing roles of academic staff and asks the question of whether it is still a requirement that all academic staff contribute to

all core functions by referring to the “integrated professional” or whether roles have been ‘unbundled’. In other words, academic staff could be appointed only to research or only to teaching. Kain (2006:338) makes a call, which I support, for building structures “that reflect a culture of reinforcing roles and responsibilities – a culture within higher education that recognises the interrelationships between the different parts of being a teacher/scholar, rather than placing these roles in oppositions to each other.” This is supported by Brew (2010:107) who states that “the idea of scholarship not as an activity, but rather as a quality of the way academic work is or should be done”, thus confirming the scholarliness of both research and teaching. Universities refer to research-informed or research-led teaching (Jenkins & Healey, 2005:21) or words used in the SoTL ambit, such as scholarly and scholarship which have become common with regard to teaching to describe the research rich environment created for students. However, in a study by Nicholls (2005:621) it was established that new lecturers associated scholarship with research and not with teaching and therefore had to be made aware that scholarship of teaching did not separate, but sought to integrate teaching and research. McKinney (2007:7) quotes the staff policy documents of Buffalo State College that describe SoTL as a means of ‘integrating the experience of teaching with the scholarship of research’. Furthermore, (McKinney, 2007:10, 19) SoTL has a research agenda and is built on a tradition of educational research. Hutchings *et al.* (2011b:59) describes the research mission of a university that ‘draws on faculty research talents and directs these towards teaching and student learning’.

The institutional aim for all universities is similar by attending to the core functions of teaching, research and community service. Although institutions that deliver doctorates are classified as research institutions, these institutions engage in teaching as well. The University of Melbourne has led the Australian universities in conferences around the nexus or linking of teaching, learning and research. The result is substantial literature on the Teaching Research Nexus (TRN), wherein academics, academic leadership and institutions are given strategies, a framework and performance indicators to assist the integration of teaching and research on all levels from institutional policies, within faculties and even on the curriculum level (ALTC, 2015). Academics are given examples in TRN curriculum design of aligning outcomes, student learning and assessment to achieve research-informed learning. The TRN is in harmony with the SoTL movement. An example of the role of SoTL is considered as follows: how the feedback received from a published article on teaching is used to inform changes to student activities (ALTC, 2015). The University of Melbourne has further consolidated the TRN in the development of its Nine Principles Guiding Teaching and Learning (James & Baldwin, 2007:2) wherein principles two and seven deal with intensifying a research culture in all teaching and learning activities (§ 2.5.2.4). A learning cycle of

experimentation, feedback and assessment is established that is similar to the SoTL teacher-student learning process of trying out or transferring or applying knowledge to new contexts, critical self-reflection or feedback from peers for improvement (James & Baldwin, 2007:6-7 and 12-13). Melbourne University pursues a SoTL approach and formally adopted the scholarship engaged in through the PATHE project, like many Australian universities, and instituted the formal Graduate Certificate in University Teaching (CSHE, 2014). As a South African example (§ 2.7.1.4.F), the UFS supports SoTL through its academic development unit (UFS, 2014).

Despite these efforts of TRN and SoTL it is not clear if SoTL is fully recognised as legitimate research. Shapiro (2006:42) stated that SoTL is often equated with teaching rather than research, so SoTL related research is automatically given less credibility than traditional research. Institutions strive for increasing research outputs and the focus on research is maintained without any linkage between research and teaching. In many institutions the research-teaching nexus may be absent, for example: The University of Kwazulu-Natal summarises SoTL in a description that echoes definitions by Shulman and others: "As with other forms of scholarship, teaching must be public, problem-based, purposefully designed, theoretically grounded, and peer evaluated" (UKZN, 2014a). Their description of SoTL is for instance clearly aligned with research practices and processes, although it is not accepted by many as equivalent to disciplinary research and lacks a reference to student learning.

3.6 Principles for implementing SoTL in higher education institutions

Haigh (2010:23) and Trigwell and Shale (2004:524) quote three core aims for SoTL that are commonly identified:

1. that it should be a means through which the status of teaching may be raised;
2. that it should be a means through which teachers may come to teach more knowledgably; and
3. that it should provide a means through which the quality of teaching may be assessed.

The first aim, raising the status of teaching, may be reached by ensuring that SoTL investigations are conducted according to the rules of good scientific research and that the outcomes are disseminated as evidence-based innovation in teaching practice. Trigwell and Shale (2004:525-526) propose that scholarship is an activity and not a product like a publication. They claim that this is in agreement with the Carnegie Foundation and endorsed by Shulman with of course the familiar criteria for SoTL that these activities are made public, are critically reviewed and exchanged so that others can make use of it. To raise the status

of teaching in a higher education environment, however, SoTL researchers need to aim to publish their findings in scientific journals. The second aim, namely to help teachers to teach more knowledgeably, is a result of acknowledging the teacher as a learner in the process of SoTL investigations. As described earlier in this chapter, the inclusion of the Learning component in SoTL was originally motivated as an acknowledgement of the learning that takes place by teachers as they engage in SoTL. By evaluating the number and quality of SoTL projects in an institution, the third aim, namely providing a means through which the quality of teaching may be assessed, may be reached.

To reach the above mentioned aims, institutions need to support their academics to understand the principles of SoTL. The starting point for SoTL standards can be found in the follow-up to Boyer's work done by Glassick *et al.* (1997), 'Scholarship Assessed: Evaluation of the Professoriate'. These principles of good practice are:

3.6.1 *SoTL research should be conducted in partnership with students*

SoTL makes the connections between research on teaching-learning and student learning (ALTC, 2015). Trigwell and Shale (2004:534) and Hutchings *et al.* (2011b:3-4) argue for a practice-based SoTL in which students are partners in learning or co-researchers (McKinney, 2007:120). The involvement of students in assisting to improve practice is especially important for purposes of student-centeredness and should be encouraged. McKinney (2007:128) believes that the focus on student-learning should include both graduate and undergraduate students.

3.6.2 *SoTL is a form of intellectual and connected body of work*

Ciccone (2012a) also presented 'connectedness' and 'body of work' as concepts that needed to be pursued in terms of SoTL. 'Connectedness' is associated with 'collective knowledge building' (Ciccone, 2012b) in the sense of a collaborative community of practice (CoP), for example in a disciplinary group. Lecturers should engage in a scholarly approach, reflecting relevant and current literature, (Wilson-Doenges & Gurung, 2013:63) that shows awareness of what had been done previously and what resources are required so that they contribute to the field of knowledge and not merely reinvent the wheel, so to speak. SoTL should not be a separate individualistic endeavour, but should be connected to both theory and communities of practice.

The 'body of work' is interpreted as the systematic research represented by a research article, project or portfolio. The scholarly work will be judged by outcomes that bring

improvement, are original and open to reciprocating effects and further exploration (Glassick *et al.*, 1997:29-31). Lecturers should consider whether the stated goals were achieved or whether other avenues need to be explored. The lecturers should evaluate their work in terms of the impact it had on student learning. Transformative learning coupled with critical review is necessary to ensure lasting change and significant results.

Important, critical issues at the forefront of knowledge within all relevant contexts (disciplinary, professional) are addressed realistically by a scholar to master the intellectual problem at hand and that leads to new questions (Glassick *et al.*, 1997:25-26). Hutchings (2000:3) and Ciccone (2012b:7) promote the idea that teaching is an intellectual activity and have developed a number of questions to develop SoTL processes, such as:

- What works? (This does not really need further explanation but puts a positive slant on matters rather than what is the problem?)
 - What is? (Or what does it look like, description required)
 - What is the vision of the possible?
 - What is the new conceptual framework for shaping thought about practice?
- These questions may be used to develop SoTL during induction.

These questions should be linked to appropriate theory. Roxå *et al.* (2008:281) discuss models that originate from disciplines such as education, psychology, philosophy and others, each contributing to the field of SoTL. SoTL would therefore involve much more than merely learning a few teaching tips and skills. I support these elements of SoTL because 'connectedness' is required for the coherent development of educationally untrained new lecturers instead of disjointed workshops on an assortment of topics.

3.6.3 SoTL is based on disciplinary epistemologies

(Felten, 2013:122) explains that good practice of SoTL is grounded in both scholarly and local context, and SoTL is rooted in particular classroom and disciplinary contexts. This will influence the methodology applied as the disciplinary research methods will influence SoTL practice. Hutchings (2000:6) proposes that a mix of methods should be used in order to deal with complex issues but the methods should remain true to the disciplinary context. Cambridge (2001) cited in Illinois State University *et al.* (2002) describes this process as: "Problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review".

A systematic, scientifically sound, formal approach that is able to respond to change is required (Glassick *et al.*, 1997:27-29). Do the methods used by lecturers suit the current conditions and circumstances in which they are used? Short-term, cosmetic or superficial solutions are not what are envisaged. Academic staff should take into account that the HE context changes constantly. Suggested improvements should therefore be appropriate in different contexts.

3.6.4 *Reflection is an essential part of SoTL*

Brew (2010:109) states that reflection underpins SoTL and is a critical element in the development of teaching as a scholarly activity. Kreber and Cranton (2000:484) actually describe three levels of reflection in SoTL as follows: the content level that focuses on what students are learning; the process level that focuses on how students are learning and the premise level that focuses on why the teaching is the way it is. Lecturers should be guided to move through all three levels of reflection during their research to develop their reflexive critique of their teaching and to challenge their epistemological assumptions (Brew, 2010:110 cites Quinn, 2003).

The scholar is engaged in critical self-evaluation, actively seeks the opinions of others, is open for improvement and change and to explore a range of implications (Glassick *et al.*, 1997:33-35). The new lecturers should collect appropriate evidence for self-improvement, even from students (Wilson-Doenges & Gurung, 2013:63), be able to engage in critical discussion with others and be willing to accept ideas for improvement. Peer review and good mentorship in a community of practice supporting a culture of teaching and learning is valuable for reflective practice.

3.6.5 *SoTL results should be peer reviewed and made public*

Shulman (2000:50) advocates a SoTL that is made public, critiqued and peer-reviewed so that others could benefit and build on it and for the professionalism of academic staff, both as discipline experts and as educators. According to Potter and Kustra (2011:2), an activity is not SoTL unless it is publically shared for critique and used by an appropriate community. Trigwell *et al.* (2000:163), in their model of SoTL, provide a pathway of communication for lecturers, starting at no communication when lecturers are only in the beginning stages of informal inquiry, moving to a level of communication with departmental peers, to reports at conferences and ultimately publishing in international scholarly journals.

The scholar is able to make an impact at critical moments to address a broad audience and a range of needs with sensitivity (Glassick *et al.*, 1997:31-33). Academic staff should be able to communicate effectively and clearly to their intended audiences, whether it is in meetings, forums or conferences. To expand the institutional adoption of the SoTL approach that is introduced at induction, it should be connected to a disciplinary community of practice who should benefit from the practice of SoTL by any of its members, but who can also provide support. McKinney (2012a) broadens the scope of sharing by including presentations at meetings and less formal settings such as “public/press interviews, newsletters, web representations, performances, readings, videos, and structured conversations”.

The development of a portfolio is also supported by the Australian Tertiary Education Quality and Standards Agency (TEQSA) who uses the scholarship statements of the University of Technology, Sydney (UTS), as an indication of SoTL practices in Australian Universities: “Engaging with learning and teaching in a scholarly way may include ongoing reflection on teaching practice to investigate and improve teaching, using an Academic Portfolio to record experiences, achievements and development, evaluating teaching both informally and formally, or engaging in peer review of aspects of teaching with colleagues. Developing a Course Portfolio enables courses to be improved through reflection and a process of iterative changes” (Alexander, 2014; UTS, 2015). The use of an academic or course portfolio has been taken up by various South African universities (Strydom & Martins, 2012; NMMU, 2014; SU, 2014) and can be interpreted as a body of work that is to be considered as an option, together with a research project and an article for the development of a SoTL approach during induction.

The impact of SoTL should be transformational in character, bringing lasting change (Hutchings, 2000:8) in individual and institutional practice. This is only possible if the results of SoTL projects are peer reviewed and publically shared.

Having taken a look at the procedures for good practice of SoTL, the advantages of engaging in SoTL are explored in the following section.

3.7 Benefits and advantages of SoTL

Generally, SoTL scholars argue that benefits from implementing SoTL can occur in the improvement of practice for common educational problems, on a number of levels. Friberg (2015) states that the benefits of SoTL can be seen on individual course level, i.e. pedagogical and contextual, on departmental or academic unit level, in terms of curriculum, assessment and programme review. Furthermore all of these impact on institutional level

accreditation and student throughput. Generally, the benefits are from the accumulated wisdom gained from scholarly articles and from the reflective critique from and consultation with peers and students.

References have been made to a symbiotic relationship between teaching and research and a teaching and research nexus. It is therefore best to look at the benefits of SoTL as an integrated, interrelated whole and not as consisting of separate elements of discovery, integration, application and teaching.

Quality assurance has had an impact on the implementation of SoTL in institutions. This has been alluded to throughout the development of SoTL (refer to § 3.2; § 3.3). Universities have had to ensure the quality of their offerings in order to gain a competitive advantage in different regions by attracting more students with the quality of their teaching. In tandem state agencies imposed professional standards frameworks (see § 2.5.1, § 2.5.2) within a business model to ensure that the students, as clients, obtained value for their money.

The benefits of SoTL can be summarised in promoting quality in four key fields relevant to the academic environment of the lecturer, namely quality learning, quality teaching, research outputs and professional work.

3.7.1 Promotion of quality teaching

Hutchings *et al.* (2011b:4) see SoTL as “an intersection of teaching and scholarly inquiry in which faculty design, teach, and assess their courses and programs in ways that make it possible to learn from and improve their students’ experience”. The teaching is, of course, done within a disciplinary context and therefore disciplinary epistemologies need to be taken account of and promoted. Quality teaching can however never be looked at in isolation and must be seen in relation to Pedagogic Content Knowledge (PCK) or student learning in SoTL terms. It should be remembered that many new academic staff have no educational qualifications and it is not possible to develop pedagogic competence in a short time. “Pedagogical competence presupposes good, broad and deep knowledge of the subject of teaching. A pedagogically proficient teacher shall in different contexts demonstrate a good ability to use their subject knowledge in research-related, practical, pedagogical actions with student learning in focus” (Ryegård *et al.*, 2010:123).

3.7.2 Promotion of quality learning

Illinois State University *et al.* (2002:2) accredit this description of SoTL to the Carnegie Foundation: “first and foremost a commitment to the improvement of student learning made possible through individual and collective knowledge building.” The full ambit of SoTL involving both teaching and learning is therefore reflected in the effect on learning of a student-centred approach. Generally teacher-centred approaches are engaged in and the focus is on delivering content. SoTL practices have changed this focus from the onset.

3.7.3 Promotion of research outputs

An institution or a department needs to answer the question of whether SoTL is accepted as research outputs in lieu of disciplinary research. The issue of pedagogic research being equivalent to SoTL has been mooted (Trigwell & Shale, 2004:529) and the stance then of an institution accepting SoTL as research, has to be broached by any institution promoting SoTL (Shreeve, 2011:63-74). In my experience the connection between the implementation of SoTL and teaching practices for lecturers who are engaged in revising curriculums that incorporates the latest research or assessment practices, has not been made in all instances. Generally, it seems that academic staff has workload problems and has difficulty meeting research targets and dealing with large numbers of diverse students in an environment that has technological requirements.

3.7.4 Promotion of professional work

Scholarship is a quality. It enshrines values of good academic work and reporting. The quality idea of scholarship is a key to redefining the nature of academic practice. It is central to students' learning, to teaching and learning development as well as to developing an enhanced understanding of the nature and changes in academic work (Brew, 2010:108). Huber (2010:1) came to the conclusion that SoTL “is a powerful form of faculty development” and McLoughlin *et al.* (2002:451-455) commend a graduate level programme at the University of New England that fosters the implementation of SoTL and generates the development of professional interests. Shulman (2000:2) proposes that engaging in SoTL is a reflection of professionalism, both as a discipline expert and as an educator. Shulman (2000:3-5) further contends that SoTL answers to the call of pragmatism and enables lecturers to satisfy policy and institutional demands. McKinney (2007:46-47) proposes that one integrates SoTL into professional work, e.g. programme review, strategic planning, committee or service work. This should help to achieve some balance between teaching and research.

3.8 Scholarship of Teaching and Learning as part of academic development

SoTL in induction programmes would support the development of academic and educational professionalism in the practice of new lecturers, as identified in Chapter two. If new lecturers are expected to engage in SoTL during their period of service at an institution, it should be introduced at induction so that they will have no difficulty in performing their core functions in terms of SoTL and will have no difficulty qualifying for teaching awards later in their careers. A typical example where this was applied is at the NWU. SoTL is proposed in the NWU Teaching and Learning Strategy (NWU Council, 2016) and has been written into the criteria for ITEA (Institutional Teaching Excellence Awards)(NWU, 2013).

O'Meara *et al.* (2008:11, 95) have drawn attention years after the famous Boyer (1990) Scholarship Reconsidered to HE reward systems that traditionally rewarded research above other interrelated scholarships such as teaching, integration or engagement. There was also a movement towards the structured documentation of evidence and effect of teaching innovations (Sorcinelli *et al.*, 2006:13), that was described by Boyer and Rice (Boyer, 1990) as scholarly work, the beginning of the Scholarship of Teaching and Learning. The Boyer Carnegie report has therefore had an effect on the recognition and reward of all scholarships.

Induction should be engaged in before engaging with institutional communities of (sometimes bad) practice that could have a negative impact on lecturers professional growth (Van Schalkwyk *et al.*, 2013:143). Over the first forty years of the profession, academic staff development became more centralised, with the creation of more campus-wide centres across institutional types. But in the past decades, the extension of academic staff development into departments, disciplinary networks or interdisciplinary groups (STEM disciplines) or other units, has appeared (Hutchings *et al.*, 2011b:11). Both institutional/campus wide and faculty/school academic staff development opportunities are used (Gullatt & Weaver, 1997:15). The paradigm shift in how academic staff development is approached has been evident over a number of decades in numerous conferences, institutional programmes, initiatives by professional academic organisations, and print and Web materials (Hutchings *et al.*, 2011b:4-5). Therefore, the transformation of Teaching and Learning can be achieved through SoTL advocacy and facilitation in both the institutional and faculty phases of induction programmes and the six standards or criteria for SoTL suggested by Glassick *et al.* (1997:22-36) (see § 3.5.) should be applied to evaluate all SoTL initiatives including the incorporation of SoTL in induction programmes.

Lifelong learning (as part of professional development) is the ideal envisioned (Hutchings *et al.*, 2011b:65): “in the era of the scholarship of teaching and learning lifelong development also means strengthening the skills not only to teach better, but also to understand the teaching and learning dynamic more fully.” Hutchings *et al.* (2011b:12-13 and 56-57), while advocating for active student learning, also advocate, in support of Boyer (1990:23-24), that individual lecturers, like their students, should engage in ongoing, active learning if they aim to grow and develop as professionals in a context that is constantly changing. O'Meara *et al.* (2008:168), in their description of their “narrative of growth”, propose that academic staff see themselves “as moving forward in a continuum”...“fragile competence”...“wherein one is learning continuously and thus subject to growing toward knowing still more.” The narrative of growth entails elements such as

- Learning (ability to engage, personally and professionally);
- Agency (ability to assume)
- Professional relationships (ability to create, nurture, and sustain);
- Commitments (ability to act on and form) (O'Meara *et al.*, 2008:25, 26).

Ongoing engagement has developed into lifelong learning (Hutchings *et al.*, 2011b:65). I support lifelong learning for new lecturers so that they develop, right from induction, the commitment and an attitude for continuous professional growth throughout their academic careers.

Kreber (2005:393), like Hutchings *et al.* (2011b:65), also links SoTL to lifelong learning which raises the question again of whether to engage in a formal qualification or not. I support these views because of the general lack of educational qualifications of academic staff in South Africa. Engaging in SoTL practices assists academic staff to come to grips with a changing environment within their own disciplinary context. Academic staff in the HE context has to contribute to research and teaching-learning and by engaging in SoTL practices they naturally fulfil this purpose. However, Roundtable discussions at a recent HERDSA (2014) and our experience at NWU (Reitsma, 2014) and South Africa (Institutional Audits Directorate, 2015:18) suggests that lecturers are unwilling to engage in formal educational studies.

SoTL has become a form of faculty development (Hutchings *et al.*, 2011b:3-5) and SoTL scholars can improve their students' learning through the innovative curriculum development, assessment and teaching that they engage in. Lecturers can engage in SoTL on their own or with colleagues or academic development facilitators to address a range of educational issues that are of concern to the institutions, e.g. new media and pedagogy

(Sorcinelli *et al.*, 2006:21-26). The practice of SoTL therefore has personal and institutional benefits that impacts broadly on the teaching and learning culture (Sorcinelli *et al.*, 2006:14-16; 21-22; Hutchings *et al.*, 2011b:128-152).

The multi-dimensional model of Scholarship of Teaching (Table 3.1), as proposed by (Trigwell *et al.*, 2000:163) provides a scaffold to explain how lecturers can grow and develop as academics engaging in SoTL. Academics move from one level to another as they progress on their SoTL journey. Academic Development units should play an important role in supporting and guiding lecturers from the starting point of unfocused reflection on their teaching to a deeper critical reflection where they question their own and their disciplinary epistemology.

Table 3.1: Multi-dimensional model of scholarship of teaching

Informed Dimension	Reflection dimension	Communication dimension	Conception dimension
Uses informal theories of teaching and learning	Effectively none or Unfocused reflection	None	Sees teaching in a teacher-focused way
Engages with the literature of teaching and learning generally		Communicates with departmental/faculty peers (tea room conversations, department seminars)	
Engages with the literature, particularly the discipline literature	Reflection-in-action	Reports work at local and national conferences	
Conducts action research, has synoptic capacity, and pedagogic content knowledge	Reflection focused on asking what do I need to know about X here, and how will I find out about it?	Publishes in international scholarly journals	Sees teaching in a student-focused way

(Trigwell *et al.*, 2000:163)

In the next section, SoTL in induction programmes is explored against the background of existing induction programmes and according to the analysis of induction programmes:

3.8.1 Institutional aim

It is important to consider the vision and mission statements of institutions to determine whether the relationship of the core functions (teaching, research, community engagement) is consistent with the integrated (teaching, research) and interrelated (application,

integration) components of SoTL. Boughey (2011:2-3) proposes that universities take a careful look at whether there is a link between institutional purpose, programme design and research and teaching-learning practices, and whether the purpose is achieved through its practices. Sorcinelli *et al.* (2006:169) states that academic development support should be linked to institutional missions and personal needs. Boughey (2011:2) draws on the concept of constructive alignment to support this view. Similarly, Brew (2010:146) asks for a careful consideration of how research and teaching are integrated and refers to research-enhanced teaching, research-based learning and SoTL. All of these have implications for practice. The NWU has a mission, striving for balance between teaching-learning and research. Stellenbosch University and the European Science Foundation (Pleschová *et al.*, 2012), for example, contend that there should be a 'symbiosis' between research and teaching-learning, also referred to as the TRN (teaching research nexus), previously described in § 3.5. The fact is that the particular relationship between research and teaching should be made clear in induction programmes so that new lecturers understand how SoTL will be supported institutionally and implemented in disciplines. Support for SoTL policies should be visible throughout the institutional aims and policies to inform academic development on all levels. Although Sorcinelli *et al.* (2006:10-11) described a three-dimensional academic development plan that catered for personal, instructional and organisational development within the institutional context. The academic development efforts focused on improving teaching and learning across the career span of academic staff.

3.8.2 *The organisers / role players and target audience*

The organisers, providers and presenters in induction programmes are drawn from a wide spectrum of academics that include Academic development and discipline experts, excellent lecturers, experienced researchers, management, library and educational technologists. Within the context of SoTL it is necessary that all these stakeholders are conversant with SoTL criteria and work towards the same end, e.g. it will be counterproductive if developments in disciplinary research are not incorporated into a SoTL contextual framework. Generally research and academic teaching are managed by separate units and the recognition of research on teaching, in contrast to disciplinary research, has been administered differently in terms of promotion and reward. Incentives such as teaching awards have been encouraged to elevate the status of teaching. Institutional policies should therefore be clear on the rewards or incentives attached to research and teaching-learning (McAleese *et al.*, 2013:23-37), and new lecturers should be informed about these initiatives at induction.

A recommended method for ensuring that new staff is able to utilise their training is the establishment of communities of practice within a department so that new staff is not isolated when they return to their department (Trowler & Knight, 2000; Mathias, 2005; Viskovic, 2006). Sorcinelli *et al.* (2006:47) stress the importance of collegiality and ‘academic community as a core cultural value’. It is imperative that, once new academic staff have participated in an induction programme and attempt to utilise what they have learned within the departmental settings, their teaching and ideas are supported (Gibbs & Coffey, 2004:98; Mathias, 2005:97; Donnelly, 2006:205; Hicks *et al.*, 2010:14).

The guideline proposed is therefore that all stakeholders (academic development as well as discipline experts) plan and engage in a collaborative peer-reviewed process for the induction of new lecturers that will lead to the transformation of teaching and learning in the faculties or schools and ultimately the institution.

Involving the research office is suggested by McKinney (2007:116, 120, 131). I believe that this will assist to balance teaching and research.

3.8.3 *Structure (design and implementation)*

The question of informal workshops versus formal, accreditation or qualifications is discussed as well as whether the participants make any changes to transform their practice to deepen student learning according to SoTL criteria after induction sessions. Although many induction programmes have similar structures (initial three day format), it is the developmental approach to teaching that makes the difference between individual, active involvement and improvement and mere information sharing workshop sessions. The format that is becoming more and more prevalent for an induction programme is a six months to a year programme that could articulate into a qualification or be accepted for teaching accreditation. The one-off workshop format has been found to be ineffective for professional development (Layne *et al.*, 2002:13; DeWith, 2014:1). Continuous engagement to deepen learning in an iterative process is proposed by the Association of School and College Leaders for a ‘self-improving system’ (Layne *et al.*, 2002:13; ASCL, 2016:1). In addition, professional ‘learning’ has become a preferred term in some circles in opposition to the deficit connotation of ‘development’ and also re-emphasises the active engagement of academic staff through discussion and problem solving (DeWith, 2014). The ASCL proposal includes peer collaboration and reflection and is aligned with SoTL practices (ASCL, 2016). Finally, ASCL (2016) and the University of Aberdeen (UA, 2016) have linked CPD to professional standards for teachers, such as contained in the UKPSF (see § 2.3.1.1).

In contrast to workshops, obtaining a qualification such as the University of British Columbia (UBC) Certificate for HE (UBC, 2012-2013:1-5) is recommended. The Certificate of HE is described as a qualification that serves to foster the scholarship of teaching, while at the same time providing academics the scope and time to develop professional interests, critical reflection on curriculum design, and assessment approaches suitable for higher education. A portfolio is also developed. This type of qualification seems to be a useful intervention to foster better university teaching/learning. According to Brew (2010:111), there are growing national requirements in some countries that academics engage in some form of initial education for and undertaking graduate certificate in learning and teaching in higher education. However, Frick and Kapp (2006) and Ryegård *et al.* (2010:123) argue that a qualification is only important as a foundation, a basis or springboard, a means to an end for continuous and lifelong professional development, since professional and pedagogic competence has to be maintained throughout a career.

The use of a theme for SoTL such as 'active learning' (SU, 2014) throughout the induction period of one year generated a body of research recorded in a portfolio or journal. The mini-conference, where the new lecturers present their findings on their work, is meeting one of the criteria for SoTL – making the work public.

A better impact on lecturers thinking and practicing will be achieved with the use of a linked series of events, i.e. monthly meetings over the course of a term (UMN) or a series of sessions totalling a number of hours on assessment or curriculum design (Gibbs & Coffey, 2004:90). For example lecturers submit a range of assignments in a portfolio that may be indicative of in-depth work and is more appropriate for SoTL.

Other universities also offer the developing of portfolios as part of the induction process, e.g. in Phase two of the induction programme at the NWU, particularly at the Vaal Triangle campus (Strydom & Martins, 2012), the NMMU (§ 2.7.1.4, A), North Carolina (SUCCEED) (Felder & Brent, 2008: 18, 33, 40) and Minnesota (UMN, 2014). The CHE (2005:9-10) is in favour of a combination of a developmental and action research approach with the necessary institutional support for developing SoTL. A portfolio in combination with a linked series of workshops or a short learning programme may be a short step away from a full course to obtain a formal certificate or Master's degree. In the end, this amounts to the compulsory training of a number of weeks, as practiced in the Nordic Countries (§ 2.5.4.1). In the previous chapter it was noted that institutions e.g. University of California, (Berkeley) (UCB) expected graduate students to complete a third year, full semester Pedagogics module (Berkeley Graduate Division, 2016) and Stellenbosch University (SU) envisioned

that new lecturers develop a Conceptual Framework that serves as a basis for a lecturing career (§ 2.7.1.4, D). The PATHE foundational programmes (Hicks *et al.*, 2010:21) and RSA National Plan/SSAUF (3 years) (Scott *et al.*, 2007:59-60; DHET, 2015b) continue this trend.

Another consideration with regard to design and implementation is whether the induction is on institutional, faculty, school or discipline level. Oxford University showed induction practices on different levels and the SUCCEED programme has a disciplinary focus. Academic support units have been centrally situated and offered generic workshops. Alternatively, academic development practitioners have been housed in faculties. These kinds of considerations will impact on the quality of the SoTL implementation.

Finally one would therefore have to analyse HEI induction programmes in SA and internationally with an eye on a nexus or interlinking of a series of activities that reflect development and improvement of teaching practice in a similar way as suggested by Hutchings and Ciccone (refer to this chapter, § 3.4), e.g.: Do the participants report on how they resolved a teaching question or 'problem' that was identified initially? Have the participants transformed their teaching to ensure that the particular group of students in their classes achieved successful learning? Do academic staff continuously develop, exercise or sharpen their pedagogic competence?

The guideline is that new lecturers engage in a systematic SoTL process starting at induction that is reflected in a body of work that prepares them for lifelong learning and development. Building a portfolio starting from their initial introduction to the HE environment will support lecturers in envisioning their career as a growing process.

3.8.4 Scope and focus (content and approach)

In SoTL, the focus is on forming an identity as a learner and participating in a community of practice. Learning together would be more important than teaching (Boshier & Huang, 2008:652).

SoTL is an integral part in three of the five case studies of foundation programmes offered to new academic staff in Australia. This is a direct consequence of the three year 'Preparing Academics to Teach in Higher Education' (PATHE) project that aimed to contribute to the scholarship of higher education teaching and learning in foundations programmes. Reference is made to the UK Professional Standards Framework (UKPSF) of the Higher Education Academy (HEA, 2012) that served as a benchmarking tool for the PATHE project

(Hicks *et al.*, 2010:103) and the realisation of the Australian University Teaching Criteria and Standards Framework (AU, 2015).

According to the PATHE programme, it is difficult to evaluate the impact of induction programmes because of the complexities involved, however they do conclude that the foundational training of new educators has led to significant improvement in learning. Hicks *et al.* (2010:90) support SoTL that simultaneously develop professional interest. The European Science Foundation promotes the 'teacher researcher' and 'research on teaching' (Pleschová *et al.*, 2012) and focuses, like the CHE (2005:4), on student-centred approaches in the intertwining of theory and practice. Stellenbosch University (SU) has an active learning SoTL theme for its Professional Education Development Programme for Academics (PREDAC), catering for new lecturers. The degree of 'active student-centred learning' is analysed in all the teaching and learning pursuits of the lecturer, e.g. during teaching and facilitation or whether it is built into curriculum design. It is the hope of the researcher that the SoTL induction programme proposed will result in the development of a lifelong professional interest in the improvement of teaching practice of new lecturers who do not have a teaching qualification in South Africa.

Hofmeyer *et al.* (2007) propose that the scholarship of integration makes it possible to generate knowledge through interdisciplinary partnerships to resolve complex problems. Furthermore, the scholarship of integration provides coherence between theory and practice, between lesson observations and student evaluations, between andragogy and mentoring and between institutional policy and disciplinary communities. The development of all of these connections and relations could be encouraged by a 'change framework' and evidence contained in a portfolio/journal presentation or a paper at a conference (Hofmeyer *et al.*, 2007:8). The focus of the scholarship could consist of, for example, a systematic inquiry of moving away from only lecturing, to achieving interaction or active learning in large classes or co-operative learning in mathematics or the accumulation of a body of knowledge on a theme through action research. A systematic approach to professional learning is suggested by various bodies, such as the European Science Foundation (Pleschová *et al.*, 2012), the CHE (2005:19-20) and various authors (Frick & Kapp, 2006). Academic structures (faculties and academic development units; research and T&L) are to be linked for this purpose. Engaging in SoTL should strengthen these links. Symbiotic, beneficial links should establish coherence between discipline research and teaching and learning, since both are expected from lecturers. Similarly, student evaluations should reflect the improvements suggested in contact session reports.

Zuber-Skerritt and Teare (2013:229) propose a conception of Lifelong Action Learning (LAL) that stems from self-directed 'action, interaction and reflection' in a continuous process of 'experience, practice and dialogue' that progresses from being merely scholarly and having learned about an inquiry to actually being transformed by learning. Weston and Alpine (in McKinney, 2007:15) propose a 'continuum of growth' that reflects the ASHE report "narrative of growth" (O'Meara *et al.*, 2008:179) that contains "embedded elements of learning, agency, professional relationships and commitments". A framework for professional growth in HE that is comprised of a preparatory SoTL-based induction followed by a SoTL inquiry to deepen experience in continuous and lifelong professional development would benefit all South African universities. The RSA National Plan should include such a framework for professional growth.

It is worth repeating that induction programmes should prepare new lecturers for the institutional context. Literature suggests that induction programmes for a SoTL context should therefore also take place like any other induction programme before new lecturers assume duty.

A key role for academic developers is that they should encourage academics to question those taken for granted assumptions of the university and of their disciplinary community (Brew, 2010:113). Many competent teachers may not yet be scholars of teaching. The SoTL involves high levels of experience-based and research-based knowledge about teaching (Kreber & Cranton, 2000:490). That is why involving lecturers early on in SoTL activities in induction programmes will support lecturers to focus on becoming scholars of teaching as they become competent teachers.

Academic development and support offices can support lecturers by providing valuable infrastructure for pedagogical research, bring multi-disciplinary research teams together, help coordinate the research, build partnerships between individual SoTL researchers and facilitate the effective dissemination of research findings to inform practice and policy (Poole *et al.*, 2007:7). Coordinating the SoTL efforts within an institution will enhance the impact of SoTL research and the quality of the institution (Poole *et al.*, 2007:7).

3.9 Conclusion

In this chapter, the origins of SoTL were researched and the process of how SoTL was developed in international and national HEIs was described. SoTL developed and expanded from Boyer's first conception of scholarship of teaching as one of the four scholarships defined. The role of learning, both from a student perspective and from the lecturer as

learner's perspective became more prominent over time, resulting in a student-focused approach by lecturers. The different attributes as defined by various authors were elucidated on to help defining what SoTL is and to describe what are regarded as good SoTL principles and practice. The benefits of engaging with SoTL for the lecturer and the HEI were further explained, with particular reference to the teaching research nexus. The chapter ended with an exploration of how SoTL had been part of academic development programmes as described in literature. The following chapter provides an explanation of how the empirical data were gathered to further elaborate on SoTL in academic development at South African universities.

CHAPTER 4: EMPIRICAL RESEARCH: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction and overview

In the previous two chapters, induction programmes at higher education institutions (HEIs) across the world were explored. A broad historical development, practice and methods of SoTL were described together with the possible advantages and implementation strategies of SoTL in induction programmes. The information for these two chapters on induction programmes and SoTL were gathered from a literature study.

In this chapter the qualitative research design and methodology of the empirical research are discussed. Insight is provided into the contextual background, the target population and the sampling process. The instruments used and their trustworthiness are explained. Finally, the chapter ends with a description of the data collection strategies and analysis procedures.

4.2 Problem statement

From the literature, the need for a structured approach of new lecturer support and professional growth in order to advance SoTL in HEIs was confirmed. In order to address this need, specific questions need to be answered to provide valid and relevant information in deciding how to guide new lecturers on to the SoTL path.

4.2.1 Research question

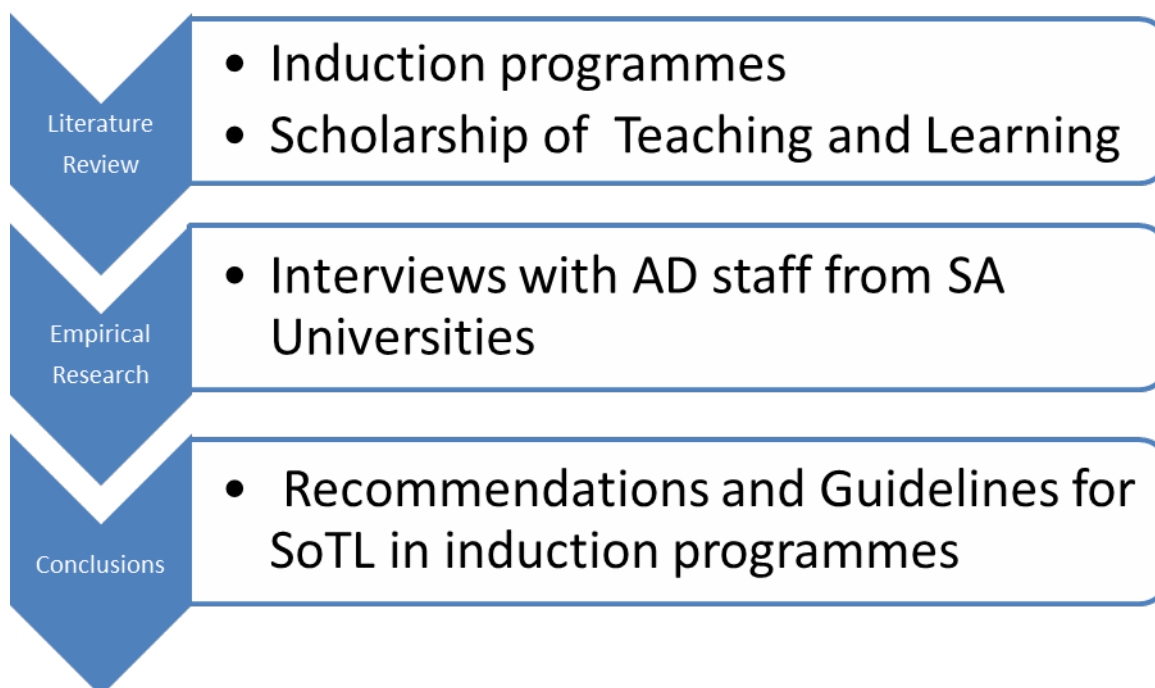
The main research question for this study was: how can SoTL be advanced during professional development of new lecturers at higher education institutions?

In order to answer the above question, the following sub-questions were formulated:

1. Sub-question 1: What is the current nature of academic staff induction and preparation at higher education institutions?
2. Sub-question 2: What is the current nature of SoTL at higher education institutions?
3. Sub-question 3: How are new lecturers currently exposed to SoTL during their induction programmes at South African Universities?
4. Sub-question 4: What guidelines can be presented to guide and support new lecturers in advancing SoTL during professional development?

In this chapter, the empirical research is described and the study process is contained in the following figure:

Figure 4.1: The research process followed in this study



4.3 Literature review

In order to answer research sub-questions one and two, a comprehensive literature review was conducted to gain insight into international and local induction programmes and SoTL to serve as a basis for benchmarking and for further exploration. The websites of national education accreditation councils and academies in the larger Europe (including the UK and Sweden), the USA and Australia were accessed through the internet. National standards and best practices for teaching and scholarship of teaching and learning have been identified and described in Chapters two and three. Some examples are contained in the 2002 HE Ordinance (Sweden) that resulted in the Lund Project (Lindberg-Sand & Sonesson, 2008:127-128), the Australian University Teaching Criteria and Standards framework (AU, 2015) and the UK Professional Standards Framework (Higher Education Academy, 2012). Higher Education South Africa (HESA, 2011; DHET, 2015a) has developed a proposal preparing the next generation of academics. Attention has been given by the Council for Higher Education (CHE) through the Quality Enhancement Project (CHE, 2014) to the improvement of teaching in HEs. Similarly, the websites of four American comprehensive universities. Oxford University (UK)(OLI, 2014a), Lund University (Sweden) (Lund, 2014)

and a range of ten (10) South African universities (see § 2.6.1.4) were data mined for information on their induction programmes and for evidence of SoTL in these programmes.

The EBSCOHost Academic Search Primer was used to obtain the latest accredited journal articles and materials with regard to developments in the scholarship of teaching and learning arena.

The literature study serves as a theoretical framework for the study. In the literature, the conceptual and theoretical framework (Merriam, 2009:67-74) of applied educational research, i.e. of teaching and learning and SoTL in induction programmes and of professional socialisation, has been described in Chapters two and three.

4.4 Empirical research

4.4.1 Purpose of the empirical research

The purpose of the empirical research was to explore how new lecturers at South African universities are exposed to SoTL during induction programmes (sub-question three).

4.4.2 Research paradigm

For this study, the researcher worked from a phenomenological perspective with a paradigm where interpretivism and constructivism overlapped. A methodology that draws on existing scholarly literature was followed, to establish a conceptual framework as summarised above in § 4.2, however, empirical data was used as well (Atkins & Wallace, 2012:69). Multiple methods ensured a deeper understanding (Denzin & Lincoln, 2005:6) of the new lecturers' experience of SoTL at HEIs.

Research from an interpretivist paradigm offers a perspective of a situation and an analysis of the situation under study, enabling the researcher to gain insight into the way in which people make sense of the phenomena they encounter (Willis *et al.*, 2007:6). According to Atkins and Wallace (2012:23), an interpretivist paradigm is effective in focusing on individuals as implemented for this study. The study was therefore centred in interpretivism as epistemological paradigm as it reflected the subjective, intersubjective and context-specific experiences (Moran, 2008:762) of academic developers at a range of universities in South Africa.

The induction process is socially constructed and there is no single universal truth as determined in a positivist paradigm (Merriam, 2009:10) because every experience of

induction or the implementation is different, resulting in multiple interpretations of an event (Merriam, 2009:8; McMillan & Schumacher, 2010:12). This is also identified as a characteristic of qualitative data that has a “high tolerance for ambiguity” (Merriam, 2009:17). Constructivism informs the interpretive or qualitative paradigm (Merriam, 2009:9). Constructivism is therefore another research perspective that is applicable for this study. Constructivism as a research perspective works towards an understanding of phenomena and is formed through the experiences of participants and their subjective views (Merriam, 2009:9). This form of inquiry is important for this study to understand the experience of SoTL, as the research is shaped “from the bottom up” (Creswell, 2011:40), where individual perspectives are used to create broad patterns. McMillan and Schumacher (2010:6-7) argue for evidence-based, scientific inquiry which is systematic, linked to a conceptual framework and guided by coherent logical reasoning and is verified professionally by peers. This bears a close resemblance to the criteria for SoTL (§ 3.5) and is therefore plausible in the design of this study.

By centring this study in interpretivism and constructivism - McMillan and Schumacher (2010:6) refer to a single construct of interpretivist/constructivist - it was possible for the researcher to explore the subjective, context-specific and lived experiences (Patton, 2002:104; Marshall & Rossman, 2011:60) of the academic developers who organised and presented the induction programmes at their institutions. It also allowed the researcher to gain an insider’s perspective (Karvelas, 2006:76; Atkins & Wallace, 2012:49) on how they attach meaning to the concepts and practices within induction processes. This is not possible in a positivist paradigm that seeks to control and predict interactions in an objective way or in a laboratory setting (Willis *et al.*, 2007:51-53).

Furthermore, both constructivism and phenomenology are the philosophical roots or approaches used within the interpretive paradigm (Merriam, 2009:18). Best and Kahn (2006:246) refer to a phenomenological paradigm and an interpretive family of approaches that include phenomenology, constructivism, ethnography and case studies. Both constructivism and phenomenology are therefore considered to be relevant philosophical approaches and suitable to examine the phenomena of SoTL in induction programmes.

The formulation of the research question allowed for the investigation of real-life events by means of empirical phenomenological methods and techniques. Phenomenological methods such as observations, interviews and personal diaries support the interpretivistic paradigm in researching the subjective perspectives of humans with regard to the meaning of their experiences within a specific context and timeframe (Best & Kahn, 2006:243; Hesse-Biber &

Leavy, 2006:23-24, 37; Willis *et al.*, 2007:255; McMillan & Schumacher, 2010:13). Interviews with ADS from different universities were conducted to research their experience of SoTL in induction programmes.

4.4.3 Qualitative research approach

The purpose of the study and the problem statement fall naturally into the qualitative and interpretive paradigm. Laboratory or experimental approaches to determine the cause and effect of training approaches or to predict the result of training, as is the norm in quantitative or positivist studies, have not been engaged in. The researcher is interested in the ontology of the real world of academic development in HEIs and how academic developers have planned, constructed and experienced the induction process and how they interpret the feedback obtained or what they think needs to be done to improve the experience for new lecturers in terms of SoTL. Merriam (2009:13) makes an apt conclusion by saying that “qualitative researchers are interested in understanding the meaning people have constructed’ with ‘emphasis on values and context”, not numbers (McMillan & Schumacher, 2010:6).

The research was applied research in the sense that the processes and procedures of current induction programmes in preparing new lecturers for the HE context and for SoTL, were analysed and evaluated (Best & Kahn, 2006:21-23) so that improvements could be suggested in the process and practice of induction programmes. Merriam (2009:1, 3) suggests that, in the field of Education, which is identified as an applied social science, there is an interest in engaging in a systematic improvement of practice, as in SoTL. Therefore, this research is best approached through a qualitative research design. Qualitative research focuses on “meaning in context” (Merriam, 2009:3). This design corresponds with the research question: How can SoTL be advanced during professional development of new lecturers at higher education institutions? The qualitative research approach was therefore suitable because the research problem and associated research questions required an approach that was context bound, and provided an opportunity to obtain personal responses for a better understanding of personal and interpersonal experiences and perceptions with regard to the particular research question (Creswell, 2009:175-176; Atkins & Wallace, 2012:22). All aspects that have an influence on and form part of the qualitative design and methodology are discussed in this section which includes the epistemology, the target population and sample, the data gathering, analysis and interpretation methods and clarifying the role of the researcher.

Qualitative data, with the emphasis on participants' "lived experiences" (Atkins & Wallace, 2012:48, 199) are fundamentally well-suited for locating the meaning that people place on events, processes and structures of their lives: "their perceptions, assumptions, prejudgments, presuppositions" and for connecting these meanings to their social world (Miles & Huberman, 1994:10; Willis *et al.*, 2007:7; Atkins & Wallace, 2012:204-205). McMillan and Schumacher (2010:3) argue for engagement in evidence-based educational research to guide the accuracy of decisions made by professionals with systematic, research-based information.

As such, qualitative data also offered an opportunity to obtain a holistic description of various institutional contexts and could provide a broad understanding of how the induction and professional learning of new lecturers in a higher education (HE) context could be improved. A valuable contribution could be made through an in-depth investigation of current induction programmes and the value of SoTL in new induction programmes within a rapidly changing HE context. The prime value of the study is situated in the recommendations generated for an induction programme for new lecturers that could serve as a basis for lifelong learning at higher education institutions, both locally and internationally. The ideal is that the induction framework and guidelines will contribute to effective and excellence in teaching and learning, based on a scholarly approach to professional growth.

4.4.3.1 The role of the researcher

In qualitative research, the researcher is intrinsically part of the research process and it is thus important to clarify his role as researcher in this study.

The researcher is a practising academic development advisor in a permanent appointment, with seven years' experience at a HEI, working with new lecturers at induction. He is aware of the influence of personal experience and subjective judgement in research. Ongoing reflexivity measures to forestall or overcome excessive subjectivity were in place by being aware of his own impact on the research and by using the perspectives of his supervisors and colleagues (Ellingson, 2009:12; Atkins & Wallace, 2012:127). He has as far as possible suspended his judgement during the data collection and analysis process (Merriam, 1998:158), although reflection on the processes are required throughout. To achieve the aims of the research, the researcher assumed the role of interviewer and facilitator of the dialogue during the interview sessions and the participants were fully informed in advance of his role. He has previous experience of qualitative data collection techniques, including skills in conducting interviews and he attended the compulsory research methodology workshops of the faculty. The supervisors and the researcher are acquainted with the qualitative

research methodology and when any uncertainty had occurred, advice and guidance was obtained from an experienced and knowledgeable qualitative researcher. The study was done in collaboration with two supervisors and a SoTL researcher. The Supervisor as Project Head is versed in academic development and is a SoTL researcher. The co-supervisor is the Director of the Institutional AD. Advice was obtained regularly from both supervisors. Colleagues with experience in qualitative methodology were consulted when the qualitative data was interpreted.

As an insider in this qualitative research paradigm some of the positives were that the researcher had access (Atkins & Wallace, 2012:48) to the universities' Learning Management System and email communication systems, new appointment staff lists and academic forums. His role as "insider" has privileged him to the extent that – as far as this study is concerned – he was responsible for:

- designing the instruments;
- obtaining permission and adhering to ethical research principles;
- conducting and facilitating the discussions;
- conducting and analysing the digitally recorded interviews.

The qualitative research design enabled him to find answers to questions that had a bearing on the SoTL component of the induction programmes and academic development processes of participants in higher education institutions. The reciprocal interaction between the researcher and the participants that took place during the research process enabled him to obtain insight into the participants' observations and experiences in a specific aspect of their educational world.

The initial findings were discussed with the supervisor and co-supervisor before being documented and finally submitted.

Crystallisation as a process of qualitative data analysis is described in the next section.

4.4.3.2 Crystallisation of phenomena

Crystallisation is increasingly being used in qualitative research. Ellingson (2009:4, 10), who is acknowledged as the main proponent of crystallisation, describes crystallisation as follows:

- multiple forms of analysis and representation;
- consisting of coherent, complex related texts in more than one genre;

- includes reflexive accounts of the researcher's role; and
- is against any claims of objectivity and a universal truth and instead supports 'situated, constructed' knowledge especially if there are issues of power relations.

The use of crystallisation (basically an infinite variety of shapes and angles of approach) (Denzin & Lincoln, 2005:912) in qualitative research is to confirm the trustworthiness of data through multiple sources of information (Willis *et al.*, 2007:217). In this study, a number of different participants across university settings (research, comprehensive, technology) were interviewed and shared their perspectives (Denzin & Lincoln, 2005:6) on their induction processes and the possible implementation of SoTL within their context.

Crystallisation occurs through both interpretivist and constructivist analysis of data, an interweaving of complex research processes (Denzin & Lincoln, 2005:208) and ensures a rich in-depth description of data supported by means of "strong themes or patterns" (Ellingson, 2009:10-11). The period over which the researcher has been working with the induction and professional development of new lecturers added to the credibility and the authenticity of the collected data. Crystallisation entails repeated interpretations, "prolonged immersion in the data" (Denzin & Lincoln, 2005:623), and entails cycles of analysis (Crabtree & Miller, 1999:179) and the emergence after reflection of an intuitive crystallisation of data (Crabtree & Miller, 1999:23). The researcher plays a critical role in organising, reflecting on, making the links and interpreting the data (Crabtree & Miller, 1999:135).

The intention and hope were that new understandings and anomalies would be generated as clear facets of the phenomena. There is always more to learn since qualitative data does not represent single or universal truths (Denzin & Lincoln, 2005:912, 963). The anticipated richness of oral and written data is a good auger for thick descriptions of the participants' experiences (Ellingson, 2009:10).

The trustworthiness of the data in qualitative research in contrast to the numerical and statistical accuracy of quantitative data is addressed in the next section.

4.4.3.3 *Trustworthiness of data*

Trustworthiness is described by Atkins and Wallace (2012:20) as being "honest, genuine, based on sound research ethics". Atkins and Wallace (2012:14) also used the following adjectives for trustworthiness: "systematic, credible, verifiable, justifiable, useful, valuable and trustworthy". Synonyms used in this regard include truth (Hesse-Biber & Leavy, 2006:66), credibility and believability (Willis *et al.*, 2007:165). The three main qualitative

criteria that crystallised in this study to establish the trustworthiness of the data were credibility, confirmability and dependability (Guba & Lincoln, 1989:233-243). The range of descriptive words and terms implied the ambiguity and multiple realities of qualitative research and were offered to contrast with the statistical and numerical accuracy with which quantitative data was measured to ascertain the validity and reliability of data (Merriam, 2009:104-116).

4.4.3.3.1 Credibility

Credibility is achieved through “measuring what is supposed to be measured”, (Creswell, 2003:196; Poggenpoel & Myburgh, 2004:421; O'Donoghue, 2007:99).

In this study credibility was achieved by:

- “prolonged engagement at a site or spending extensive time in the field” (Guba & Lincoln, 1989:237). The researcher became immersed in the context’s culture through persistent observation enabling him to identify characteristics and elements of the situation by being a member of an academic development or support unit for seven years. He became acquainted and met members from other universities from similar units at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA), Professional Development Special Interest Group meetings in the past few years. He communicated with participants, engaged in long interviews and personally checked transcriptions over and over. Ample time was spent in the field to enhance his own understanding as researcher;
- “using thick description and feedback from others” (Guba & Lincoln, 1989:237) through interviews with a number of academic developers from various universities;
- using a variety of methods, e.g. interviews, analysis of the relevant Universities’ electronic documents, available on their websites;
- recording his personal thoughts and experiences during the research process by means of a reflective journal;
- member checking (Guba & Lincoln, 1989:238-240; Creswell, 2003:196), e.g. by making the transcribed data available to the participants to determine whether the data was transferred and transcribed correctly
- suspending his own bias as researcher by interviewing members from the sister campuses to describe the NWU’s context; and

- all data was presented, whether it was negative or inconsistent, incompatible information that could be construed as contradictory to the themes (Marshall & Rossman, 2011:202).

4.4.3.3.2 Confirmability

Confirmability is the confirmation that data was gathered through valid research processes and was not created by or through the researcher's imagination (Guba & Lincoln, 1989:243).

Data was confirmed by:

- Asking participants to review the accuracy of transcripts, e.g. member checking.
- The researcher's supervisor acting as an independent verifier of codes through the analysis of interview data. Consensus between the researcher and the supervisor was reached to confirm the authenticity of the findings. Differences in the interpretation of the coding were accommodated.
- Direct quotations were used as confirmation of the evidence.
- The themes identified in the literature review were used in the questions formulated for interviews to confirm or refute the themes in the local context.

4.4.3.3.3 Dependability

Dependability means that the data is consistent (Poggenpoel & Myburgh, 2004:241). Dependability requires that changes are constantly tracked because of the many changes within a context. Changes are a result of a maturing and successful inquiry, but changes need to be tracked, and also need to be 'inspectable' for outside reviewers. "The technique for documenting the logic of process and method decisions is the dependability audit" (Guba & Lincoln, 1989: 242). Auditing and dependability are similar to confirmability:

- all the interviews were recorded, transcribed and the transcriptions were revised by the researcher to ensure that no obvious mistakes were made during transcription. Notes were taken during the interviews for further confirmation of what was said during interviews.

The methods and instruments used to gather and analyse the data attest of the qualitative nature of the data and enabled the researcher to crystallise the phenomena and to describe the phenomena from various perspectives.

4.4.4 Methods

4.4.4.1 Interviews

An interview is a dynamic process wherein the interviewer asks questions, generally according to the interview schedule, and the responses are recorded electronically. Semi-structured interviews, according to a schedule with standardised or key questions (Hesse-Biber & Leavy, 2006:126), provides a form of open-endedness that encourages the participant to expand on the standardised questions, or to give their own interpretation (Thyer, 2001:312; Williams, 2003:65). Substantive evidence and rich data should be obtained from interviews, because of the nature of qualitative research.

The aim of the semi-structured, open-ended individual interviews was to establish to what extent new lecturers experienced successful induction and professional growth, especially with regard to 'scholarship of teaching and learning'. This allowed for obtaining in-depth information about the target groups' perceptions, knowledge, experiences, opinions and beliefs (Merriam, 1998:6; Babbie & Mouton, 2001:87, 90; Anderson, 2004:109; Best & Kahn, 2006:255, 257) and to understand and explain how the induction and professional learning of new lecturers in a HE context could be improved through academic development strategies.

4.4.4.2 Target population

The empirical research consisted of individual interviews with AD staff, working in the induction programmes with new lecturers, from South African universities (including AD staff from two of the three NWU campuses). The researcher is stationed at the third campus and therefore excluded this third campus to avoid personal bias. Merriam (1998:158) alludes to "the suspension of judgement" as a critical factor in phenomenological studies. Institutions were targeted by means of non-probability purposive and convenience sampling. The researcher was able to gain access to AD staff from various universities through becoming acquainted with AD staff from universities at Professional Development Special Interest Groups (PD SIG) established through networks at the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conferences. The PD SIG website was used to make contact with possible participants before the 2014 HELTASA Conference in Bloemfontein. Subsequently the heads of Teaching and Learning units, to which AD staff were attached, were approached to identify the staff member most conversant with the institution's induction programme.

4.4.4.3 Description of sample and sample size

A combination of non-probability convenience and purposive sampling (Leedy & Ormrod, 2005:214-215; McMillan & Schumacher, 2010:135-139) was applied to identify universities and participants. The HEIs included the whole range of research, comprehensive and distance learning universities and universities of technology. The universities whose induction programmes have been running for a number of years and who were selected for this study are listed in Table 4.1.

Table 4.1: Universities included in the sample

University	Province	Type (see chapter 2, § 2.2.7)	Name of Induction Programme
Rhodes University	Eastern Cape	Research	Academic Orientation Programme
Nelson Mandela Metropolitan University	Eastern Cape	Comprehensive	Teaching Development Programme
University of Cape Town	Western Cape	Research	New Academic Practitioner Programme
Stellenbosch University	Western Cape	Research	Professional Educational Development Programme for Academics
University of the Free State	Free State	Comprehensive	Academic Staff Development
Monash University	Gauteng	Research	Academic Induction to Teaching and Learning Procedures
University of Johannesburg	Gauteng	Comprehensive	Academic preparation programme
University of the Witwatersrand	Gauteng	Research	Teaching Role Course
University of Pretoria	Gauteng	Research	Education Induction programme
University of South Africa	Gauteng	Distance Education	*The induction programme is not a separate programme but is included in a menu for continuing professional learning
Tshwane University of Technology	Gauteng	Technology	Academic Staff Orientation Programme
North-West University	North-West University	Comprehensive	Institutional Course for New Lecturers

Convenience sampling implies the selection of volunteers who are readily and easily available. The first round of interviews was conducted with participants who were attending the HELTASA Conference in Bloemfontein in November 2014. Interviews could thus be conducted at a central venue and it was therefore not necessary to travel to the campuses of the different universities. Universities in the Gauteng province are in close proximity to the NWU, approximately two hours travelling time by road, and formed part of the convenience sample.

Purposive sampling enabled the researcher to identify academic development advisors who had experience of induction programmes at their institutions, had experience of specific relevant situations and who provided the opportunity for an in-depth study through which indispensable information in relation to the research aim could be obtained (Merriam, 1998:61; McMillan & Schumacher, 2010:139). The researcher became acquainted with some of the participants at HELTASA PD SIG sessions and previous conferences and their knowledge and experience of professional and academic development was evident from presentations made. Individual interviews were conducted with AD Staff that were conversant with their institutions induction programmes in its most recent format (Thyer, 2001:161) and who had wide knowledge of the specific needs of the target group. Additional AD staff who were not at the HELTASA conference but who could provide valuable information were contacted for interviews at another time and venue.

4.4.4.4 Development of the interview schedule

Before any interviews were conducted, certain steps were followed to develop the instruments. In the first place the aims of the interviews were identified and specific information that had to be obtained from the interviews was ascertained (Anderson & Arsenault, 2000:201; Krueger & Casey, 2000:23; Litosselli, 2003:28). Secondly, questions for the interviews were formulated based on the literature study that was directly related to the research aims. A separate set of close-ended questions was developed with the aim of confirming background information of the institution and the institutional knowledge of the participants regarding their induction programmes.

The interview schedule was piloted with academic developers (AD) at NWU (Potchefstroom campus) to determine whether the formulation of the questions (for the envisaged individual interviews) was comprehensive, reasonable and intelligible enough (Thiétart, 2007:175; Van Vuuren, 2008:8). The reasons for selecting the Potchefstroom campus for the pilot study were because of the accessibility of the Potchefstroom campus as the workplace of the researcher and the AD staff members did not form part of the final study. The suggestions were considered and the questions were refined as the research process unfolded. These questions were reformulated, combined and refined to end up with key questions placed in a logical sequence to attain natural flow from one question to the next (Creswell, 2008:402). The open-ended questions encouraged descriptive and comprehensive responses from respondents (Krueger & Casey, 2000:41). The formulated questions are contained in the Interview Schedule, (Table 4.1).

Table 4.2: Interview schedule

Interview schedule for interviews with AD staff members	
Preparation for context	<ul style="list-style-type: none"> In your opinion, which aspects of induction programmes contribute to the effective preparation of new lecturers for the context of your university? Give reasons for your answer.
Focus	<ul style="list-style-type: none"> Describe the main focus areas of the induction programme for new lecturers at your university.
Professional development	<ul style="list-style-type: none"> What other professional development opportunities are currently available for new lecturers besides the induction programme? <p>How are you supporting the development of knowledge and professional skills of academic researchers and teaching staff during the first few years of an academic career?</p>
Scholarship of Teaching and Learning (SoTL)	<ul style="list-style-type: none"> What do you understand under Scholarship of Teaching and Learning? <p>Which fundamental characteristics of SoTL should form part of professional development during induction?</p> <p>Which aspects of SoTL are addressed during your institution's induction programme, if any?</p>
Integration with disciplines	<ul style="list-style-type: none"> How do you accommodate different disciplines in your induction programme?
Reflection	<ul style="list-style-type: none"> How do you manage the reflection and evaluation with regard to professional development during induction?
Staff involved with induction	<ul style="list-style-type: none"> Which other staff (management, academic or support) are involved in the induction process?
Other	<ul style="list-style-type: none"> Apart from what has been discussed, what other aspects do you think can also have an effect on professional development during the induction training programme? Any other comments?

4.4.4.5 *Data gathering*

Data gathering was done over a six month period. An interview schedule was either given as a hardcopy or emailed to the interviewees before the interview took place so that the interviewees could prepare for the interviews and to enable the gathering of detailed information about the views and experiences of the participants. According to Burke and Miller (2001), the provision of the documentation allowed the participants time to reflect on the questions and led to richer descriptive information that was generated during the interview. It also provided an opportunity for clarification in case of uncertainties. Context related responses were expected from the perspective of the academic developers in HEIs. It was made clear throughout that the participants should answer as fully as possible so that the best description of their institutions contextual situation could be obtained (Hesse-Biber & Leavy, 2006:125-126). Responses to questions were paraphrased to summarise and verify answers. Clarity seeking questions were used to obtain more information on topics of discussion (Creswell, 2008:229).

The AD Staff who volunteered for the interviews was contacted prior to the actual interview. At the commencement of the interview the participants were asked to complete the necessary disclaimer and approval documents. The participants were informed who to contact in order to obtain more information with regard to the research. With the actual interview, the permission of the respondent for both the interview and the recording was confirmed and the aim of the research was explained where necessary. The approximate duration of the interview as well as the interview procedures were also confirmed. It was explained how the data would be used and the confidentiality of the responses was emphasised. The participants were informed that the interview would be digitally recorded for analytical purposes.

The conversation was conducted in a friendly and respectful tone. The use of the interview schedule assisted with the smooth flow of the interviews. The researcher tried as much as possible to react to the questions in a professional and objective manner so that the interviewee was not influenced by it (Drew *et al.*, 2008:172). Notes were made during the interview, in addition to the recording. These notes were used with the transcriptions to clear up uncertainties or to provide additional information. The notes were also typed up directly after the interview to review the interview and additional information was written while the information was fresh.

Interviews were conducted either face to face or telephonically according to the availability, proximity or preference of the interviewees. Face to face interviews were conducted with AD

staff from three universities representing the Gauteng and Eastern and Western Cape provinces, who were available during the HELTASA Conference in November 2014. These interviews were conducted according to the convenience of the participants when they were not involved in a conference session. The location for conducting the interview was mutually agreed upon. Unfortunately the first two sessions were disturbed by noise causing sections of unclear recording but the third session went according to plan and without incident. Arrangements were made to conduct face to face interviews with two participants who preferred this, in their offices, in the Gauteng province, taking into account travelling time according to their schedules. Travelling time comprised a few hours and costs were for the account of the researcher. In addition, telephonic interviews were conducted with six participants in the Free State, Northwest, Gauteng, Eastern and Western Cape provinces, who could not be interviewed at the HELTASA Conference or did not attend the conference. Telephonic interviews enabled the researcher to include participants in different parts of the country (Creswell, 2008:227) and to reach a broad spectrum of universities from across South Africa. Both the face to face and telephonic interviews were conducted in a similar fashion with regard to the commencement of the interview, the flow of the questions and answers and the prior provision of the documentation.

The use of the interview schedule facilitated the telephonic interviews and helped to bridge the distance between the researcher and interviewee. The interviews were conducted on a speaker phone and recorded simultaneously on a digital recorder. The equipment was tested beforehand to ensure good quality (Drew *et al.*, 2008:172). The sound was clear with no external interference. Preventative measures were instituted to limit disturbances in the room while the recording was being made. The telephonically conducted interviews allowed the interviewees to be stationed in their offices, at an agreed time and no travelling was necessary to meet at a venue. The telephone costs incurred were absorbed by the researcher. The use of telephones was advantageous and cost effective, especially when interviews had to be rescheduled (O'Donoghue, 2007:89; Drew *et al.*, 2008:172). Field notes were also taken while the interviews were taking place. Extensive time was spent in the field interviewing AD staff. A total of thirteen interviews were conducted, three at the HELTASA conference, four face to face at the different universities and six telephonically.

4.4.4.6 Data analysis

The coding and analysis of qualitative data is a process where parts of information (meaningful units) are identified and coupled to concepts or themes that are related to the research (O'Donoghue, 2007:91; Friese, 2012:10). Atkins and Wallace (2012:139, 223)

suggest that a rigorous and accurate approach is adopted in the analysis of data that is generated by qualitative research. According to Drew *et al.* (2008:206) analysis strengthens the accuracy of the data and Hesse-Biber and Leavy (2006:20) describe this process as confirmation of the data.

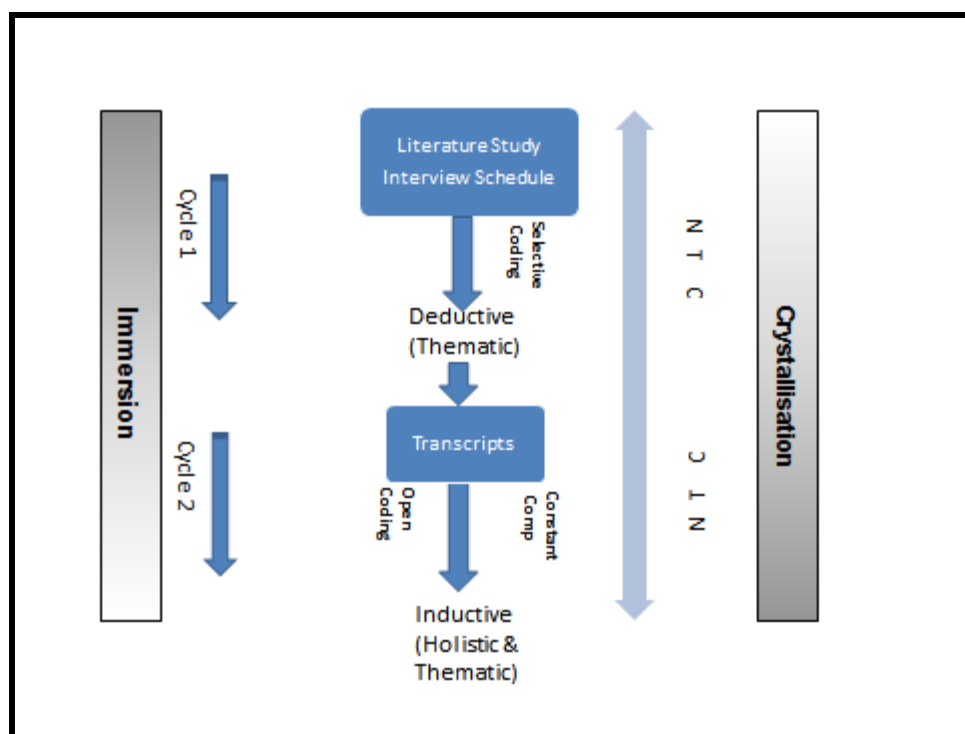
All recorded interviews were transcribed by an independent transcriber. Each interview was transcribed separately. This is referred to by McMillan and Schumacher (2010:369) as transcribing the data into 'segments'. These transcriptions were then checked by the researcher for inaccuracies or gaps by comparing the recordings with the transcribed data. The additional field notes made during the interviews were also consulted in an attempt to fill in the missing words (Creswell, 2009:224). The data was prepared for analysis by cleaning out any personal references that could lead to the identification of the participants and cause a breach of anonymity and confidentiality agreements (Kumar, 2011:246). Spelling errors and the use of abbreviations for terms, programmes and unit names were cleared up.

The transcribed interviews were then sent to the individual participants to confirm the correctness and truthfulness of the transcriptions in a process referred to as member-checking (Creswell, 2003:196).

Documents were formatted to single line spacing and a smaller font and margins in order to make the script easier to read and analyse. The data files were saved into Atlas.ti®, a highly developed computer software programme to manage coding, data generation and analysis effectively, systematically and thoroughly (Frieze, 2012:1).

McMillan and Schumacher (2010:367) and Hesse-Biber and Leavy (2006:264) state that "analysis is done during data collection as well as after" data collection and that "[D]ata collection and analysis are interwoven, influencing one another". For Merriam (1998:155) and Saldaña (2011:95), data gathering and data analysis occur simultaneously. Willis *et al.* (2007:213) and Saldaña (2011:93) propose that, in qualitative research, deductive, inductive and abductive reasoning should be engaged in. There is constant dialogue between the deductive and inductive processes (Denzin & Lincoln, 2005:833). Throughout the analysis, there was interaction between the analysis processes, between the literature study and the empirical research and the comparison of concepts and codes and their usage called the Constant Comparative Method (Merriam, 2009:30-31).

Figure 4.2: Crystallisation process



McMillan and Schumacher (2010:368) refer to the immersion phase of the crystallisation process, putting them in categories and patterns. The researcher immersed himself in the data and reflected on perceptions, understandings, causes and consequences, conditions and interactions, as well as the theory, strategies and processes suggested in the data (Hesse-Biber & Leavy, 2006:18,36, 75 - 76; Creswell, 2009:224). Friese (2012:131) refers to noticing, i.e. “having detailed knowledge of the ‘territory’ in the application of Atlas.ti®”.

The researcher experienced the data gathering process as interwoven with the data analysis as described above. A cyclical process of data analysis was followed by engaging in a first cycle of deductive analysis, based on the interview schedule and literature study. Saldaña (2011:93) refers to deduction as drawing “from established facts and evidence”. The first cycle engaged in ‘selective’ coding (Leedy & Ormrod, 2005:141) or deductive reasoning according to the key questions of the interview schedule that enhanced understanding through the scanning of classified data with a view to coming to conclusions from facts established through the literature. Similarities and / or differences in and among the identified categories were identified in order to develop a story line (Creswell, 2008:437) that described how the induction and professional development of new lecturers in higher education institutions were structured. This is called ‘thinking’ in the application of Atlas.ti®, i.e. seeing holistic patterns and relationships in the data (Friese, 2012:100). The individual transcriptions were then analysed keeping in mind the saturation of concepts (Friese,

2012:101), in other words when no new information surfaced and additional data no longer contributed to better understanding or presented new theories (O'Leary, 2004:115) or known information confirmed the present classification or coding (O'Donoghue, 2007:60-61). General impressions were written down, for example the repeated occurrence of information in transcripts that indicated data saturation (Friese, 2012:105) and similarities and differences between the individual interviews (O'Donoghue, 2007:91-92).

In the first cycle of analysis, the key questions of the literature and interview schedule were used as the main categories of analysis (Kruger & Gericke, 2004:40; Creswell, 2008:233; Friese, 2012:95-96). This formed a framework for the further analysis of the information. In this study, the interview schedule was based on the literature study and therefore the data gathering assumed a deductive stance, which means that already here, the data analysis started with the participants having to answer according to a schedule that was developed from the research questions (McMillan & Schumacher, 2010:368). The interviews therefore established whether the phenomena in the literature were present in the SA context. This process also entailed a back and forth 'iterative' movement between the research problem and the literature (Hesse-Biber & Leavy, 2006:75).

Data codes and categories are compared and contrasted repeatedly throughout the analysis process, according to the Constant Comparative Method (Merriam, 1998:159; McMillan & Schumacher, 2010:369), which is used to distinguish between different concepts and their usage and to compare different participant's usage of concepts. Parallel to the Constant Comparative Method, the methodological approach used in the Atlas.ti® analysis of the data is the NCT, which stands for *Noticing*, i.e. having detailed knowledge of the 'territory' (Friese, 2012:131), *Collecting*, i.e. similar data under a common label or code (Creswell, 2009:224; Friese, 2012:93 and 131) and *Thinking*, i.e. seeing holistic patterns and relationships in the data (Friese, 2012:100). The initial labelling or collecting of data (Friese, 2012:93) was done to reduce the data to a small set of themes that described how the induction and professional growth of new lecturers in higher education institutions had been experienced.

The coding process was done simultaneously with the two cycle analysis process. Similar processes were followed in the two cycles of analysis since there are correspondences between the processes of 'selective coding' which are equivalent to 'noticing' and 'thinking' used by Friese (2012:93-131).

A second inductive cycle of data analysis was engaged in order to develop codes and categories (Friese, 2012:108; Saldaña, 2013:3, 58, 207) that confirmed the literature and to identify emerging themes (Merriam, 2009:15-16). Firstly, a holistic process and secondly, a

finer thematic process were engaged in. This round of data analysis used an inductive process, using open coding 'to make meaning' from the specific data (McMillan & Schumacher, 2010:367) or according to Merriam (1998:158), find the "essence of phenomena" by analysing the interviews in detail. Open coding (Leedy & Ormrod, 2005:141) was used to identify emerging themes, after which the data was examined for properties, attributes and/or sub-categories that characterised each category. Each transcription was studied individually and broad themes or categories were identified which Friese (2012:93, 131) referred to as 'noticing'. The broad themes that were identified from each transcription were brought into relation to each other and presented as sub-categories or sub-themes (O'Donoghue, 2007:50). Themes that were repeated from the full range of interviews therefore served as confirmation of the data obtained from open-ended questions in the interview schedule.

All thirteen transcribed interviews were analysed to make sure that all relevant information was captured regardless of data saturation. Thereafter, the transcriptions were analysed and coded by an independent analyser, a colleague knowledgeable and experienced in using Atlas.ti® that identified similar categories and themes. This analysis and codification were compared with the researcher's own codification and analysis and discussed to reach consensus through co-coding.

In the next chapter, the most plausible ideas and / or themes or provisional understanding (Saldaña, 2011:93-95) is organised using Axial coding (Leedy & Ormrod, 2005:141) This is done, taking into account the personal thoughts of the researcher and the perceptions and understanding of participants of how the induction and professional development of new lecturers in higher education institutions can be improved and transformed. Furthermore, a process of analogical reasoning is engaged "which involves tentative acceptance of explanations rather than the stronger, surer acceptance associated with deductive, or even inductive logic" (Willis *et al.*, 2007:215).

4.4.4.7 Data Interpretation

The interpretation of data is furthermore described in a logical sequence and integrated with the literature review in order to substantiate the evidence. The researcher spent much time in devising possible conclusions and monitoring personal bias. The data related to each proposition in a one-to-one correspondence with the research aims stated above are discussed and reported on as objectively as possible.

4.5 Ethical considerations

4.5.1 *Permission*

Permission from the participating universities was obtained through the proper channels of institutional management, i.e. the registrar, ethics committees and the academic development unit heads for conducting the research. Permission was obtained where necessary and the relevant person to approach for an interview was indicated. These potential participants were then personally invited to participate in the research and through the HELTASA Professional Development Special Interest (Group PD SIG) (Addendum A).

4.5.2 *Informed consent*

Written information regarding the interview was communicated in advance. All possible participants received these written documents that gave a brief explanation of the aim of the study and the research procedure (Addendum B) before the interviews commenced to inform them fully. In this document, participants were assured that all information would be kept confidential, that participation was voluntary and anonymity was guaranteed by means of the encoding of data. Participants could withdraw at any stage of the research, even though they had initially indicated that they would participate. Participants were given the assurance that if they decided to withdraw from the research, it would not be held against them. The nature of the data collection method entailed low risks of harm and discomfort to the participants. Interviews were conducted at a convenient time decided on by the participant and at a venue according to the preferences of the participants, where they felt comfortable. With commencement of the interview, the aims of the research were explained again and the interview procedures and the estimated duration of the interview were communicated (Kumar, 2011:244), so that there was no doubt about a full understanding of the implications of the interview and the commitment to participate. The participants were requested to complete the necessary disclaimer and approval documents. Information on who to contact in order to obtain more information with regard to the research was provided. All interview participants had the right to withdraw at any time if they so wished and the participants signed an informed consent form (Addendum B).

4.5.3 *Right to privacy*

The names of participants were removed from all transcriptions and the names of institutional LMSs and induction programmes are not used in quotations. The anonymity of

participants in documentation was rigorously monitored (Kumar, 2011:246) and the confidentiality of information was ensured by storing raw data safely.

4.5.4 Approval by the ethics committee

The compulsory Ethics Approval was obtained from the NWU Faculty of Education Sciences' research ethics committee to conduct the study before the research commenced: Ethics Number: NWU - 00187-14 - A2.

Participants were requested to check their institutional procedures with regard to ethical clearance with their deans, ethics committees and heads of departments or centres. Written permission was requested and addressed to all levels of management on a prepared format but was waived and found unnecessary by some institutions. Some participants were assigned to participate by management. Two institutions insisted on obtaining ethical clearance from their own institutional research committees before granting permission for the research. The original proposal and NWU ethics documentation were requested in one instance and submitted. All participation was with the permission and full knowledge of the senior management.

The approved protocol was adhered to, i.e. anonymity and confidentiality were emphasised in the communication between the researcher, participants and institutions. The participants responded to the research questions according to their individual experiences and a broad institutional perspective is presented.

4.6 Conclusion

In this chapter, the research paradigm for the study was established and described together with the design and methodology for the empirical research. The role of the researcher was also explained and the processes implemented to work towards crystallisation in the research, clarified. Finally, the ethical considerations and procedures were discussed.

In the next chapter the results of the empirical research are presented and discussed.

CHAPTER 5: RESULTS AND FINDINGS

5.1 Introduction

Chapter 4 provided a detailed outline and discussion of the methodological choices made with regard to the research design and methodology of the study and elaborated on participant selection as well as the development of measuring instruments, data collection strategies and methods of analysis.

In this chapter the data collected from the empirical research as well as the resultant analysis and findings are proposed in an attempt to address the main research question: how can SoTL be advanced during professional development of new lecturers at higher education institutions? Research sub-questions one and three are also addressed: 'What is the current nature of academic staff induction and preparation at higher education institutions (HEIs)?' and 'How are new lecturers currently exposed to SoTL during their induction programmes at South African HEIs?'

The empirical research consisted of interviews with academic developers (AD). The questions that were formulated as contained in the Interview Schedule (§ 4.4.4.4, Table 4.2) were used to ensure proper analysis and unpacking of the integrated complexity on the themes of induction, professional development and scholarship of teaching and learning.

Because of the complexity and the variety of institutional contexts, a number of codes were enquired to analyse the data. Overlapping between codes occurred regularly, e.g. content, focus and institutional aim. A dialogue between deductive and inductive analysis was constantly engaged in, in an orderly manner (Saldana, 2011:94), with the answers derived from the Interview schedule.

Questions one and two of the Interview Schedule dealt with the induction and its focus. Question three dealt with the further professional development of new lecturers and question seven dealt with the staff involved in induction. Questions four, five and six dealt with SoTL and related aspects, such as integration with disciplines or awareness of disciplinary epistemologies in terms of pedagogy and teaching and learning practice (or pedagogic content knowledge (PCK) and reflection which is considered to be an essential feature of professional growth and of SoTL.

Finally, participants were asked to comment in question eight, on any other aspects that they considered important and that needed to be highlighted or had not been covered by the previous questions (§ 4.1).

Quotations are indicated with a primary (P) document (e.g. number P2), participant number (e.g. 01), primary document and a line number in the transcription (e.g. 2:19). The full reference for example is P12:11.doc-12:54 which refers to primary document 12, participant 11 and the quoted line as line 54 in primary document 12. The discussion consists of two parts. Part one deals with Orientation and Professional Development and part two deals with SoTL in induction programmes. Sub-themes emerged that described features of the higher education (HE) context or an institutional contextual feature and may describe particular characteristics of the induction participants.

I start the discussion with a general overview of higher education (HE) and academic development (AD), from which the discussion on induction programmes and SoTL for new lecturers flows.

5.2 Higher Education and Academic Development

The changing university environment also surfaced as a theme in the interviews, leading to further discussions of the institutional teaching and learning structures and academic development units and the impact it has on induction programmes.

The changing HE environment also impacted on AD units. These changes were as a result of operational and strategic decisions as confirmed in the quoted interviews (including P12:11.doc - 12:38).

“Restructuring is very important, but I believe that that will serve us in the future. If you look at the operational plan and the strategic thinking we will play a key role in the future of the University” (P10:09.doc - 10:54).

“... we have decided to change its structure next year, because the structure of the Centre for Teaching & Learning, which I form part of, has been changed since last year. We worked in a centralised capacity at our University before. We have now been partly decentralised which means that the Advisors in the Centre... work partly in Faculties...but we still hold central duties in the Centre as well” (P 5:05.doc - 5:41).

“Each of my colleagues [in AD] works within a Faculty” (P13:12.doc - 13:46).

This structure of Teaching and Learning Centres provides better opportunities for discipline-specific professional development and allows AD to design faculty specific workshops and training opportunities. However, there may still be challenges regarding the individual attention that a single AD can give to lecturers in a faculty, as explained by the following comment:

“But even with an academic advisor in every faculty it is still a logistical challenge for some. We have 11 Faculties and we’ve got one person per Faculty and we have large Faculties, because we have a large Institution of you know more than 50000 students. So, the capacity of the academic developers; are stretched quite simply. As I said, they are in most environments” (P13: 12.doc - 13:47).

The question is whether the restructuring makes the academic environment conducive for academic support enabling professional growth and SoTL practices.

As part of the main function of academic development, newly appointed lecturers are formally introduced and guided into the HEI context through induction programmes. In the following section, the research question regarding the current nature of induction programmes is explored through obtaining an overview of the institutional aim and how it is aligned with induction programmes, the different role players involved in these programmes and who the target audiences are. Other professional development opportunities and finally the extent of SoTL in SA HEI induction programmes are also described in detail.

Question one of the interview schedule was aimed at determining how and to what extent induction programmes prepared the new lecturers for their specific institutional context.

5.3.1 Institutional aim

The core business of HEIs is emphasised in various proportions and this forms a large part of the content of induction programmes as quoted (including P 2:02.doc - 2:8):

“We look at the three main areas that will be research, teaching and learning and community engagement and how those three work” (P 1:01.doc - 1:9).

“At this stage our performance output for academics are on three levels. The one is teaching, the other one is community outreach and the third one is research. So, it’s important that new academics understand what is expected of them and how they’re going to divide that into their performance output

whether it's a 40/40/20 or you know, are they more going to be teaching focused academics or whether they're going to bring research in as well, because obviously we do have academics that are more focused on teaching where there are other academics that are very active in research as well. So, that is where the performance comes in and this is necessary for the Head of School and the academic to understand how they're going to focus the objectives of those three areas for each new academic" (P11: 10.doc - 11:47).

A few institutions highlighted their community or social engagement arrangements:

"We normally also have a session on community engagement, because we have a community engagement office at the University (P 2: 02.doc - 2:19) ...what we are doing here is in each and every Faculty and in each and every, I want to say Unit like ours, because we're the Support Unit, we have a certain community engagement project" (P 2: 02.doc - 2:38).

Another of the SA HEIs aims on Africanisation in their mission and vision and how they can integrate it into their teaching through a Humanised pedagogy which is described as part of the social engagement process.

"What we do, is we're just looking at the mission and vision of the University. In our mission and vision it refers to Africanisation and for example also humanising Pedagogy. So, what we do is we look at how we can discuss and try to get the academics to start thinking on how they can take that into the classroom and what it means to them as academics" (P 8:07.doc - 8:34).

The HEIs are in a state of change. From the above it seems that changes in the roles of academic staff i.e. from an integrated role (responsible for research, teaching and community engagement) to an unbundled role (responsible only for one of the three) have not been considered or is assumed to be still constant in SA HEIs. New academic staff cannot be static and may have the opportunity to develop new scholarships and show agency in a changing environment that does not necessarily reflect the assumed core functions.

The aims of the introductory programmes can to some extent be deduced from their names:

"We call it an academic preparation programme" (P 2: 02.doc - 2:1)

“An academic staff orientation programme must be a programme that equips people that gives them tools” (P 9: 08.doc - 9:2).

At some institutions, induction is part of a formal probation process: (§ 2.2.1):

“... you can see that the induction... I mean, we pull the induction this way, but actually it's part of a bigger thing and so you could see the bigger thing as being the full induction and we call it a probation programme” (P 4: 04.doc - 4:68).

As can be deduced the institutional aims are different i.e. for preparation, or as an orientation that provides the required preparatory tools or as an induction leading into a formal probation. The Induction or Orientation has different aims to those of probation. However I am particularly interested in the conditions that are conducive for SoTL implementation and professional growth and this will be explored in the scope and focus of the induction programmes later.

The aim and focus of induction programmes also determines the people involved in presenting these programmes.

5.3.2 Role-players in induction programmes at HEIs

5.3.2.1 Academic development and other support units, senior academic staff and management

The academic development units (P 2: 02.doc - 2:55) are generally comprised of different sub-units, such as units for educational technology, instructional design and media development and student support (reading and writing).

“There is of course all the staff involved in the Centre for Teaching & Learning. The Advisors are involved” (P 5: 05.doc - 5:2).

Other resource professionals across the university, e.g. library, psychology, financial services for at risk students and Human Resources (P 3: 03.doc - 3:66; P 5: 05.doc - 5:3; P 5: 05.doc - 5:4) are also involved in the induction programmes:

“What we do, is because we are under the umbrella of Academic Development & Support. Under that we have PSYCAD [Centre for Psychological Services and Career Development] we have CAT, CAT is now

the Centre for Academic Technology and we have Academic Development Centre. That is where we are situated, but in that we have different Units” (P 2: 02.doc - 2:59).

Management and senior academics (P 4: 04.doc - 4:1; P 4: 04.doc - 4:6) provide active support, vision and leadership at the central or institutional induction phase.

“...we had senior Management which included Deans or Deputy Deans, especially Deputy Deans teaching from all ten the Faculties to come for a session where they would sit with the people from their Faculties and they would have time to really not only meet new lecturers from their Faculties and form relationships, but also to answer questions and to give them Faculty-specific information” (P 5: 05.doc - 5:10).

The relationship between research and teaching-learning units is of special interest in this study. The interviews confirmed the collaboration and even merging between academic development and research units (P 2: 02.doc - 2:32; P13: 12.doc - 13:22) to address core functions.

“Because of our strategic plan there’s also a suggestion to work closer with the Research Department. ... we must work, collaborate, with the Research Department and the pillars for an academic is their teaching, their research and to a lesser extent community engagement (P12: 11.doc - 12:11)...The focus is on Academic and it’s been run by both the Department for Education Innovation and Department for Research & Support (P12: 11.doc - 12:31)...we are now merging with research” (P12: 11.doc - 12:60).

The interviews indicate that a range of staff are involved and assist in the induction programmes for purposes of professional socialisation. The interviews provided information on staff from other units involved with induction, such as postgraduate research units, experienced researchers or lecturers, teaching awardees (academics recognised as excellent teachers), ‘graduates’ from the induction programme and expert presenters.

The role-players are important to achieve the mission of the HEI. These same role-players can play a critical role in the initiation of SoTL and its practices and dissemination of theoretical knowledge. There has been a lot of attention on restructuring academic development units (§5.2). The support given to scholarships

of pedagogy, use of technology, course content, programme review and new scholarships that come in the pathway of improving teaching-learning are of importance for this study.

5.3.2.2 Target audience for induction programmes

Academic staff refers in general to teaching or lecturing and research staff. Both lecturing and research staff attend the institutional or campus-wide induction programme. Research staff and experienced lecturers may be exempted from certain parts of the induction programmes.

The first category identified was the 'novice' lecturers, meaning that they have no previous experience or any qualifications in higher education teaching and learning (P 2: 02.doc - 2:68). Some new lecturers in the vocational and technological fields gain experience in the industry (P11: 10.doc - 11:28) before moving into a teaching position at a university. Comprehensive HEIs and HEIs of Technology have many new lecturers from these fields.

"A lot of our lecturers are also postgraduate students" (P 1: 01.doc - 1:49).

"Remember that of the 20 people that come on the programme we would have, say four people who had never taught at our university or a University before they just arrived" (P 3: 03.doc - 3:100).

"Our people come without teaching background; they come from industry" (P13: 12.doc - 13:33).

"New lecturers are sometimes people who come from the private sector if you speak of Engineering; if you speak of Accountancy especially where we usually have up to 10 new lecturers per year and that is usually people who are brand new to teaching at the University, young people as well" (P5: 05.doc - 5:27).

The second group of induction participants, the 'newly appointed' lecturers who are new to the institution, have gained experience at another institution. These lecturers generally have more than five years teaching experience. Also included in this group are lecturers who might have been teaching at a particular institution, but on a part-time basis, and who have now been 'newly appointed' in a full-time permanent position. These lecturers may have to update their knowledge or fulfil certain requirements for appointment or other purposes, such as for teaching awards.

Some of the participants had a clear understanding of the terms used and described the difference between a new lecturer and a novice lecturer. However, some interviewees used the term new lecturers although the lecturers included experienced academics (P 1: 01.doc - 1:1; P 7: 06 [B].doc - 7:1; P 9: 08.doc - 9:59; P12: 11.doc - 12:36; P12: 11.doc - 12:54), as is indicated by the following quotations:

“I even had a lecturer who has been teaching for 20 years at tenure for now, because it’s a prerequisite if they want to participate in their Institutional Teaching Excellence Awards. So, now even lecturers that have been teaching for many years started to attend this” (P 6: 06 [A].doc - 6:12).

“...but the rest of them would already have been teaching at a University for one, three or four years” (P 3: 03.doc - 3:101).

“They are already at the University and just haven’t done our induction programme or they come from another university and they’ve accepted a senior appointment at our university” (P 5: 05.doc - 5:75).

“In the middle of the year in June we have a sessional induction which is only one day and sessional staff to us, I don’t know if you also work or talk about sessional staff, if that’s the term that you use for temporary academics that comes in. So, we have only a one day ... for [sessional] academics” (P11: 10.doc - 11:16).

“We don’t stop somebody coming on the programme even if they’ve been teaching here for a long time, because in some cases people have been on a part-time contract or maybe they’ve got a one year contract and now all of a sudden they’ve got a permanent appointment and then they come even if they’ve been teaching in their Department for 10 years, but as a contract or an ad-hoc appointment or a part-time clinic or whatever it is, but now they have a full time appointment. So, there’s a range of people attending” (P 3: 03.doc - 3:102).

As has been said, the experienced lecturers may get exemption from some of the sessions in the induction programmes, but the new lecturers usually do the full programme. Alternatively, inductions programmes can be designed to address the needs of experienced staff.

Regardless of their appointment, whether part-time, contract or full-time, all lecturers are expected to provide the same quality of service with regard to teaching-learning and research. At some HEIs, academics are initially appointed on probation or contract before being appointed in a full-time permanent position (§ 2.2.1.1). HEIs also started to include the part-time lecturers (P 9: 08.doc - 9:4; P13: 12.doc - 13:23) in induction programmes so that the same quality of service is maintained across the board. Previously, part-time lecturers only received the training when being appointed full-time, sometimes after years of teaching part-time, making the “induction” somewhat redundant. However, there is a movement at some of the HEIs to specifically address the part-time lecturers in induction so that they have the opportunity for professional development right from the start of their teaching career, even though they are not full-time appointments.

“So then what would happen is some of them would be contract lecturing for many years, they would arrive [for the induction programme] once they’ve been appointed full time, but now that we’ve included contract academics into our invitations we’ve got less of that” (P 8: 07.doc - 8:9).

Academics appointed as researchers (P 2: 02.doc - 2:31; P 7: 06 [B].doc - 7:75) are included in a generic institutional induction. Adjustments are made according to the needs of researchers by being exempted from certain sessions.

“There are very few purely research posts at our university. So, they would come to that initial induction, because you know that we do have the DVC research there” (P 1: 01.doc - 1:48).

Another category consisting of academic staff from foreign countries may have additional needs to that of indigenous academic staff. Foreigners are also appointed at SA HEIs and induction programmes therefore also have to cater for their needs.

“In other cases they will talk about the fact that they are foreign and they feel quite excluded and people keep on saying to them, “you’re not from here, you would not understand” and there are many things that push them away as a foreign member of staff” (P 3: 03.doc - 3:96).

“We also have academics from Africa, yes, especially to cover the short and critical skills that we can’t find in South Africa. Then we start advertising outside in Africa and we recruit them from there” (P11: 10.doc - 11:5).

In this first section of Chapter five, a description of the context of higher education (HE) and the role that AD plays in induction programmes was provided. In the next section, a more detailed description of the two specific phases of induction programmes, the orientation phase, and then the professional learning phase, is provided.

Induction programmes can either be tailored to the needs of the specific target group or be generic and inclusive to meet the needs of all newly appointed academic staff. Induction programmes, however, also need to initiate lifelong learning to meet the challenges of a changing academic environment. An Induction programme incorporating SoTL can be tailored according to the target audience e.g. some experienced newly appointed academic staff and researchers may be familiar with the writing and publication process and therefore able to mentor and collaborate with novice newly appointed academic staff. It is however imperative that inquiry on a theoretical SoTL and disciplinary base is established and that critical reflection, peer review and collegial discussions are engaged in.

The next section provides a discussion of the current nature of Induction programmes as it exists in the different SA HEIs and as it was described by the research participants. The intention is to form a link between induction and the promotion of SoTL in new lecturers' academic careers and will distinguish between an orientation phase and a professional learning phase.

5.4 Orientation phase of induction programmes

5.4.1 *Structure (design and implementation)*

The structure (design and implementation) of the orientation phase is discussed in terms of duration, timing, scheduling, delivery mode and format. In response to the interview questions, it was clear that most HEIs offer the orientation phase of induction at least twice a year, usually during the first and second semester and ranging from one and a half to five days (P 3: 03.doc - 3:104; P10: 09.doc - 10:12; P12: 11.doc - 12:10). A workshop format seems to be the norm for the initial orientation phase.

“We have the [orientation] programme twice a year. Normally in January, at the end of January, before the classes or the University start ... I think it is better for the lecturers, because it's before classes start. So, they feel more comfortable to attend all three half days, because we have three half days and we try to do it systematically and with a theme normally and it depends on the availability of the presenters” (P 2: 02.doc - 2:7).

“Our teaching essentials are actually a 3-day workshop and it’s also offered before the semester starts so that the new academic will know by the end of that workshop exactly what is expected from him at our university” (P11: 10.doc - 11:61).

It is seen from the interviews that faculty or campus induction processes in July or later in the year, can become problematic in terms of new lecturer attendance or presenter and management schedules and support.

“Academic Preparation is done for all (four) campuses, centrally ... twice a year, January and July. July is more difficult, because it is just after the holidays and it is more difficult to get the HODs to release lecturers” (P 2: 02.doc - 2:63).

“The policies state that we should have it three times a year, so we offer it in January, in June and in November, but twice now for November we had to cancel it, because we didn’t have enough lecturers. So, we are thinking of doing it maybe in January, April and June next year” (P 6: 06 [A].doc - 6:48).

One institution ensures that lecturers are introduced to the institutional context as soon as possible after appointment by scheduling a one day faculty specific induction on a quarterly basis, providing four opportunities per year for induction.

“...because people are employed kind of like all way through the year we don’t want to leave somebody too long without having contact with us and being introduced to these things” (P 4: 04.doc - 4:24).

The value of the induction and its timing have been realised by lecturers who attend the induction long after their appointment, indicating that it is necessary to present these induction opportunities as early as possible.

“... many of them said that they learnt a lot, but they feel it’s a pity they didn’t receive the course earlier, because some of them only come and are even sent two or three years after they’ve been appointed (P 6: 06 [A].doc - 6:14)....
“Many people say you know if I knew what I’ve learnt here I would’ve come earlier.” (P 6: 06 [A].doc - 6:49)

In contrast to all the other HEIs who presented the induction twice or more during the year, one institution had short interventions spread throughout the first semester or first year of

appointment. This was a distance learning institution that used an approach combining technology and text in which lecturers had to become conversant with the online environment immediately. New lecturers could also not be released from their schedules for a number of days to attend face to face workshops and they had to complete the induction programmes by themselves via an online mode of delivery:

“So, an effective induction programme would support them to immediately be assimilated into those activities, but that is skills development; it’s quick fixes; it’s just in time; it’s job-related. That is the first level and it stretches in our case over six months or a year depending on if you have a semester or if you have a year” (P10: 09.doc - 10:55).

The timing of the orientation should prepare new academic staff for the HE and institutional context so that they can activate their professional growth and agency and are geared for SoTL practices or any particular teaching methodology promoted institutionally or applied in their disciplines (case study, large classes, tutorials) and should not occur after assuming duty.

One of the main advantages of presenting a general orientation phase of induction is the exposure new lecturers have to other academics and staff from other faculties or departments creating an opportunity for collegial networking. The collegiality generated here has important ramifications for critical reflection, peer review and collegial discussions required for the improvement of teaching and learning.

The movement towards utilising blended and online learning in HE is also visible to some extent, in induction programmes, as explained in the next section.

5.4.1.1 Delivery modes

The delivery mode for the orientation phase implemented at the different HEIs allows for professional socialisation, orientation to the physical resources (library, faculty location) and contextual circumstances of the institution. The delivery mode ranges from fully face to face, to blended and fully online and is closely linked to the purpose of the induction programme.

“We still like the interaction, the meeting of all the different Heads of Schools, Heads of Departments, Management, you know, to make that personal contact; to have that lunch with all the presenters, with Management. They all get invited; they are not always there, all of them there, but at least they can

put the face to the name. So, to us that personal interaction is still very important” (P11: 10.doc - 11:6).

This has value in terms of brand or institutional identity, professional socialisation and admission into a community of practice.

“We are a Distance Education Institution. So, we have to showcase what is good practice in a distance education environment. So, we primarily do it now fully online within our learning platform, the university e-learning environment. It’s a prime platform and we prefer to do that. However, we also offer face to face lectures when appropriate and that means we follow a blended model” (P10: 09.doc - 10:67).

The possibility of presenting the induction programme online at the other HEIs has been identified but is not generally the practice, except for HEIs that are distance institutions or to address multi-campus needs:

“We have found that Australia has gone quite online with the induction process where the new staff goes and they sit behind a computer and they go through an induction process on certain issues, like Safety & Health and those things are very much online” (P11: 10.doc - 11:59)

“we do a 6-month online support [in addition to the face to face sessions]” (P13: 12.doc - 13:59)

Newly appointed academic staff gets exposure to the changing academic context and technological factors that they have to take into account for professional growth and learning when planning their own teaching and learning.

5.4.2 Scope and focus (content and approach)

The interviews revealed multifaceted content (P12: 11.doc - 12:53) according to the broad range of Institutional contexts (P 2: 02.doc - 2:13; P 4: 04.doc - 4:13) and cultures. The participants explained their approaches to the orientation phase in the quotations that follow.

“That first week we feel we must give them a bit of an overview on every day – orientation of the Institution”, (P1: 01.doc - 1:44).

“The campus is huge. So, I think they still get taken on a bus to Business School and to Medical School and the Education Campus and they get introduced to all the different Museums and so on and that’s the package they get, you know, people get an overview” (P 4: 04.doc - 4:8)

“They don’t have to come here and re-invent wheels, ... but it’s really to assist them with knowing where to go; who to approach; how to do, where to do, when to do – all that type of things” (P 4: 04.doc - 4:57).

A number of the HEIs start off the induction by introducing policies. This appears to be the ideal space for providing literature and a theoretical platform for a SoTL inquiry or institutional policies dealing with SoTL.

“In general we have found that new lecturers find an introduction to the context of the University very useful and if I talk about the context of the University I talk about aspects like policies; you know, how does the different... the Assessment Policy and the strategy for Teaching & Learning and the Welcoming Policy and the research and such engagement, etc. etc. So, we work with them around the different policies” (P 5: 05.doc - 5:74).

“...we spend about half of the first day understanding the context and we will deal with things like a bit about the Institutional culture, a bit about performance appraisal and promotion.... So, we spend about the first part very much around understanding the Institutional context” (P 3: 03.doc - 3:28).

The term ‘awareness’ was used by several participants (P13: 12.doc - 13:42), indicating that this first phase of the induction programmes was mainly to orientate and inform, and not for focused professional development. Lecturers are supported to develop an awareness of their role as academics (P 1: 01.doc - 1:55, 56), in terms of teaching, research and community engagement. A few of the HEIs spent some time on what the expectations were from new lecturers or what was on offer in the institution, e.g. in terms of ICT. Even though some HEIs already started focusing on content such as ICT and the LMS, it was still on the introductory level.

“The main focus really is around awareness. So, it would be awareness of expectations, awareness of policies, and awareness of assistance that can be offered through the teaching & learning centre; awareness of teaching and something that is I suppose a theoretical base” (P 4: 04.doc - 4:7;).

“The initial orientation then is like three things in a way: It’s for everybody becoming an academic, being an academic at our university, the Nuts and Bolts session for the brand new teachers and the ICT of teaching and learning the Learning Management System. Okay. So, that’s the initial induction stuff” (P 1: 01.doc - 1:17).

The orientation phase, not being an in-depth comprehensive training process, provides lecturers with some information on teaching and student learning to address their immediate operational needs with various strategies, especially for those without teaching experience.

“Our focus is really to give them tools to go and stand for the first time in a class” (P 9: 08.doc - 9:1).

“My main focus is you're coming out of industry, what do you need to be able to stand in front of a class to be able to lecture? So, our main focus area of induction is how I know my students, how do I teach my first class and what engagement tools can I use” (P 9: 08.doc - 9:11).

The orientation phase is very generic and the disciplinary foci are more fully addressed during the professional learning phase of induction, but some institutions include aspects of a more faculty or discipline-specific nature, by incorporating discipline focused examples of applications (P6: 06 [A].doc - 6:42; P11: 10.doc - 11:62), for example through discussion, simulations and group work activities:

“The program itself is very generic and we focus on it and then take it further and then apply it to the Discipline” (P 8: 07.doc - 8:32).

“So, there we say, or even in the group, "so, how do you think we can apply this in Maths; how do you think we can apply it", but overall we do not cater for specific Disciplines” (P9: 08.doc - 9:45).

This phase offers the possibility of introducing newly appointed academic to the theoretical SoTL literature and disciplinary epistemologies.

One of the main reasons for following a generic focus during the first phase of the induction, apart from providing the lecturers with a contextual overview of the university, is the logistical challenges (P13: 12.doc - 13:48). At some HEIs, the number of new lecturers appointed at the different faculties, the number of faculties and disciplines that need to be catered for and at some of the smaller or newer merged HEIs, the limited number of discipline-specific

appointments of available academic development staff to do the training, prevent a discipline focus during the first phase.

“We do say to them at the beginning that we cannot make it faculty-specific because there are 70 people and we usually have around 45 different departments represented. We have 10 faculties at the University. So, we cannot be specific, but we say to them that we can show them what the principles of good teaching are and then their responsibility is to go and apply that in their context” (P 5: 05.doc - 5:50).

“The Faculty of Arts & Social Sciences consists of 18 departments and 118 lecturers. So, I think I’m going to struggle to be department-specific” (P 5: 05.doc - 5:66).

5.4.2.1 Multidisciplinary exposure within the orientation phase

As explained previously, the orientation phase of induction is mainly generic orientated, with a focus on the higher education and institutional context. However, many HEIs promote activities in multidisciplinary groups in order to expose lecturers to other disciplines. This could serve as an opportunity to illustrate Integration in terms of SoTL wherein the boundaries between disciplines are crossed to reveal the undivided nature of reality and the disciplinary possibilities with various teaching strategies.

Academics do not have to “reinvent the wheel” (§ 5.4.1) if they engage in the sharing of teaching strategies and practices on a multidisciplinary, public platform. The AD units use induction workshops as the ideal setting for promoting this interdisciplinary sharing of practices. It provides a platform for assisted learning and peer support, proving beneficial to participants who gain from the richness of other disciplines.

“So, most of our groups are cross-disciplinary and I really firmly believe in these cross-disciplinary groups. I feel that people from Fine Arts can well learn from chemists and you know... So, I think that enriches the group in their scholarly endeavours... in terms of the induction for the new lecturers I think that they benefit more from meeting people from across the University. It’s a good model to work across disciplines” (P 1: 01.doc - 1:57).

“...people enjoy listening to experiences outside their discipline and then often, from my experience, they often learn things that they might not have

encountered and they only had a conversation with colleagues from their own discipline ... it help people to understand what it means to take something and to apply it to the context. The same thing has been taken by somebody of a different discipline and has been used differently and to watch that happens, then you say but if they can do... I mean, they found this is going to apply, maybe I'm missing something, maybe I must, you know. So, we find that being together with people from other disciplines is very enriching in this process" (P 3: 03.doc - 3:48).

The AD staff creates opportunities for interaction through purposefully constructed multi-disciplinary group work:

"When we do group work... I try to put people from one Discipline or one Faculty together and give them a problem to work on that relates to their Faculty, say it's for instance I can group Accounting people, Maths or Physics people who are more into the Sciences and Numbers I would group them together, but sometimes I also find it's good even if they're not in the same Discipline to share with each other. You know, the Human & Social Sciences it sparks ideas for the Science people" (P 6: 06 [A].doc - 6:41).

I wish to emphasise that this is an opportunity to establish a link between discipline epistemologies, educational theory and teaching-learning strategies and techniques and cross-disciplinary integration that falls within the SoTL framework of interests.

SoTL offers a solution to the dilemma of a generic approach to a multidisciplinary group by means of individual inquiry in a disciplinary community of practice context in teaching-learning issues. This is also an ideal professional growth networking or professional relationship building opportunity.

In terms of the content of these orientation phases, it seems as if there tend to be an overload of important, but at that stage, irrelevant information in terms of professional growth.

"This is my opinion once again ... is that you are getting an overload of information and you don't need, or my perception is that, "I don't care who is the Security guy" until I need him. I don't care who is responsible for giving me a key until I need it. So, that's why we have this showcase where they get a lot of hand-outs and goodies, but unless you have problems with your

salary, then you'll only need to know who you have to talk to. So, we don't have sessions where everybody comes and introduce themselves" (P 8: 08.doc - 8:107).

A more welcoming approach should be followed, focusing less on just sharing information, but more on reaching the individual lecturer.

"It depends on the programmes for that Welcome Day, because sometimes it can be overwhelming and we would rather want a welcoming programme than an overwhelming programme" (P 7: 06 [B].doc - 7:13).

During this phase it is possible to make novice lecturers aware of an academic identity that could be multifaceted i.e. that of the scholar-researcher-teacher-learner and initiating a community of SoTL practice.

Academic Developers promote and model interactive learning and have become more aware of the individual lecturer as a person with specific needs. There is also a tendency to promote better interaction between the new appointee and the institution in the induction process. The new appointee would not passively accept what was offered but shared his or her needs at that stage. In that sense, a different approach is suggested in that the new appointee negotiates with the institution as to what he or she needs at this initial stage of his/her career.

"In the past we argued that a person must be assimilated into the culture of the University. However, current theory says it's not a one way. It's a negotiation; it's an interaction between the person and the University itself." (P10: 09.doc - 10:4).

"..they [orientation sessions] are very kind of interactive and many discussions, like the first day we talk about what are you worried about and they kind of tell us what things they are concerned about" (P 1: 01.doc - 1:66).

"on the whole it [orientation] is very informal and it's about responding to their needs" (P 1: 01.doc - 1:67).

As mentioned earlier, in the orientation phase the focus is on orientating the new lecturer to the HEI, by sharing relevant general information. In addition, its purpose is also to provide the new lecturer with some basic teaching and learning tools. This may include some basic training in the use of the resources and apparatus in lecture halls for instance. The

quotations below provide some examples of the types of basic short skills workshops those orientation sessions are comprised of.

“...we deal with some basic teaching tools (P 3: 03.doc - 3:90)

“Then we do have other things to help the academics fit in, like Moodle training and Turn it-in training” (P11: 10.doc - 11:60).

“The resources for teaching, learning and research and learning skills and information literacy, library technology, teaching technology” (P11: 10.doc - 11:20).

In conclusion of the scope and focus, the orientation phase of induction programmes aim to introduce new lecturers to the HEI by providing a general overview of the institution, but could also focus on the needs of specific target groups so that information is relevant to experienced individuals and part-time lecturers. Finally, it could also concentrate on specific disciplines, or foreigners. The quotation below sums up the content of the information provided to the lecturers during the orientation phase of induction programmes at many of the HEIs:

“... the objectives of the University so that new academics can know where the University is heading; also things like code of conduct and ethics, our quality cycle at our university, a campus map; you can imagine new academics having to find the venues and then we have a principal dates calendar so that they can know what committees meet on the campus, the dates and the venues. Then also things about their staff performance, what the academic staff performance looks like; what it entails and then, you know emergency numbers like Safety & Health representatives, Security telephone numbers and so forth and then some policies like our Occupational Health & Safety Policy, our HR Policies. Then we also have internal telephone lists so that they can know where to find the people and you know some ordinary work processes like how to order stationery, right and then also our in-house training calendar which is free of charge, but they can enrol for that and then just an organogram of what portfolios fall under which Executives. Right, so that's our induction pack and then we also just have like a checklist that they need to complete after induction – the three levels of induction and so that we can just quality check that these things are actually happening within the Schools” (P11: 10.doc - 11:11).

In terms of professional growth the Orientation phase is ideal for initiating professional relationships and to come to terms with professional expectations and an awareness of the scholar-researcher-teacher-learner identity.

Although each university has its own approach to how orientation is presented, there are some general similarities that are discussed in the following section.

The orientation phase of induction programmes is focused on making lecturers aware of the university context, their role as academics and the sharing of practice with other disciplines. All of these have the potential for incorporating SoTL theory and practices. There is limited individual disciplinary focused lecturer development, although some of the HEIs do refer to specific teaching tools and strategies that are applicable in specific disciplines. The first step in building communities of practice, not only in individual disciplines or faculties, but also across disciplines, may be one of the important benefits of the introductory phase that can contribute to the development of SoTL.

After the institutional orientation induction phase, discipline-specific application is done as further professional development tailored to the needs of the school or department. The literature revealed that the initial basic, short induction or orientation is followed with an in-depth professional learning phase of longer duration. In the next section, the professional learning phase of induction is described.

5.5 Professional learning phase of induction programmes

The professional learning phase is structured differently from the initial orientation phase, as explained in the next section wherein the scope and focus of the professional learning phase are explained in more detail.

5.5.1 *Structure (design and implementation)*

The preferred process is ongoing or continuous professional learning in the continuum of lifelong learning (LL) (§ 2.2.12). Academic developers have stated clearly that professional learning of new lecturers in terms of teaching and research skills takes time. It is essential that the initial orientation phase is followed up with professional learning opportunities.

It would seem that the most common way of presenting professional development opportunities are through workshops. In-depth work on particular aspects forms a part of the development process, for example:

“We call it follow-up workshops or follow-up professional development workshops, and our follow-up workshop is. I want to say, we have an overarching general discussion about assessment. We will go more into really detail – how to do assessment or take an example and really workshop that and we try to do that with assessment, with student engagement and then we do it with how to set up rubrics. It’s, I want to say, all the teaching tools, what they need to really enhance or to better them in their work environment” (P 2: 02.doc - 2:18).

The formal approach of the professional learning phase allows for a variety of long term, coherent integrated activities such as projects (P 3: 03.doc - 3:9; P 5: 05.doc - 5:16), thematic sessions, assignments and portfolios combined with a series of follow-up, developmental sessions, accompanied by reflection.

Lecturers engage in projects throughout the developmental phase, either individually or in groups.

“In the time in-between those [structured] sessions there is a project that participants are expected to work on and we also invite them to approach us to observe their teaching. So, there are different aspects that we try to keep contact with them in-between the workshops” (P 3: 03.doc - 3:8).

Evidence from the interviews suggests that additional support is provided for developing portfolios and that more and more SA HEIs are adopting this practice.

“We run a workshop throughout the year just for the teaching portfolio to help lecturers and we offer to give them draft feedback on their portfolio. So, they have plenty of support in order to do that” (P 1: 01.doc - 1:31).

One of the important success factors in the professional learning of lecturers is the ongoing support and follow-up after they have attended the workshops and training opportunities with AD staff. The lack of follow-up after sessions by a central unit has been criticised as a weakness that does not support professional learning.

“What I have found is that all the courses that they run from our central Unit people go do the course and then into the staff development, you know, they can like tick that box, but there’s no follow-up. There are no possibilities. So, if they’re going to report on large class teaching or they’re going to report on

Teaching & Learning or whatever it is, nobody is following it up to see what have they actually taken in from that and what has changed in their practice” (P 4: 04.doc - 4:49).

Individual consultations may be an approach that can be used for follow-up. In some institutions, AD staff does consultations to cater for individual or faculty specific needs (P 6: 06 [A].doc - 6:50).

“We do individual consultation should they need us” (P13: 12.doc - 13:67).

“I think what we need to add there is I do have consultation as well. So, any lecturer is more than welcome to pop in anytime. So, we do consultation for the lecturers as well where they can come to me and say, "I'm struggling with this" or "can you advise me with this?" and then specifically for Departments as well” (P 9: 08.doc - 9:37).

The workshop format is sometimes replaced by short learning programmes or formal courses (P13: 12.doc - 13:59).

“We have an assessment short learning programme that we offer” (P 8: 07.doc - 8:36).

“Besides the induction programme we have four courses: Assessment, Design your course, Teach your course and Fast forward your career” (P 9: 08.doc - 9:14; P 4: 04.doc - 4:43).

It would seem as if obtaining a formal teaching qualification is not common practice for lecturers in SA HEIs, although some institutions do provide opportunities for their new lecturers to obtain such a qualification (P 1: 01.doc - 1:46; P 8: 07.doc - 8:29; P10: 09.doc - 10:56):

“The second one [induction phase] is we refer to it as the professionalisation of teaching in ODL (open distance learning): what does it mean to be a lecturer and that develops over three to five years and it is linked to a formal qualification. It's a more formalised structure” (P10: 09.doc - 10:46).

“There are formal opportunities which we introduce them to which are like signing up for one of the courses of the PG Dipl” (P 3: 03.doc - 3:58).

One HEI encourages qualifications offered by a partnership relationship:

“... our new partner coming on board, Laureate International HEIs, they have excellent teaching and learning online modules and qualifications that they offer and they’ve just opened it up now to our teaching staff members to enrol for these qualifications and these modules. So, it’s just been advertised now recently. So, that is a thing that the new academic will embark on in his own time and it runs over maybe a course of a year where the teaching essentials is more for the academic wanting to just refresh his skills or someone from the industry wanting to find his feet quicker in the teaching environment, but then he can also enrol on the online Teaching & Learning qualifications which is about 12 months, but there are, I think, about six different qualifications” (P11: 10.doc - 11:34).

International online qualifications are becoming more and more available to all academics worldwide.

5.5.2 Scope and focus (content and approach)

The core function of the university (teaching-learning, research and community engagement) (CHE, 2014: 2, 11) remains the focus in a more intensive approach in the professional learning phase. Themes or topics such as teaching and assessment, teaching with technology, research (sometimes integrated with teaching) and how to publish, were specific topics mentioned by the participants.

“... but the in-depth is what happens with other professional development opportunities, because there’s too much to... You can’t make them a teacher or a researcher within five days” (P12:11.doc – 12:95).

5.5.1.1 Teaching and learning as a focus in the professional learning phase

From the empirical data the core functions are introduced thematically. The use of themes to link sessions and courses provide coherence to the academic development. It has been said that generally appointees teach as they have been taught. Therefore themes encourage new lecturers to innovate, exercise their agency and rethink their approaches.

“We try to do it systematically and with a theme normally and it depends on the availability of the presenters. We look at the core business of the lecturers. The first one [theme] is normally about the teaching and learning and then we have one for

assessment, and sometimes with assessment the curriculum and then we have research” (P 2: 02.doc - 2:72).

“We have a theme every semester. So, it is Academic Staff Orientation Programme, but then it's like 'On the road to the Oscars'. Last year it was 'Laduma kick off' and this year it's 'We create magic'. So, we have themes: every session has a specific theme just to make it a little bit vibrant” (P 9: 08.doc - 9:39).

More time is spent in this phase on teaching and learning aspects because of the general lack of teaching experience and teaching qualifications of the new lecturers:

“We offer things after the orientation like teaching essentials workshop for our new academics that need to know how teaching takes place at our university, you know, how to interact with the students; how to do assessments, how to give feedback, you know, just to refresh them again and especially also for our new academics that are from industry, for instance our business people; our accounting people, they don't necessarily have a Teaching Diploma. So, this teaching essentials workshop just helps them know how to work with students, because sometimes they are Accountants; they've never worked with students before. So, it gives them insight in how to use a marking rubric or whatever, you know, all those types of things and we end a workshop like that off with simulations where they need to prepare a dummy class and have to present it so that they can receive feedback from their peer group in the class on what they need to focus on and things like that” (P11: 10.doc - 11:21).

These sessions can form part of a formal CPD process, or are presented as optional opportunities for academics to attend. My thinking, however, is that these sessions are critical for the professionalisation of newly appointed academic staff in a changing context in support of the lifelong learning approach:

“CPD in teaching continues throughout the academic year. The evidence for CPD will be evaluated either in June or in November; it's usually at the end of the year to give the lecturers time during both semesters to complete their competency (P 7: 06 [B].doc - 7:73)....CPD in teaching competencies include: teaching strategies, thinking maps, questioning skills, exam paper and moderator reports, semester plan, e-mentoring, electronic system, social media, concept capturing and turn it-in and all of these rubrics and

competencies are uploaded on electronic system. So, the lecturer at their leisure has time to go to electronic system, download the material and complete the competency, and also ask the Advisors for assistance before they upload their final work for their e-portfolio, for their portfolio shall we say, and then the Institutional Teaching Excellence Award” (P 7: 06 [B].doc - 7:74).

The content of the sessions include teaching strategies, assessment practices and curriculum planning. These sessions are usually presented by AD units to encourage professional growth and in-depth engagement into teaching and learning aspects that were not addressed during the orientation phase. Focus of these additional professional development opportunities centre on teaching- learning and research, learning (for academic staff and students) in the teaching-learning construct and the ongoing pursuit of a student-centred approach. Some AD staff focuses on promoting a change in teaching and learning approaches to interactive, student-centred approaches:

“We try to change and say no, you’re not in charge; your students are; you are not the most important person, your students are; you’re not in charge of the learning, your students are in charge of their own learning. You’re just there to guide; you’re there to support; you’re there to facilitate” (P13: 12.doc - 13:62).

“We look at strategies and techniques and interactive meanings and approaches and then obviously the transformational teaching and learning.” (P13: 12.doc - 13:63).... “We look at assessment as a basic condition for effective learning. We look at the study of learning materials for optimal learning” (P13: 12.doc - 13:64).

Two institutions require a study guide to be developed.

“They do develop their own study guides and that is one of our assignments” (P13: 12.doc - 13:56).

“...how to develop structure on materials. So, how they develop their study guides, what are the basics that must be in there, why must they have a study guide” (P 6: 06 [A].doc - 6:53).

Academic staff can therefore engage in individual learning.

If presentation has been identified as a valid contextual need, then it has a place in the induction programme, even if it needs to be outsourced.

“We also focus on voice delivery” (P13: 12.doc - 13:34)...”For presentation purposes, yes. I mean, people come to higher education. Except for the fact that they’re going to teach the voice is an extremely important tool. You know, they’re also expected to lead meetings and present at conferences. So, we see it as a big skill to have a proper voice delivering presentation, presenting skills” (P13: 12.doc - 13:37).

As can be seen, one of the main aims of the developmental phase is for professional growth focusing on developing the teaching skills of the lecturers. A strong point of these professional development sessions that follows the generic orientation phase is the opportunity for AD staff to focus on the individual needs of the new lecturers. The challenges and learning needs of the new lecturers can be explored individually by means of SoTL inquiry:

“What we do is our project, because it goes backwards and forwards with our approach... It’s not a generic approach. It’s not saying to people here are some generic tools that you must go and apply. It says let’s talk about what your challenges are and then let’s look at a few tools and let’s put those into practice in your challenges so that the sessions are very engaged in people’s own practice all the time” (P 3: 03.doc - 3:47).

Professional growth opportunities are also presented in a more faculty or discipline-specific approach, where the application of the general teaching and learning content or SoTL practices can be embedded in the disciplines of the lecturers:

“You know if you think of literature around academic literacy I always think that there are academic literacies for lecturers as well in terms of their teaching, and you know the literature on the topic says that academic literacies are best required when it is embedded in disciplines and not taught in a generic way or as an add-on. So, that is also part of our thinking behind lecturers acquiring these... let’s say the academic literacies of Teaching & Learning” (P 5: 05.doc - 5:68).

The lecturer development is still mainly driven by AD units, but it is strongly needs-driven, with activities specifically focused on the needs of the faculties and the individual lecturers within those faculties. Disciplinary epistemologies are recognised by academic developers and the need for discipline-specific methodologies is attended to by faculty and discipline-

specific professional development (P 7: 06 [B].doc - 7:58; P 9: 08.doc - 9:38; P 9: 08.doc - 9:60; P10: 09.doc - 10:22; P12: 11.doc - 12:40).

“What we try and do is after that [Academic Preparation Programme] if we get discipline-specific requests we do workshops in that specific discipline” (P 2: 02.doc - 2:66).

“We also run sessions in departments. We also run workshops with Faculties. We also run, you know, more discipline-specific things” (P3: 03.doc - 3:49).

“Further development happens within the Faculty as the need arise” (P12: 11.doc - 12:37).

All of the above is from the perspective of the deficit developmental model. Professional growth and learning can be dealt with, with a SoTL approach on an individual disciplinary level.

A practical example of such a discipline-specific approach is the use of class visits. At other HEIs, a more informal, ad-hoc approach is adopted.

“It is at an ad-hoc basis. We do class observations and they do sometimes with that a peer observation and normally with that we sit in, but at this point in time it is on ad-hoc basis as I said (P 2: 02.doc - 2:29). ...I can give you the example, for instance one of the new lecturers asked me if I can please come and observe a lecture. So I went, I gave her feedback” (P 2: 02.doc - 2:60).

Getting support for new lecturers in their own faculties, collegial discussion or peer review is not always easy, and mentoring, which is an essential part of the ongoing development of a new lecturer, may not get the attention needed in the faculties.

“In academic departments people are so intent on their own work load and their research and find that they do not have much time to mentor new people” (P 5: 05.doc - 5:21).

However, at some HEIs, mentorships are under consideration and in some HEIs there is active support for mentoring (P 3: 03.doc - 3:11; P 7: 06 [B].doc - 7:80):

“We are looking at other ways as part of our own environment and maybe things like mentorship programmes within the Academic Department” (P13: 12.doc - 13:70).

“It’s actually an ongoing programme like a mentoring programme for a year where we have a ABC mentor who visits them in their classes and have consultations with them and they can make appointments with that person any time that they feel they need the support and at the end they then submit a portfolio of evidence that is evaluated” (P 6: 06 [A].doc - 6:57).

“In addition, the newly appointed lecturer is also required to invite the academic mentor and the ADS Academic Advisor to observe a planned lesson. The academic mentor is appointed and motivated in discussion with the School Director. An academic mentor is not a fellow-lecturer who’s also a newly appointed lecturer or a lecturer who has not completed the Induction. An academic mentor is a senior colleague or a colleague who had completed the Induction. In addition they have experience in the subject fields and they are available to observe a lesson and most important, the academic mentor is responsible for contributing to the mentoring process” (P 7: 06 [B].doc - 7:76).

As explained above, the second phase has a more discipline-specific focus addressing the needs of new academics in their own faculties or departments. This provides a valuable platform to incorporate a research-based, research-led and research-informed approach that will strengthen the links between research and teaching-learning and, as lecturers are supported within their own subjects to engage with reflective practices, creating a pathway to promote SoTL.

5.5.1.2 Research as a focus in the professional learning phase

As stated earlier, researchers generally attend the same orientation programme as the teaching academic staff but may be exempted from certain sessions that are not directly relevant to research. However, lecturing staff is also expected to do research and to publish according to the core functions of the universities.

The inquiry-based approach has been adopted by this SA HEI in keeping with the university’s research categorisation, thus promoting a research approach to their teaching:

“It’s inquiry-based learning, because we’re a research intensive University. So, they’re pushing that we implement more inquiry-based learning. So, we’re still in a process” (P12: 11.doc - 12:55).

During the professional learning phase, some sessions focus specifically on research (P 3: 03.doc - 3:83) and publication with assistance from the relevant units where necessary:

“Now with the researchers, we have a whole range of development opportunities for the researchers that’s been done by the Research Department and throughout the year they run opportunities for new researchers to bring them up to speed with their research” (P11: 10.doc - 11:33).

“We work with colleagues on the research side. We run a workshop as part of that [research development]” (P 3: 03.doc - 3:39).

“We look at research and how to bring not necessarily published research, but research for best practice” (P13: 12.doc - 13:35).

This initial exposure to research is further supported by collaborating with senior staff from the different faculties and disciplines to provide support for the professional learning of new lecturers in both research and teaching.

“It’s [Teaching] integration with research and the main focus is professional development of the lecturer, because at the end it’s what are you going to do with the contents that you received. So, the main focus is professional development. Like you said the focus was previously on teaching, but now it’s professional development in general, ... That’s why we integrate teaching and research” (P12: 11.doc - 12:23).

In the traditional view academic staff are expected to provide evidence of research, teaching-learning and community engagement as core functions. In the SoTL framework lecturing academic staff should therefore also be exposed to the research paradigm as indicated above.

Finally the quotation below sums up the development packages and ‘menu of services’ available at HEIs and gives a comprehensive view of the scope of induction programmes:

“we are at the moment putting together this whole new infrastructure to provide support for CPD for all academics. So, we have a whole menu of services. It’s intensive where we work in the project context as we solve problems with a Department and we design infrastructure to deal with new emerging issues. We have university e-learning Forums where we have a kind of a seminar and a discussion with examples and it’s an open discussion. We have short learning programs; we have customised work sessions; we have ad-hoc workshops; we have stand-alone tutorials and what else? So, we have a wide range of interventions” (P10: 09.doc - 10:19).

The professional learning phase is a continuous professional development (CPD) or continuous professional learning (CPL) or lifelong learning opportunity for lecturers in the field of teaching and learning. This second phase of induction programmes is focused on the professional learning of the lecturer over a longer term, still with the guidance and support from AD, but with more faculty specific role players involved. Some of the HEIs complemented a centralised Teaching and Learning centre approach of induction with a faculty specific approach. The professional development of new lecturers continues with AD presenting continuous workshops, seminars and follow-up sessions after the initial orientation phase with a more in-depth focus on the development of teaching skills, sometimes promoting an integrated approach to research and teaching-learning. Newly appointed academic staff need to show commitment to professional growth by engaging in learning during this process and exercising their agency to bring about institutional change. This is further supported by more faculty specific professional development opportunities, driven either by AD in the specific faculties, or by centralised AD in collaboration with mentors or senior lecturers from the specific faculties. Once again if the mission of the HEI is to promote SoTL it can be achieved in the professional learning phase as the first step towards incorporating SoTL in induction programmes with collaboration between the various role-players as required.

In the previous section we presented the results obtained from the interviews pertaining to induction programmes. The rest of this chapter is dedicated to SoTL and how it featured in professional learning at the different universities.

5.6 Academic development and the Scholarship of Teaching and Learning

5.6.1 *Defining Scholarship of Teaching and Learning*

In question four of the interview schedule, the academic developers were asked what they understood under SoTL, and how they integrated SoTL into their induction programmes to address sub-question three of the study.

The interviewees displayed a well-rounded and sophisticated understanding of SoTL (P11: 10.doc - 11:24; P 5: 05.doc - 5:57), e.g. “creative intellectual work validated by peers” (P13: 12.doc - 13:25); “enhancement of the practice and profession of teaching” (P13: 12.doc - 13:68); “professional inquiries at workplace learning” (P10: 09.doc - 10:57) and “research for professionalising practice” (P 8: 07.doc - 8:37, 38), inclusive of it being an ongoing process, awareness of theory (P 5: 05.doc - 5:57; P10: 09.doc - 10:27), research on teaching and reflection (P12: 11.doc - 12:96), student learning (P12: 11.doc - 12:97), sharing with colleagues, making public and improving practice (P 6: 06 [A].doc - 6:23; P 7: 06 [B].doc - 7:27) and encouraging both scholarly teaching and scholarship of teaching and learning (P 1: 01.doc - 1:23).

In the definitions given by the interviewees, the common denominators of the SoTL definition in the literature are apparent, i.e. scholarliness, reflection, improvement, sharing with peers and with the public (P 7: 06 [B].doc - 7:27):

“I think it’s [SoTL] an enquiry into teaching and learning strategies and the whole teaching and learning process by doing research on your own teaching and learning, but what’s important by also sharing that with other people and it then through that also improves your own teaching and learning practices” (P 6: 06 [A].doc - 6:23).

“My understanding is that Scholarship of Teaching & Learning is there to enhance you as a lecturer in teaching and learning, and it is sometimes to use the classroom as a research field to better your teaching and your learning and to keep track with newer trends in teaching and learning” (P 2: 02.doc - 2:39).

“The way we understand it in our environment is basically the enhancement of the practice and profession of teaching. So, I know that the official definition if

we look at creative intellectual work validated by peers and communicated and you know we agree with that” (P13: 12.doc - 13:25).

A distance institution shares a perspective that is based on a particular stance and theory (activity theory). Documentation was provided in this regard.

“We use concepts of professional inquiries at workplace learning and as a key dimension it’s a scholarly engagement with communities of practice globally and nationally and internationally and in the context of our university” (P10: 09.doc - 10:57).

The definition below is from an HR practitioner amongst the interviewees who is responsible for the induction of the academics, indicating an awareness of the reflective nature of SoTL.

“if I understand correctly what the Scholarship of Teaching & Learning is, not working in Teaching & Learning Department, I would say that it’s for the academic to evaluate himself of what he is doing in the classroom; what he is doing right; what he is doing wrong and then sharing that knowledge with other academics so that they can see where they can improve on their classroom skills. Now I think it’s extremely important to have that self-evaluation and even peer evaluation so that you can always up-skilling your classroom skills and your interaction with the students and see what works for you that best develop yourself and your students and then share that success with other academics” (P11: 10.doc - 11:24).

Another interviewee conveyed an international comparison in the implementation of SoTL.

“So, what I really learnt from Lund was this issue of Scholarship, Teaching & Learning and how to, you know, kind like get them involved in it and then about accountability and reflexivity, you know, so... They need to reflect on what is happening and then of course what is involved into this whole thing is the development of a portfolio and that idea also totally resonates with what I learnt from Lund, because Lund has developed this thing for the Pedagogy Academy and it’s a virtual Academy. It’s a little bit like the NRF where you apply to the NRF and you get rated. Here you also apply, but your application goes in the form of a portfolio and what they are looking for is that they are looking to see whether you are adopting a scholarly approach to your teaching. Are you aware of theory; are you teaching theory; are you

developing theory; are you writing up; are you making public either through seminars or papers or whatever, and I found that very, very useful” (P 4: 04.doc - 4:47).

Not all academic researchers are in complete agreement with the above statements. For example the danger with settling for scholarly work, although it is necessary, is that academic staff need to improve their practices based on their research or scholarly work, otherwise no innovations or transformational learning or educational changes will occur.

In my opinion it is not enough to impart the knowledge about SoTL. Academic staff needs to engage with inquiry into their classroom practices. Student learning as well as learning by academic staff is an important aspect of SoTL practices. Most institutions have a policy on student evaluations and this can naturally become part of or be integrated into the SoTL practice of collecting the evidence for possible changes in teaching, reflection on the evidence and improvement of student learning.

Although not all the conditions of the SoTL framework (§ 3.4.1, § 3.4.5) are met in the quotations above it is nonetheless evident from these comments that AD are well aware of SoTL and the processes involved in following a SoTL route in teaching and learning. However, it was also necessary to find out how AD initiate, promote and support SoTL practices in induction programmes, as this is where new lecturers may be exposed to the concept for the first time.

5.6.2 *Scholarship of Teaching and Learning as part of the orientation phase*

The data gathered from the interviews was organised according to a continuum of a) a very focused and specific introduction to SoTL was followed, b) an infused approach was followed, where awareness of how it is embedded in the practices is developed and c) where no attention at all was given to SoTL.

In the first group, (a), academic advisors confirmed that SoTL is a very important and distinguishable aspect of the induction process for academic staff (see also P 6: 06 [A].doc - 6:26).

One specific academic developer thought that the interview questions were integrated as she had difficulty separating professional learning from SoTL. This integration or embedding of SoTL at the start of the institutional induction process is important and becomes apparent from the quotations:

“The stuff is integrated. That’s why I’m giving it because your Question 3 (professional development) is how I see it and how we bring it in. They’ve integrated actually the 3 and 4 (SoTL). It’s integrated with one for me (induction programmes)...” (P12: 11.doc - 12:22).

“We were of the opinion that everything we’re doing is the Scholarship of Teaching & Learning, because it’s continuous” (P 9: 08.doc - 9:30).

The integration of research and teaching or at least practices that are based on SoTL practices becomes the foundation for professional learning. I appreciate that the timeframes between appointment and assuming duty may not allow for adequate preparation for a theoretical SoTL foundation. However if standard SoTL practices are engaged in e.g. gathering evidence from student learning, it makes it easier for newly appointed academic staff to initiate SoTL.

“It [SoTL] is the foundation and they need to read about it to write about it. So, we think it’s very important. ... Yes, we deal with it “(P10: 09.doc - 10:27).

“We have a specific slot and we started with that last year, but specifically at the beginning of this year to have a SoTL slot ... a SoTL specialist is the one who’s facilitating that slot and I think with her knowledge it is a very good thing for the new lecturers to get some info from her” (P 2: 02.doc - 2:41).

“I think what we should address, what we want to address during our induction programme is just what SoTL is; what it is about and how lecturers can engage in SoTL in their own classes. It won’t be advanced. The induction I think is just to introduce them to that, because we offer a specific workshop, a whole day workshop facilitated for us on how to do Scholarship of Teaching & Learning for all lecturers. So, at least if they are just motivated about it and know about the induction and, you know, if we can just start the idea and then by collecting the more comprehensive workshop on that” (P 6: 06 [A].doc - 6:26).

It is evident that academics are only introduced or exposed to the basic idea of SoTL to prepare them for their future SoTL endeavours.

The next quotation is from a distance learning context where new lecturers are introduced from the onset on how to engage with the materials in a scholarly way:

“Why it is so important for us as well is if you come in from that angle you force people to write about the subject because what we do depends on the ability of the lecturer to make a teaching text. They do not stand in front of a class and give a lecture. They have to facilitate learning via text and via technology and we have created this CPD programme in such a way that they are in a scholarly way engaging with the subject and they learn how to write and that’s the major thing for us” (P10: 09.doc - 10:25).

The benefits of the above are that academic staff engages in scholarly work from the outset.

Some interviewees confirmed that their HEI definitely has a slot for SoTL in their induction.

“One of our modules an orientation ODL [Open Distance Learning] the first unit actually is Scholarship of Teaching & Learning” (P10: 09.doc - 10:26).

“If you can stimulate them during the induction already it’s broader. So, research will assist them with a broader research and how to apply for everything and how do you write a proposal and they will give them the basis of teaching and how can you start with the Scholarship of Teaching & Learning (P12: 11.doc - 12:32)...they get the knowledge at the induction course. Then we ask them right at the start how professional development and Scholarship of Teaching & Learning link to the professional development (P12: 11.doc - 12:20). ... we address it within our induction... We address Scholarship of Teaching & Learning as part of professional development. It almost forms the basis of their professional development” (P12: 11.doc - 12:33).

From the quotations above it seems that at least the foundation is laid for SoTL professional learning, whether it is integrated into the practice of academic developers, i.e. research-based or with scholarly inquiry and reflective practice.

In the next group, (b), academic advisors explained how SoTL is addressed in a more integrated manner, where SoTL is infused in the overall approach to lecturer development which is similar to what was found in the literature, i.e. research-based, research-informed or research embedded (§ 3.3):

“I think we just infuse it softly, but no. No, we make them aware of it but you know it’s so sensitive to make sure you don’t overwhelm them. ... We do

enforce the concept that you have to research; you have to know what's going on; try new things, but make sure it's underlined with theory. ... I would say it's infused" (P 9: 08.doc - 9:34).

"We have our strategy which kind of gives us a pathway within the teaching and learning community and that strategy was designed with the Scholarship of Teaching & Learning in mind. So, it is embedded within our learning outcomes and our focus. So, you know if we look at things like appropriate facilitation, the clarity of outcomes, meaning for learning and continuous improvement; that's all the things that we regard very important in our programme and all of those are based on the Scholarship of Teaching & Learning, but we don't have a specific slot where we discuss this as a separate component" (P13: 12.doc - 13:29).

"When we host the Welcome Day for the newly appointed academic staff the programme includes the awareness again of SoTL, but we do not have a workshop specifically on SoTL" (P 7: 06 [B].doc - 7:24).

The last group, (c), explained that they do not specifically focus on SoTL during induction, but it did become apparent that they were stimulated through this research project to revise their approach to SoTL. Awareness of the potential of SoTL was generated through these interviews and consideration given to introducing SoTL in the induction programme:

"...in future I think it would be an interesting addition to induction that we can actually bring an introduction into the Scholarship of Teaching & Learning into the induction formal day" (P11: 10.doc - 11:27).

"At the moment we are just looking at enhancing the practice and profession of teaching" (P13:12.doc-13:26)..."although we touch it or although it is the foundation of what we do, we are very aware of the fact that it doesn't reach to the corners that we would like it to reach. We have definitely to improve with that regard" (P13: 12.doc - 13:31).

Some of the interviewees were of the opinion that SoTL is not for new, meaning novice, lecturers.

"It's [SoTL] not something that I would prescribe, because it's maybe something you need to grow into. I do see some dangers if people try to do

SoTL too quickly. They don't actually have the theoretical grounding to do it. So rather let's build up from a scholarly way of thinking about this. They're moving away from kind of common sense ideas about teaching to more theoretical ones and then towards SoTL" (P 1: 01.doc - 1:26).

"We do not push Scholarship of Teaching & Learning for the new lecturers (P 3: 03.doc - 3:61)....

or that SoTL is just not given much attention at their institution.

"I do think maybe the SoTL gets a little neglected" (P13: 12.doc - 13:30).

It is clear from the above that the 'deficit model' prevails in particular academic environments and not the 'inquiry model' for individual, intrinsic learning by academic staff.

The real focus on SoTL emerges during the second phase of induction, namely the professional learning phase.

5.6.3 *Scholarship of teaching and learning in the professional learning phase*

The interview data provided insight into how SoTL contributed to the professional learning of new lecturers, e.g. by addressing the Teaching Research Nexus (TRN) (§ 3.3). Professionalisation and professional growth, as deduced from the interview data, cannot be completely accomplished in the relatively short orientation phase, which is why it is important to consider SoTL in the longer professional learning phase of the induction process.

"...because it is not currently written into the induction programme, but it's in the [professional learning phase] workshop" (P11: 10.doc - 11:29).

"... what we want to address during our induction program is just what SoTL is; what it is about and how lecturers can engage in SoTL in their own classes. It won't be advanced. The induction I think is just to introduce them to that, because we offer a specific workshop, a whole day workshop facilitated for us on how to do Scholarship of Teaching & Learning for all lecturers. So, at least if they are just motivated about it and know about the induction and, you know, if we can just start the idea and then by collecting [enrolling for] the more comprehensive workshop on that [SoTL]" (P 6: 06 [A].doc - 6:52).

The 'workshop' referred to is most probably for theoretical purposes, however, practical engagement with SoTL practices needs to be encouraged and supported.

"For me there's a continuum going through from scholarly to the scholarship of teaching and learning. So, I would say that all our work with academic staff, we encourage them to be scholarly teachers and at the other end of the continuum it is SoTL ... We encourage both scholarly and the scholarship of teaching and learning. Scholarly is for everybody. SoTL is for people who want to go on with their publication stuff. That's for me what SoTL is. SoTL is about making public your work. Scholarly is just what underpins your work as a teacher" (P 1: 01.doc - 1:23).

Not all academic researchers are in complete agreement with the above statements. For example the danger with settling for scholarly work, although it is necessary, is that academic staff need to improve their practices based on their research or scholarly work, otherwise no innovations or transformational learning or educational changes will occur.

It was determined from the interview data that some professional development programmes of SA HEIs encourage various elements of SoTL i.e. public sharing through publications, seminars and conferences, reflective practice, critical review and the improvement of teaching practice and student learning according to the criteria for SoTL. Reflective practice is the first criteria to be considered.

5.6.3.1 Reflection as a critical part of SoTL during professional development

A question during the interviews therefore addressed the development of reflection skills and strategies for professional growth. Reflection is also included in the definitions of SoTL provided by the interviewees.

"Self-reflection must always be there. That's how you improve and with that research our own practice. We consider the feedback of the participants and their induction course and also what comes out from the Faculties... So, we're also reflecting on our assessment – can it go more online to give people time to work on it a while... There's a lot of re-thinking, because our Department has a huge component where the structural design is an online component" (P12: 11.doc - 12:48).

Induction programmes are continuously updated; therefore some HEIs are practising and strengthening aspects of SoTL:

“...from January we’re also going to decrease the other support services time and then we are going to bring in two new sessions: one on Scholarship of Teaching & Learning, just giving them an introductory course on what that is, because although when I do teaching strategies I do touch on that and explain how they can do research on their own Teaching & Learning. We want a specific session focused on that and then also a new thing we’re bringing in is how to reflect on their students’ marks for learning and of learning. So, reflection of their own practices, are two new sessions we’re bringing in” (P 6: 06 [A].doc - 6:37).

Reflection also forms an important part of the work of academic developers. Academic developers reflect on their practice according to feedback received from participants on induction programmes or professional development sessions and practice:

The academic environment of some institutions therefore supports reflection. Modelling of reflection practices by academic developers and guidance with regard to implementation is given. It is important that critical reflection leads to improvement and changes in teaching and student learning.

One of the interviewees mentioned pyramidal levels of reflection but confirmed that, during induction, reflection would be at the most basic level:

“So, while we do not claim we can in the space of the short one semester shift people’s practices to the point where we could say there’s a reflection in practice we do attempt to make people very aware of the value of reflecting their practice, to make time for it even it is only at a descriptive level. So, often in the workshops that we run on our induction programme all the reflection will be at a descriptive level. It could be quite shallow, low, factual kind of description, but we begin to say to people that their reflection practice has a value and that there are levels. So, you’ll start with your descriptive level (P 3: 03.doc - 3:25)...There’s a nice pyramid of it that we use which helps to understand the different levels of reflection and we make that explicit when we say, you know, you might try and understand where you are that is taking it further: where does the tool work in terms of the depth for analysis in your reflection” (P 3: 03.doc - 3:94).

“We ask them to experience the five days and take one with a bit of knowledge that you received, maybe in curriculum development or the

knowledge in assessment. Take one part and try to reflect on that part within your practice... take one at a time and that is how you grow. Don't change your whole practice, because it's not possible, (P12: 11.doc - 12:21)...After the Most Important Point they will take one issue to stimulate them as example: assessment, curriculum, how students learn, diversity and implement it in their practice and to reflect on that. It means that it becomes their SoTL – Scholarship of Teaching & Learning” (P12: 11.doc - 12:88).

“You need to be reflective about what’s going on and if you are going to be reflecting, then you may just as well share your reflection and assist other people to learn from what you might have learnt” (P 4: 04.doc - 4:29).

5.6.3.2 *Public sharing as a critical part of SoTL during the professional learning phase*

The sharing of practice or public making is also an important facet of SoTL. In the next quotations, evidence is provided of where new lecturers are encouraged to share their practices with their colleagues in a public forum (P 4: 04.doc - 4:69). Opportunities for discussion amongst colleagues should also be created on a micro level in teaching and learning committees and mentoring processes as part of the academic citizenship or networking processes:

“...and then the learning problems in what they do, is that they have these mini symposiums as well and then the best papers from there then get presented at the annual Teaching & Learning Symposium and this has just been amazing in terms of seeing all the international conferences that you go to on Teaching & Learning they are there with beautiful research and academics who got involved in that research [SoTL] who are Engineers or whatever” (P 4: 04.doc - 4:33).

“Here at our university I know we have the conference, the Institutional Office of our university hosts an annual Scholarship or Teaching & Learning of SoTL Conference in October for ADS on our Campus” (P 7: 06 [B].doc - 7:25).

Awareness of opportunities for SoTL at departmental and institutional level e.g. quality assurance and programme review, should be enhanced.

The need to consider the needs of students, as reflected in student evaluations (P13: 12.doc - 13:52; P12: 11.doc - 12:9) as an important element of the teaching-learning construct has

been mentioned in the interview data and is therefore recognised by a few HEIs. Learning by the academic staff themselves as well as being co-learners with students should be part of the SoTL (P12: 11.doc - 12:9):

“...where we ask them to reflect on, you know, how they see the teaching and learning environment. So, every time we try to bring in more and more reflection we ask them to reflect on student evaluation” (P13: 12.doc - 13:69).

“We also encourage them to put a lot of student feedback data in their portfolio, because that’s the evidence that you provide for your practice really is feedback” (P 1: 01.doc - 1:69).

Similar processes between action research and SoTL, i.e. reflection or critical review and improving practice and innovations, came to the fore in the quotations below:

“Bring in action research and for me the Scholarship of Teaching & Learning is more based on reflecting on your practice and improve your practice;” (P12: 11.doc - 12:92).

“We, CTL, will create a platform for you to try new interventions” (P 9: 08.doc - 9:62).

Innovations based on the evidence are part of the expected outcomes.

Although not all HEIs expect their new lecturers to publish, some AD units do support and encourage their lecturers to publish their reports, either through formal writing workshops, or through collaborative writing sessions:

“We’ve got the ADC Research Book series. ADC Research Book series. Once a year we publish this book to offer lecturers the opportunity to publish for the first time, because it’s a daunting incident for them and to prepare them for that we offer academic writing workshops specifically. So, we start with one that says starting the writing process. Then we had somebody from overseas who did writing for publications and then after that we also had a writing school. So, we really try to support them with the research leg and we are publishing the ADC Book series now and I think we’ve got 17 manuscripts that we’re going to publish” (P 6: 06 [A].doc - 6:28).

"We don't run particular workshops on SoTL, but there's a strong sense of encouragement as part of being a research-based institution. We often work with them and do collaborative papers" (P 1: 01.doc - 1:24).

"What happens is there are some people who really becomes very interested in this and who do write up and do publish. So, that symposium acts as a thing where people will share and when they give feedback to each other helps them in times when people want to go on to publish" (P 4: 04.doc - 4:32).

"...more action research, but the most important is, make it public. It means the output is an article" (P12: 11.doc - 12:93).

"...we would say, "try new methods in your class and remember, you can publish it" (P 9: 08.doc - 9:61).

Publications are considered to be the product approach to SoTL and not generally expected from newly appointed, novice academic staff.

Engaging with SoTL through a project is a strategy that is used quite often during professional learning (§ 3.4).

"For the most senior we have like a SoTL, a Scholarship of Teaching & Learning... There's grants available where they can apply and they may also use the Education Consultant with the project. It becomes a project thing and then one of the outputs is that they need to make it public and preferably in an article, if possible or seminars, but there's outputs and this is also how we see this is for me what is engagement with the knowledge" (P12: 11.doc - 12:19).

A further process of sharing that forms part of SoTL is building a community of practice (CoP) for peer and critical review. In these communities, new lecturers can collaborate and share their research on teaching, and receive feedback and input from peers regarding their research. Instances of these CoPs were mentioned (P 2: 02.doc - 2:42):

"We hope seeing that the new lecturers would then start off as a community to support each other and then hopefully they'll grow that into their Faculty so that you would have more than one community of practice, one Disciplinary, one that is disciplinary-related and then one inter-disciplinary one" (P 8: 07.doc - 8:24).

“Now I think it’s extremely important to have that self-evaluation and even peer evaluation so that you can always up-skill your classroom skills and your interaction with the students and see what works for you that best develop yourself and your students and then share that success with other academics” (P11: 10.doc - 11:32).

One of the HEIs described Communities of Practice in terms of contextualisation within departments and disciplines:

“We believe that you should contextualise as much as possible. Therefore, we use the concept of workplace learning, functional authenticity, and communities of practice. We actually force them to engage with their Departments and with the support that is going on in their Disciplines, because we believe we can give them generic things, but they will have to make sense of it in their own context. So what either we do, is we customise it so that they can engage with their own context, their own Disciplines” (P10: 09.doc - 10:28).

In general it seems that the academic environment at most HEIs continue to actively support public sharing of SoTL.

The practical value for a new lecturer, without an educational background, to engage in a scholarly approach to resolve a teaching and learning challenge is illustrated in the next quotations:

“I had some of the new lecturers who came with problems. I had specifically one Law lecturer who really experienced problems with her class. I encouraged her to do a questionnaire in the class to pick up the problems and then after that we reflected on it and then we brought in measures that really helped and in the end she even did a presentation at the annual SoTL Conference on that and she told me, you know, and I can see how she grew, but you know, she applied what she learnt there. I think it’s very important” (P 6: 06 [A].doc - 6:24) ...“It was done with her and as I say, I can see how she grew. She grew with confidence, because she realised also once she started reading the literature that her situation is not unique, you know, it’s a common situation all over and then she also picked up ideas from other people. So, I think it’s the research part of trying to focus on what the problem is in your

class, but reading wider and seeing it's not just my problem and then getting ideas there" (P 6: 06 [A].doc - 6:51).

There are no missing ingredients in this scenario which includes the SoTL theoretical base and the classroom inquiry, collegial discussion and public sharing of the SoTL framework are present.

"I think for me the biggest thing is the idea of researching your practice in the sense that not everyone... People believe that teaching is common sense and for me the biggest challenge and the biggest need for new academics is to realise that it's not common sense. You actually have to research your practice for example and that's where your scholarship comes in" (P 8: 07.doc - 8:22).

Initiating scholarship from the beginning of an academic career enables a newly appointed academic to meet the challenges of a changing context.

Academic developers do provide the necessary support and are well aware of SoTL and how it can form part of the orientation and professional development of new lecturers. In the following section, the benefits of SoTL and the role it can play to integrate teaching and research and promoting research on teaching are described.

5.6.3.3 Strategies to integrate research and teaching-learning and promoting research on teaching

AD staff are well aware of the value of the implementation of SoTL and to engage in research in teaching practice to improve practice, as stated below:

"... but what it's [SoTL] doing is it's getting them to understand that there is a research field in education and the other most critical thing for me is that what it helps them to do is to move away from seeing themselves as transmitters of content to people who actually become more interested in what learning is happening. So, it's when they start engaging their students around what kind of learning is happening that we see a major shift taking place in terms of...they're then understanding issues around epistemological access; understanding the role of outcomes and how they should do outcomes; understanding all about curriculum development itself. So, that's worked really well" (P 4: 04.doc - 4:46).

“So, to research your teaching as well as your professional Discipline I believe makes you a holistic, whole-rounded academic. For us in AD that research is absolutely critical in terms of the things they want to share what is there. So, for me it is very much that we need to get there is one coin. It’s not one or the other that you are doing, but it is actually building an integral part of one’s academic work and life” (P 4: 04.doc - 4:70).

Although only one HEI expressed this integrated view of research and teaching-learning, it was gratifying to hear an interviewee mentioning the TRN (Teaching Research Nexus) (P 9: 08.doc - 9:36) that was also mentioned in the literature on Australian HE practices (§ 3.3).

“So, for us Scholarship of Teaching & Learning is really, really an ongoing process and that we really try to tell the lecturers as well, remember you’re appointed as a lecturer; so, you must teach, but we know there’s a lot of pressure on research. So, we try to help them find a nexus between teaching and learning... or research” (P 9: 08.doc - 9:31).

“I just grew in teaching and was neglecting the research, and because our university is a research intensive University the reasoning is bring the two closer so that the new lecturer develops strongly in both [teaching and research], because this is the pillar and research doesn’t have to be pure research” (P12: 11.doc - 12:16).

5.7 Discussion

ADs are aware that teaching and research are complementary and that academics need to develop in both areas. SoTL is a vehicle where both can be addressed without conflict. This research was done to promote the integration and interrelationship between research and teaching-learning.

The evidence suggests that too few academic staff are provided with a holistic view of research and teaching-learning or SoTL and the interrelationship between discovery (scholarship), teaching-learning, integration and application (engagement). Generally the conception is of separate, unrelated parts.

In general, there is at least a basic introduction or awareness of SoTL to initiate or ‘infuse’ with ‘a light touch’ a scholarly approach during induction at most HEIs. During the induction, a platform for further development is created and in-depth work is done in follow-up

workshops. The general consensus is that SoTL takes time, as was also indicated with regard to professionalisation (§ 5.2.1) and needs to be based on a theoretical background. Some academic developers therefore approach SoTL with reservations, believing that it is not for new lecturers. Others are convinced that SoTL is of critical importance and an integral part of their practice and that new lecturers could benefit from its implementation.

The interviewee's implemented SoTL according to their perceptions of the benefits for new or newly appointed or experienced lecturers according to their stage of readiness for SoTL, their background and in relation to their faculty and disciplinary context. New lecturers therefore engage on the continuum between scholarly teaching and full scholarship of teaching and learning according to their background and expertise. However, the basic fundamental knowledge or awareness of SoTL is dealt with at many HEIs during induction processes. Publication in the long term is envisaged for those starting out as inductees. Various facets of the SoTL continuum are highlighted through implementation strategies as quoted above.

5.8 Conclusion

In this chapter the nature of induction programmes and professional growth and learning in the SA HE context was described by focusing on the Academic Development units in changing HE environments and identifying the role players and target audience of induction programmes. The two phases of induction programmes, namely the orientation phase and the professional learning phase, were also described by elaborating on each ones' focus, structure and content. In the second part of this chapter the researcher reported on the nature, understanding and interpretation of SoTL within SA HEIs and the strategies ADs engaged in to address SoTL practices during the orientation and the professional growth and learning phase of induction.

In the next chapter a summary of the main findings as well as a framework and guidelines on how new lecturers can be supported in SoTL in HEIs, are presented.

CHAPTER 6: CONCLUSIONS, FRAMEWORK AND GUIDELINES

6.1 Introduction

This study aimed to develop guidelines for higher education institutions on providing direction and support for new lecturers during their professional development to advance SoTL in their academic careers. In order to achieve this aim, the following sub-aims were formulated:

1. to determine the current nature of academic staff induction and preparation at higher education institutions;
2. to determine the current nature of SoTL at higher education institutions; and
3. to investigate how new lecturers are exposed to SoTL during their induction programmes at South African universities.

In this final chapter, the main research question is answered by providing the findings of the literature and empirical research. The chapter concludes with a framework stipulating guidelines on how SoTL can be advanced during the professional growth of new lecturers at HEIs.

In the following section, the answer to research sub-question one is provided: *What is the current nature of academic staff induction and preparation at higher education institutions?*

This was partly answered by the literature (Chapter 2) but was further elaborated on in the interview data (Chapter 5) from the AD at South African HEIs to confirm the literature and to ensure that the latest current South African HEI developments have been taken into consideration.

6.2 The current nature of induction programmes

6.2.1 The context of higher education

Higher education is a dynamic changing environment expecting higher education institutions, academic development units and academics to adapt and develop to keep up with these demands. The widening of access and massification in student numbers have consequences both in terms of teaching strategies and the delivery mode applied at universities. Regular updating of teaching-learning strategies and curriculum is required in

order for institutions and academics to remain current in an environment in which there is a knowledge and information communication technology explosion to which both disciplinary and educational research should contribute. The role of academic developers is becoming increasingly more relevant in helping academics to function in the demanding ever-changing environment, but also in sustaining and improving the quality of educational practices.

Higher education institutions (HEIs) worldwide have reacted to these demands by developing and implementing various academic development programmes according to their specific frameworks, quality assurance measures and unique needs. In South Africa, there has been a movement in the restructuring of the place and structure of academic development units and teaching and learning centres to address the changing demands on academics in terms of their core responsibilities, such as teaching and learning, research and community engagement. However, the responsibility of providing evolving induction programmes for academic staff remains the responsibility of academic development units.

Later in this chapter, § 6.5.1., further elaboration on how the implementation of SoTL enables academic staff to remain in touch with various facets (technology, student diversity) in a constantly changing environment is dealt with.

6.2.2 *The central purpose of induction programmes*

The purpose of induction programmes is twofold. Firstly, induction programmes provide opportunities for new lecturers (new to higher education and newly appointed to an institution) to engage in networking collegiality and relationship building and to become familiar with the specific institutional context and culture as a form of professional socialisation. Secondly, it also provides new lecturers with a platform for professionalisation (e.g. formal and informal training opportunities) to develop skills as an academic.

The research indicated that most induction programmes focus on the teaching and learning aspect of an academic's skills. A few induction programmes include some form of research orientation and development, but very few programmes address community engagement.

6.2.3 *Target audience of induction programmes*

The main target audience of induction programmes is new lecturers. These may include novice or newly appointed lecturers. *New* or *novice* lecturers are those moving into a teaching position directly from postgraduate studies or from the industry or the private sector. Some of the new lecturers are still postgraduate students who are also teaching. The

terms *new or novice lecturers* include lecturers who are new to teaching or the teaching profession, have less than five years' experience or who are young appointments and are novices in the field of higher education teaching (§ 2.2.2). The descriptions are in agreement with the international literature where new lecturers are referred to as *early career* (Felder & Brent, 2008: 3, 8; Hobson, 2008; Hicks *et al.*, 2010: 68). Newly appointed lecturers are those with many years' experience but recently appointed permanently after being part-time, or newly appointed at a new institution. These lecturers fall under the second group of induction participants, namely the *newly appointed* lecturers who are new to the institution, but have gained experience at another institution (§ 2.2.2). For this study, the term *new lecturer* was used and included both the *novice* and the *newly appointed* lecturers, as was described in the literature (§ 2.2.2) and in the interviews (§ 5.3.2.2).

Higher education institutions present induction programmes to a range of new lecturers, focusing on their specific needs, such as teaching assistants and graduate student instructors, doctoral students, laboratory assistants and part-time or sessional teachers. In South Africa, academic staff is appointed more on the basis of their disciplinary and research expertise and less on their experience and qualification as lecturers. New lecturers display a diverse background, ranging from experience of the industry or the private sector, foreigners from other countries and staff new to the higher education environment or new to the institution.

The diversity of newly-appointed academic staff makes the provision of generic information-laden programmes problematic and counterproductive, therefore a framework that addresses the implementation of SoTL at different levels is proposed later. Networking should be exploited for innovative cross-disciplinary research as suggested by the SUCCEED programme (Felder & Brent, 2008:13). It has also been suggested that newly appointed academic staff should be able to negotiate a professional learning plan from the menu of academic development services available (§ 5.4.2.1; P10: 09.doc - 10:4), to address individual needs.

6.2.4 Other role players involved in induction programmes

Although academic development units are mainly responsible for offering induction programmes, there are several other role players involved in these programmes who contribute to the professional socialisation of the new lecturers. Deans and directors are mainly involved in acting as representatives of management, sharing the institutions or departments' vision, meeting new lecturers and showing their support. Experienced academics are also included to share expertise and to answer new lecturers' questions.

Specialists in areas of for example educational technology, library services, research and other core functional areas of the universities also partake in the induction programmes.

It is important that the organisers (academic development) and role-players (from faculties and schools) share the same vision and convey the same message, otherwise problems will be experienced during implementation with the acceptance of new up to date teaching-learning methodologies and strategies conveyed to newly appointed staff by the incumbent staff and established tacit disciplinary practices (§ 2.4.3). The professional socialisation and networking and the establishment of CoPs are considered to be very important elements for professional growth.

From the empirical research, it seems that in only a few institutions collaboration with research units occurs (§ 5.3.2.1; (P 2: 02.doc - 2:32; P12: 11.doc - 12:60; P13: 12.doc - 13:22), although it is recommended in the literature (McKinney (2007:116, 120, 131). In order to ensure that balance is achieved between core functions, the research, community engagement and teaching-learning role players should collaborate as well as HR, who plays a leading role in staff development at many institutions. The role players involved depend on whether a common mission is envisaged by all Sorcinelli *et al.* (2006:169).

6.2.5 *Structure and design, scope and focus of induction programmes*

The general structure of induction programmes at most HEIs can be divided into two phases: an initial shorter orientation phase followed by a longer in-depth professional learning phase.

6.2.5.1 *The orientation phase*

The orientation phase is usually presented before or right after a new lecturer's appointment at the university. It is advisable that the orientation phase should be presented before new lecturers assume duty so that they are appropriately prepared for the university context. This was in fact the case with USA and Australian universities where postgraduate students were prepared for an academic career with a formal anticipatory and preparatory qualification, e.g. Preparing Future Faculty (PFF) (§ 2.2.6; § 2.4.1; § 2.5.2; § 2.5.3). Although South African universities strive for the early orientation of lecturers, there is no equivalent preparatory qualification such as the PFF in the South African HE landscape. Furthermore, logistical factors (such as the number of lecturers and the availability of role players) forces them to present orientation sessions at different times resulting in new lecturers attending these sessions months after appointment. Alternatively, as practised at one SA HEI, the newly appointed academics in a faculty or school (usually a small number) are orientated

individually by an academic developer soon after appointment. This kind of arrangement occurs on a quarterly basis (§ 5.4.1). This is a concomitant benefit of deploying academic developers within faculties and schools.

It is relatively short in duration (1-3 days) and focuses on introducing and orientating the new lecturer to the physical, institutional and academic context through information sessions. New lecturers receive an overview of the induction and academic processes and are orientated in terms of the layout of the campus, the different faculties or divisions and directions to different resources. In addition, new lecturers are also made aware of their role as academics within the institution and are provided with some basic tool for teaching and learning. Perhaps exposure to the observation of lecturing by experienced academic staff within faculties, schools and divisions as CoPs, such as in the PLTO (§ 2.5.1.3) should be considered for initial professional socialisation or networking at the coalface, so to speak. The generic approach, due to logistical factors, is offset by exposure to multidisciplinary implementation strategies. The networking possibilities for cross-disciplinary networking should be exploited for innovative research in the future.

The orientation phase is presented once or twice a year to accommodate new lecturers and is compulsory. The delivery mode ranges from fully face to face, to blended and fully online and is closely linked to the purpose of the orientation phase of the induction programme. The face-to-face sessions are mostly presentations by AD staff and the role players described in § 6.2.4. A lot of information is shared within a short period and some institutions alleviate the overwhelming amount of information by having showcases, hand-outs, resource fairs and induction files or packages. Blended or fully online programmes are implemented where examples of good online practices are demonstrated for orientation with regard to the Learning Management System (LMS), or where it is more efficient to share need to know information through an on-line platform.

6.2.5.2 Professional learning phase

The professional learning phase is the first step on a pathway of lifelong learning, following the shorter orientation phase. It usually consists of implementation strategies to develop knowledge and leads to professional expertise. The main aim of the professional learning phase is to support and guide new lecturers within a faculty or discipline-specific context, focusing on practical implementation of teaching and learning strategies and to establish an academic foundation. New lecturers are provided with the opportunity to improve their knowledge and skills regarding teaching and learning within a relatively short timeframe, within the contexts of their own subject disciplines.

Some universities follow a workshop approach, presenting workshops according to the needs of the academics, however the once-off workshop format was found to be ineffective for professional development (DeWith, 2014:1; Layene *et al.*, 2002:13). Follow-up sessions and a more continuous, problem-based approach, focusing on building a portfolio embedded in a conceptual teaching framework, for example the approach implemented by the University of Stellenbosch (§ 2.4.2), was recommended as more effective for professional growth. Workshops and courses are presented as face-to-face training opportunities, but some institutions have moved towards an on-line model to alleviate the challenges concerning scheduling of professional growth sessions for academic staff already busy with their teaching responsibilities.

Many international HEIs present specific programmes or courses on teaching to new lecturers as part of their professional learning process. These courses are specifically developed by the HEIs. Lecturers are also encouraged to complete a formal qualification in teaching, e.g. the Graduate Certificate in teaching. A formal course approach is not yet common in South Africa, although the format that is becoming more prevalent for an induction programme is a six month to a year programme that could articulate into a qualification or be accepted for teaching accreditation. In South Africa, AD staff work closely with new lecturers with the help of senior lecturers and researchers to provide guidance and mentorship in the different disciplines. AD presents short courses and workshops on teaching-related topics over a period of a few months or a year for new lecturers to attend (§ 2.7.1.4.).

New lecturers are encouraged to obtain a formal teaching or higher education qualification, but it is not compulsory. Some international universities such as in the UK and Australia offer accredited programmes for the professional development of academics. A few SA universities developed their induction programmes to include workshops or study units that form the basis of a formal qualification (§ 2.7.1.4.).

Lecturers also generally have research commitments, therefore the introduction of SoTL during the professional learning phase is recommended to encourage a research-based and scholarly approach to teaching and student learning.

6.3 Scholarship of Teaching and Learning at higher education institutions

Research sub-question 2: *“What is the current nature of SoTL at higher education institutions?”* was answered through a literature review (as presented in Chapter 3) and

through the information gained from the interviews with the AD at the South African universities.

The SoTL movement started in America with Boyer's book 'Scholarship Reconsidered', where the Scholarship of teaching (SoT) was first defined. Later on, 'learning' was added to complete the acronym SoTL. Learning originally referred to academic staff or lecturers becoming students themselves as they go through their own personal learning through scholarly inquiry into their teaching. Learning also referred to the other participants in the scholarly inquiry process, the student in class, with SoTL aiming to advance student learning through teaching practice inquiry.

SoTL initially started in America with the Carnegie Academy for SoTL (CASTL) playing a significant role in promoting and supporting SoTL in several USA universities. The CASTL boasted with more than 200 affiliates (§ 3.3) and although it is no longer formally in operation, it has left a legacy on which many academics still focus. SoTL became a worldwide movement with the founding of the International Society for SoTL (ISSoTL) in 2004, with good support for SoTL in the UK, Europe, in Canada and Australasian HEIs in a multidisciplinary context.

SoTL in South Africa surfaced at the 2004 ISSoTL conference, after which many universities started to focus on SoTL within their own institutions and was formally acknowledged by the Council for Higher Education.

Finding a clear universal definition of SoTL deemed to be a challenge, as each country and HEI described SoTL from their own unique perspective. SoTL researchers focused on different elements of teaching and learning. Hutchings *et al.* (2011a:3), Kreber (2007:1-2), McKinney (2012b:4) and Prosser (2008:1-2) focused on active learning by both students and lecturers within a lifelong continuum. Lee Shulman (in Huber & Morreale, 2002:1-21; Van Driel & Berry, 2010) established the concept of Pedagogic Content Knowledge (PCK) and Trigwell and Shale (2004:524-528) the concept of pedagogic resonance that deepened the understanding of disciplinary teaching and collaborative student-teacher relationships. Institutions interpreted SoTL as a process that researches teaching and learning, linking teaching with disciplinary research resulting in an improvement of teaching practice. From this perspective, SoTL was regarded as a research focused inquiry. On the other hand, some scholars preferred to view SoTL from a teaching focus, describing SoTL as a systematic and thoughtful investigation of student learning for purposes of improving practice and student success. Research per se is not mentioned in this description. In this study, SoTL is defined as a lifelong approach by an individual to engage in systematic, scholarly

enquiry to explore and develop their own professional teaching and learning practice in collaboration with their students, peers and other experts in the field to ensure student learning and their own academic growth.

The debate whether SoTL is research or not is still continuing. It is not clear if all HEIs recognise SoTL as 'legitimate' research. The five main principles of SoTL implementation: explaining the partnership with students, the intellectual work based on sound educational theory, the grounding of the process in disciplinary epistemologies, scholarly reflection and the peer review and public making process support the notion of SoTL as research. Scholarliness and scholarship are integrally part of the mission and aims of HEIs. What is ultimately pursued is that an integration or nexus, symbiosis, synthesis and synergy are achieved between teaching-learning and scholarship or research and theory and practice (§ 3.4 and § 3.5).

Supporting and implementing SoTL may hold specific benefits for HEIs and their academic staff in their current prevailing contexts. These benefits, described in four key fields of the academic environment, include the promotion of quality teaching, quality learning, increased research outputs and improved professional work.

In line with the overall context and aim of this research, sub-research question 3 asked *how new lecturers are exposed to SoTL during their induction programmes at South African universities*. To answer this question, the prevalence of SoTL in academic development in general was first investigated with a further focus on SoTL in induction programmes.

6.4 SoTL in academic development

SoTL is well supported and acknowledged at most of the international and SA HEIs included in this study and has become a form of academic development. SoTL reinforces focuses and enhances professional work. From the website information (Chapter 2) it seemed that only a few of the SA HEIs formally supported SoTL. The empirical research (Chapter 5) showed different levels of implementation: from integrated into practices to consideration of formal slots during the orientation phase. At some universities it is approached from a very specific research focus, but at others, it is embedded in the daily work of academics and AD units. Institutional missions and personal needs of academics determine academic development and support of SoTL endeavours. The structure and focus of the different departments responsible for academic development (e.g. centralised Centres for Teaching and Learning or AD staff working in specific schools or departments) influence the scope of SoTL implementation, ranging from general information sharing of SoTL principles and practices,

to individualised guidance and support with SoTL projects within the specific disciplines. In SA, academic development units are being decentralised in some institutions so that academic development staff are appointed per faculty. This decentralisation will enable academic developers to work more closely with senior lecturers or researchers in the specific faculty or subject discipline in mentoring and guiding the new academics.

In institutions where the notion of lifelong learning and professional growth is embraced, SoTL principles and SoTL practices are actively supported. Incentives such as teaching awards, usually administered by academic development units, have been advocated to elevate the status of teaching and to encourage lecturers to invest in the scholarly inquiry of their own teaching in order to achieve high quality teaching, e.g. NWU, § 3.7.

At some institutions, an awareness of SoTL is provided at induction to provide a basis for further development; although some AD staff are of the opinion that new lecturers are not ready to engage in SoTL activities. Most institutions support and encourage SoTL, mainly through an integrated manner where SoTL is addressed inclusively, as an integral part of the induction package and not necessarily as a separate approach that needs special attention. At least a good scholarly, theoretical basis for further development is aimed at. The degree to which new academics get involved in SoTL practices depends on their background and experience of SoTL. Although it is encouraged, new lecturers are not expected to publish their SoTL projects (§ 5.6.3.2).

At one of the SA HEIs, the research and academic development units organise the induction programme as a team. AD should have a responsibility to promote SoTL by focusing not only on teaching and learning, but also on scholarship and educational research. Some institutions integrate research and teaching-learning through the collaboration of research and academic development units. AD units have gradually been expanding their role with regard to research and research on teaching. Alternatively, research units assist in the development of research expertise through a series of sessions on research supervision that forms part of the induction programme (§ 2.7.1.4; § 5.5.1.2).

A better impact on lecturers' thinking and practicing will be achieved with the use of a linked series of events, i.e. monthly meetings over the course of a term (§ 2.5.3.4. (C) or a series of sessions totalling a number of hours on assessment or curriculum design. For example, lecturers submit a range of assignments in a portfolio that may be indicative of in-depth work and is more appropriate for SoTL. A systematic approach to professional learning is suggested by various bodies, such as the European Science Foundation, the CHE (2005:19-20) and various authors. The CHE is in favour of a combination of a developmental and

action research approach with the necessary institutional support for developing SoTL. Other universities also offer the developing of portfolios as part of the induction process, e.g. in Phase two of the induction programme at the NWU, particularly at the Vaal Triangle campus (Strydom & Martins, 2012), the NMMU (§ 2.7.1.4, A), North Carolina (SUCCEED) (Felder & Brent, 2008: 18, 33, 40) and Minnesota (UMN, 2014).

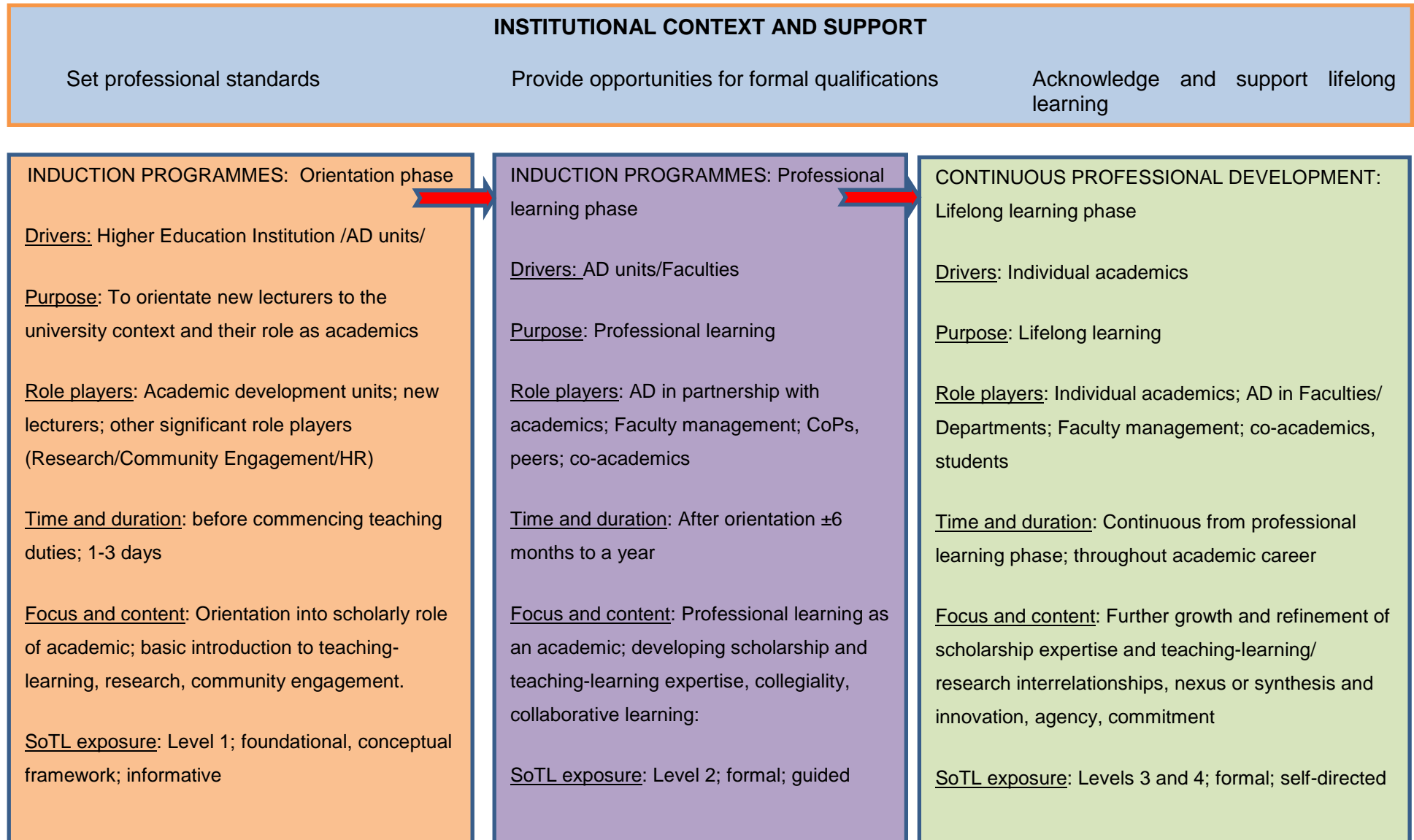
SoTL is an integral part in three of the five case studies of foundation programmes offered to new academic staff in Australia. This is a direct consequence of the three year 'Preparing Academics to Teach in Higher Education' (PATHE) project that aimed to contribute to the scholarship of higher education teaching and learning in foundation programmes. Reference is made to the UK Professional Standards Framework (UKPSF) of the Higher Education Academy that served as a benchmarking tool for the PATHE project and the realisation of the Australian University Teaching Criteria and Standards Framework. According to the PATHE project, it is difficult to evaluate the impact of induction programmes because of the complexities involved, however they do conclude that the foundational training of new educators has led to significant improvement in learning and that SoTL simultaneously supports the development of professional interest. The European Science Foundation promotes the 'teacher researcher' and 'research on teaching' and focuses, like the CHE, on student centred approaches and in the intertwining of theory and practice.

In this first part of the chapter, the three sub-research questions were answered by providing an overview of the nature of induction programmes, SoTL and how SoTL figures within induction programmes. In the next part of this chapter, a framework, developed for academic development units and other role players involved with the induction of new lecturers, based on the evidence gathered through researching the three sub-questions, is presented.

6.5 A framework and guidelines for advancing SoTL during professional development of new lecturers

The framework was developed bearing in mind best practice of academic development, identified through the literature and empirical studies and aimed at promoting SoTL engagement by new lecturers (figure 6.1). Each facet in the framework is elucidated upon to provide an explanation and guidelines for professional development.

Figure 6.1: A framework for professional development of new lecturers to advance scholarship of teaching and learning



6.5.1 *Institutional context and support*

The professional growth of lecturers can only succeed if the higher education institution supports and promotes these endeavours by setting professional standards, provides opportunities for establishing a theoretical educational foundation through, for example, formal qualifications and acknowledges and support lifelong learning.

Professional standards are standard frameworks that HEIs can develop as a benchmark for the professionalisation of academic staff. These standards can include the activities, competencies and achievements of lecturing staff in terms of teaching and learning. The UK Professional Standards Framework or the Australian University Teaching Criteria and Standards Framework are good examples.

Very few South African universities expect their teaching staff to obtain a teaching qualification. Academics teaching in faculties other than Education are mostly encouraged to obtain postgraduate qualifications in their subject discipline rather than spending time in getting a formal teaching qualification. Due to this lack of support and acknowledgement, academics are not motivated to invest in a teaching qualification. HEIs, especially South African universities, should consider presenting a compulsory basic teaching qualification for new lecturers who do not have any teaching qualification in order to provide them with the educational underpinning needed to practice as a professional lecturer. A firm foundation in education theory should be given with basic foundational readings. Internationally, most institutions have a Graduate Certificate or optional accreditation possible, for example the UK Higher Education Academy (HEA) with the UK Professional Standards Frameworks. Obtaining a qualification that is transferable between institutions could be valuable for lecturers and HEIs in the long run. In order to address the issue of too short timeframes before assuming duty and adequate preparation for an academic career, postgraduate certificates as preparation for an academic career of graduate students that are similar to the Preparing Future Faculty programmes should be developed in South Africa.

The third role that HEIs should play in the professional growth of academic staff is to provide a formalised pathway for lifelong learning. Engaging in accredited professional development activities should be encouraged through formal acknowledgement of these activities by means of teaching awards and when lecturers apply for promotion.

The success of the following phases of induction and professional learning is dependent on the institutional context, culture and support.

6.5.2 *Induction programmes: orientation phase*

The first phase of professional growth is the short orientation phase. The main drivers for this phase are centralised, with the university and Academic Development units (or in some institutions, the Centres for Teaching and Learning, or their equivalent) taking responsibility for designing and presenting this phase. The orientation phase focuses mainly on the higher education context, the institution and professional socialisation. The orientation phase can be used to introduce an awareness of certain T&L conceptual frameworks and basic Learning Management or ICT skills so that new academic staff can become conversant with the HE and institutional context. The content of induction programmes contains certain static elements, e.g. policies, HR procedures, etc. It is necessary to differentiate between institutional and developmental, disciplinary content and also to differentiate between what is for immediate use and what requires more time and in depth exploration. AD units should be cautious not to overload the orientation phase with information. Relevant institutional information that is more static of nature can be made available on various platforms for future use.

The main role players in the orientation phase are the AD staff and the new lecturers, supported by other significant staff from the university, such as Human Resources, IT, experienced lecturers and management. The orientation phase should take place before lecturers commence with their teaching activities, as this phase also focuses on a basic introduction to higher education teaching and learning. New lecturers should be exposed to scholarly, research-based faculty or discipline embedded teaching practices before the commencement of teaching. In South Africa the orientation phase or preparation of new academic staff generally occurs after appointment. The timeframe before assuming duty may be too short, a week or two, thereby constraining any worthwhile development of professional academic knowledge or skills.

Orientation and some exposure to teaching practices, coupled with an awareness of disciplinary epistemologies in teaching, should be completed before assuming duty, to ensure adequate preparation for the institutional context. Common, generic teaching and learning practices, e.g. group work, should find expression in cross-fertilisation exercises in multidisciplinary groups during orientation. Multi-disciplinary groups provide insight into practices that could be of benefit to other disciplines. Lessons learned through multi-disciplinary engagement can be followed up

with disciplinary development during the second professional learning phase. The orientation phase should not be longer than 1-3 days and presented on an annual basis, or twice annually, depending on when new lecturers are appointed.

The needs of novice and experienced lecturers are different. Therefore, scheduling sessions for specific groups will ensure that the sessions are less generic and address their specific needs. Induction programmes can be re-evaluated by identifying essentials according to the profile of new lecturers, e.g. novice lecturers could benefit from guidelines for their first class or first semester and preparation for managing large classes in specific disciplines. An online option for part-time lecturers can alleviate scheduling dilemmas. Exposure to blended teaching-learning strategies (F2F and online) that are becoming more and more prevalent delivery modes in the changing HE context should also be explored.

Most of the new lecturers attending this orientation phase will have had limited or no experience of teaching students at the specific university. New lecturers can be introduced to the debates about disciplinary research and epistemologies, pedagogic content knowledge, integration of research and teaching and SoTL. Engagement in SoTL needs to be on a very basic level and limited to an introduction to the principles of SoTL. Showcasing SoTL projects may inform new lecturers of possibilities and sensitise them to future SoTL endeavours in their own disciplines. AD can also inform the new lecturers of how and when they will be available to provide support for SoTL projects. It is however important to consider the experience and level of teaching expertise of the new lecturers. Novice, inexperienced lecturers first need to “find their feet” in their classrooms before they are able to embark on SoTL adventures. However, novice academic staff can already be encouraged to engage in reflective practices.

6.5.3 Induction programmes: professional learning phase

The second phase of professional development is the professional learning phase. This research confirmed a gap in the design and presentation of this phase at South African universities. Lecturers participate in teaching development activities in a voluntary, just-in-time, needs-based approach. Presenting this phase in a structured and focused way will formalise the bridge between the initial orientation and lifelong learning. If AD units invest in this phase, lecturers will be encouraged to make SoTL part of their academic careers. The main focus of the professional learning phase is to provide lecturers with the opportunity to strengthen their educational foundation and to develop their teaching and learning expertise within a disciplinary context. The professional learning phase starts after orientation, when the new lecturer is

engaging in teaching and learning activities and it should continue for at least six months, so that there is ample time for the lecturer to become familiar with the realities of teaching and with AD staff providing the much needed continuous structured support. Professional learning takes time. The process should be spread over at least a year with regular weekly, monthly or quarterly formal professional learning sessions.

The main drivers of the professional learning phase are AD in conjunction with faculty management, as lecturers need to be supported on different levels to participate in this phase. It is also advisable to present systematic and coherent programmes with regular sessions that will ensure effective professionalisation and development of a rich body of knowledge. The main purpose is to encourage lecturers to engage in a structured process of professional learning and to establish the first steps of lifelong learning. In this professional learning phase, AD staff are still the organiser of relevant workshops, with the new lecturers starting to focus on their own teaching-learning portfolios. New lecturers should be encouraged to gain a firm foundation and a good grounding in education theory that can be built upon over time. The professional socialisation, collaboration and collegiality between academic development, faculties and newly appointed academic staff are crucial to sustain professional growth.

Co-academics/peers also play an important role. Firstly, other new lecturers from the same discipline and from other disciplines form part of a Community of Practice. More experienced co-academics also act as mentors for the new lecturers. Discipline-specific CoPs are a good base for SoTL development. AD should encourage and manage CoPs within faculties and across faculties, so that academics can share their work and act as mentors and peer reviewers for each other. At this stage, AD can still take the responsibility for scheduling regular meetings for the CoPs to support and strengthen collaborative practices for the lifelong learning phase; however, professional development activities should not be done entirely by AD independently of lecturers' and faculties' needs. The professional learning phase should move from a centralised general approach (as with the orientation phase) towards a faculty and disciplinary induction with the active involvement of discipline-specialists and faculty management. Oosthuizen (2016) suggested at the gala dinner of the South African Association for Institutional Research (SAAIR) Conference that lecturers should have a choice in what training sessions they would like to attend, according to their needs. This was mentioned by one of the participants in this study as an approach for professional learning. This will strengthen the future lifelong learning practices.

Engagement in SoTL activities is becoming a possibility, but the aim should be to engage only on Levels 1 and 2 of Trigwell's multi-dimensional model of scholarship of teaching (Trigwell *et al.*, 2000:163) (§ 3.8). On Level 1, AD staff informs new lecturers of theories of teaching and learning, and lecturers use these theories in an informal way. Reflection is mostly from a teaching perspective only. On Level 1 there are limited official communication opportunities to share practice. At a later stage during the professional learning phase, as lecturers' knowledge and experience increase and they become more self-confident, they move to the second level of SoTL engagement. They become conversant with the literature of teaching and learning generally, starting to question their teaching and linking it to literature. Reflection may still be on a basic descriptive level, but AD can encourage the inexperienced lecturers to start developing a reflective portfolio which includes evidence of teaching and research on teaching. New lecturers should be informed about the theoretical underpinnings of SoTL practice and the standards and criteria for SoTL. They can be encouraged to inquire their teaching from an educational theory perspective and to investigate the possibilities of starting a focused teaching research project. New lecturers can start to share their experiences on informal platforms such as tea room discussions, departmental seminars or discussions with colleagues. This is an opportunity for AD to organise informal sessions where new lecturers share their experiences in a safe and supported environment.

After completing the second formal phase of induction programmes, lecturers should be ready to embark on a lifelong learning process. They should be able to "graduate" from new lecturer to experienced lecturer, moving from a strong AD driven and supported professional learning process to a more self-directed process of self-learning and self-development.

6.5.4 *Continuous professional development: lifelong learning phase*

New lecturers move into the lifelong learning phase after the first year of induction. This phase is characterised by *the personal agency, commitment and self-directed approach* of the individual academic as the main driver of professional growth. The professional learning phase becomes a continuous lifelong learning phase throughout an academic's career. The focus is lifelong learning and professional growth, the further refinement of scholarship and maintenance of teaching and pedagogic competence. The lecturers also see teaching in a student-focused way and identify SoTL projects from a student- and co-learning partnership perspective. It is also in this phase that teaching innovation and research outputs are envisaged. The interrelationship and integration between research and teaching-learning should be emphasised

so that balance is achieved in the workload of academic staff. Within SoTL, research and teaching-learning are not in opposition to each other.

AD staff provides leadership, support and guidance by hosting professional learning opportunities such as discussions and seminars and they also work more individually with the lecturers to address their specific needs and contexts. This support can be more efficient if provided by AD positioned within specific departments or faculties. Other role players are faculty management, who need to support and acknowledge lecturers' involvement on the teaching side of professional learning and other academics that form part of a CoP. The role of CoPs is even more important here, moving from mentoring to critical readers, co-researchers, co-learners and peer reviewers. Lecturers who have completed the induction programme should make themselves available to act as mentors for the next cohort of new lecturers and draw them into existing CoPs within the faculties, thus providing a seamless entry into faculty structures.

The foundation for SoTL engagement was laid in the professional learning phase. Lecturers now build on this foundation by moving to Level 3 and 4 of the SoTL continuum, participating in formal SoTL activities and working according to self-determined goals. On Level 3, lecturers engage with discipline-specific literature, researching theories of teaching and learning applicable to their specific disciplines. An action research approach is encouraged, resulting in a reflection-in-action process. Communication becomes more public with the results of these processes reported at conference level. The final level of SoTL engagement as described by Trigwell is where lecturers' pedagogical content knowledge is developed and acknowledged. The level of reflection has also changed to a SoTL inquiry of new and unknown aspects of teaching and learning processes in the subject disciplinary context, resulting in outcomes that are publishable in scholarly journals due to the contribution it makes to the body of knowledge. The rewards and benefits of SoTL on this level accrue and contribute to institutional professional growth.

6.6 Final conclusion and contribution

A framework for induction and professional development was developed with the aim of advancing SoTL. The framework suggests a three-phased approach to professional development. The first and second phases form the formal induction programme for new lecturers. Phase 1 is a short orientation phase, driven by AD and focusing on orientating the new lecturer to the institutional context and higher education teaching and learning, preferably before taking up their teaching roles. This phase is characterised by a more generalised

approach with very limited exposure to SoTL activities. New lecturers are informed about SoTL and how it can form part of their professional development.

The second phase of induction, the professional learning phase is a longer induction process of six months to a year, where lecturers engage in further professional learning activities, still under the guidance and support of AD and senior faculty, but with a more disciplinary focus. Lecturers are actively teaching during this phase, providing context for discussions, portfolio development and seminars organised by AD. The establishment of CoPs is critical in this phase, as it forms the basis for mentorship and future peer reviewing. Support from faculty management is also a crucial factor for successful engagement in this professional learning phase. SoTL and SoTL related activities are becoming more prominent in this phase, with lecturers starting to reflect on and question their teaching practices, investigate teaching and learning theories and share experiences in informal and safe spaces. During this phase, the groundwork for future SoTL work is laid.

After formal induction, lecturers are encouraged to follow a pathway of professional growth in the open lifelong learning phase. This phase develops as the lecturers gain experience in teaching and learning, expand their knowledge and increase their inquiry into current practices and future possibilities. AD's role has changed from driver and organiser to supporter and guide. Lecturers take responsibility for their own academic growth and rely on AD to provide them with needed advice regarding teaching and learning applicable in their own disciplines. It is also during this phase that SoTL becomes fully part of the picture. The basis that was established during the orientation and professional learning phase is now further developed into individual teaching and learning scholarship. Lecturers are encouraged to become involved in SoTL activities within their subject disciplines, applying action research processes and publishing their results. Constant changes in the educational and institutional context demands rapid reciprocal responses to student and community and industry needs.

Suggestions and guidelines have been presented within each phase for AD units and HEIs to take into account when reconsidering their approach to professional growth. By following the guidelines presented in Phases 1 and 2, new lecturers may be motivated enough to make SoTL part of their academic careers, thus advancing SoTL as a whole within their institutions.

Certain additional issues that may influence the teaching and research dynamics in HEIs and the professional development of academics in general surfaced during the analysis of the data. Firstly, institutions should consider the institutionalisation of the structural interrelationship or

integration between research and teaching-learning (TRN). This will support academics in their career path choices, as they will be informed of the stance that their institutions take regarding the support of teaching-learning and research. HEIs should also lobby for the implementation of an academic development professional growth framework across career paths at SA HEIs. This may motivate academics to obtain qualifications in higher education, as it will be acknowledged as part of their professional status as lecturer. Closer co-operation and integration between research, teaching-learning and community engagement units and initiatives will also enable and make it easier for academic staff to balance their core functions.

Reconsider the role of education faculties, educational research and academic development in promoting SoTL. Education faculties and their expertise in educational research should be sourced to support AD in promoting SoTL in other faculties.

6.7 Summary

In this study, professional development of lecturers and the induction of new lecturers were researched in order to develop a framework and guidelines for the advancement of SoTL.

This study consisted of six chapters. Chapter 1 was a basic proposal and overview of what was envisaged for the study. In Chapter 2, an overview of induction programmes at HEI (HEIs) internationally and in South Africa was provided. An analysis was done of the literature, websites and electronic media on international and SA induction programmes according to the institutional aims, role players and target audience, structure (design and implementation) and the scope and focus (content and approach). Chapter 3 focused on the origin of SoTL and how SoTL developed in higher education. The definition of SoTL, how it contributes to the teaching and research nexus and what principles should be adhered to when implementing SoTL, as well as the benefits of implementing SoTL were explained. Chapter 3 concluded with a discussion on where and how SoTL featured within academic development and specifically in induction programmes, as was evident from literature. In Chapter 4 and 5, induction programmes and the manifestation of SoTL at several South African HEIs were explored through a phenomenological empirical study. Chapter 4 also described the qualitative methodology used to determine what the requirements were for implementing SoTL in professional development, starting at the induction of new academic staff. In Chapter 5, the results of the empirical study were discussed in terms of induction programmes and professional growth, with a focus on SoTL in a number of SA HEIs.

The main findings of the research were summarised in Chapter 6, in which the sub-questions were answered and a framework for professional growth and the advancement of SoTL was presented.

6.8. Limitations of the study

During the course of this study, some limitations were identified.

Firstly, the websites of HEIs were not always accessible to garner information, e.g. only staff from an HEI could access certain information with their university staff login. Secondly, websites of some European HEIs provided information in their home language (not English), which limited the accessibility of the information to the researcher.

One university's information on the website was not accessible for the empirical study. The fact that this AD staff could not be reached for an interview was a limitation.

6.9 Recommendations for further research

Feedback from new lecturers after implementation of the framework should be obtained.

Similarly, feedback should be obtained from the faculties with regard to the effectiveness of the induction process for their discipline-specific needs.

The implementation of these guidelines should be investigated and refined via case study research in one or two SA HEIs.

The integration of research, teaching-learning and community engagement should continue to be explored so that innovative practices in this regard can be embedded in induction programmes. Similarly the reciprocal effect of student demands, new educational technologies that require a SoTL response needs to be researched. Present day institutional analysis (students, programmes, resources) and collaborative practices creates the possibility of integrating the work of academic staff.

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Addendum A: Invitation to participants

Dear Colleagues

I am Schalk Fredericks, an Academic advisor at North-West University, Potchefstroom campus. I am presently engaged in research on induction programmes for academic staff at universities for my PhD.

As part of my research I want to come into contact with academic development advisors and other staff who are responsible for the planning and presentation of induction programmes for new lecturers.

I want to invite you as an expert in academic staff development and specifically in induction programmes to participate in my research.

I would like to conduct an interview with you, if possible, during the HELTASA conference in Bloemfontein, 18 – 22 November 2014. Alternatively I will conduct telephonic interviews with staff who will not be attending the HELTASA conference but want to contribute to this research. The interviews should not be longer than an hour's duration, and all information will be kept confidential at all times.

I will appreciate it if you could please contact me on my email address: schalk.fredericks@nwu.ac.za if you are willing to participate. I will then be able to provide you with further information and to arrange an interview with you.

I do believe that this research can be of benefit to all universities and therefore highly appreciate your contributions.

Sincerely

Beste Kollegas

Ek is Schalk Fredericks, 'n akademiese adviseur verbonde aan die Noord-Wes Universiteit, Potchefstroomkampus. Ek is tans besig met navorsing vir my PhD wat handel oor induksie programme vir akademiese personeel by universiteite.

As deel van my navorsing wil ek graag in aanraking kom met onderrig-adviseurs en ander personeel wat verantwoordelik is vir beplanning en aanbieding van induksieprogramme vir nuwe dosent.

Ek wil u as kundige in akademiese personeelontwikkeling en spesifieke in induksieprogramme graag uitnooi om deel van my navorsing te vorm.

Ek wil graag, indien moontlik, 'n onderhoud met u voer tydens die HELTASA konferensie in Bloemfontein 18 – 22 November 2014. Alternatiewelik sal ek telefoniese onderhoude kan voer met personeel wat nie die HELTASA konferensie bywoon nie maar wie graag insette wil lewer. Die onderhoude behoort nie langer as 'n uur te duur nie, en alle inligting word ten alle tye vertroulik hanteer.

Ek sal dit waardeer indien u my asseblief kan kontak op my epos: schalk.fredericks@nwu.ac.za, indien u gewillig is om deel te neem. Ek sal dan verdere besonderhede kan verskaf en 'n afspraak met u kan maak vir die onderhoud.

Ek glo dat hierdie navorsing kan tot voordeel van alle universiteite sal strek en daarom het ek baie waardering vir u bydraes.



Addendum B: PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

TITLE OF THE RESEARCH PROJECT:

'Advancing scholarship of teaching and learning during professional development of new lecturers at higher education institutions'

Ethics Number NWU -00187-14-A2

PRINCIPAL Researcher:

Schalk PK Fredericks

ADDRESS:

North-West University

Academic Support Services

Private bag X6001

Potchefstroom

2520

CONTACT NUMBER:

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is entirely voluntary and you are free to decline to participate. Declining to participate will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

INFORMATION ON THE RESEARCH PROJECT

I wish to conduct interviews with the aid of digital recorders with the selected participants from your institution during **November/ December 2014**.

For the empirical research I would like to involve the Academic Development Unit in the following ways:

- an individual interview with the Centre or Unit head responsible for the induction or orientation training program OR
- individual interviews with Academic Development advisors or facilitators responsible for the delivery of the induction or orientation training program

This study has been approved by the Faculty of Education Sciences Ethics Committee at North-West University.

What is this research study all about?

- The main objective of this research is to gain, through empirical investigation and comprehensive literature analyses, insight into induction as part of the professional development of novice lecturers in order to develop an induction model as part of the professional development of novice lecturers.

Why have you been invited to participate?

- You have been invited to participate because of your knowledge, expertise and experience in the Academic Development, teaching and learning and professional development field. I would like to hear how you applied your wisdom in the induction or orientation programme of your institution.

Lecturers from your institution will also be invited to share their experiences of your institutions' induction/orientation programme.

What will your responsibilities be?

- You will be expected to attend one individual interview. The interview, digitally recorded, will be approximately 60 minutes in duration. I will try my best to arrange it at a convenient time for all concerned.

Will you benefit from taking part in this research?

- The direct benefits for you as a participant will be the opportunity to share your views on professional development and induction with other researchers in the field and gain a deeper understanding of other researcher's perceptions on the same topic. The bigger benefit will be to the teaching and learning research community and Higher Education Institutions both in South Africa and in other countries to gain a better understanding of professional development and induction programmes.

Are there risks involved in your taking part in this research?

- The nature of this research design and data collection methods render this project to be regarded as one with a very low risk. The data gathered will only be used for scientific purposes. Precautionary measures will be taken to ensure that participants will not feel upset or uncomfortable and that their rights to privacy or dignity will not be infringed during the interviews.

Who will have access to the data?

- During transcription data will be coded to ensure that no link can be made to a specific participant. Confidentiality will be ensured by the way data will be captured, changing

identifying data during transcription and deleting the digital recordings once data have been transcribed. Only the researchers and person transcribing the focus groups will have access to the data. A confidentiality agreement will be signed with the person doing the transcriptions. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. Reporting of findings will be anonymous. After completion, I undertake to provide you with feedback of the results on the study if requested.

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

- Should you have the need for further discussions after the focus groups due to possible discomfort an opportunity will be arranged for you.

Will you be paid to take part in this study and are there any costs involved?

- No, you will not be paid to take part in the study. There will be no costs involved for you, if you do take part.

Is there anything else that you should know or do?

- You can contact Dr Gerda Reitsma at 018 285 2381 if you have any further queries or encounter any problems.

You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: "Strategies for improving novice lecturers' scholarship of teaching during induction in a merged higher education setting".

I declare that:

- I have read this information and consent form and it is written in a language with which I am comfortable.

- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Signed at (place) on (date) 2014.

Signature of participant

Declaration by researcher

I (name) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.

Signed at (place) on (date) 2014.

Signature of researcher

Attached is a preliminary interview schedule. Should you need any additional information about the research, you are most welcome to enquire in this regard and I will gladly provide further information.

Thank you for considering my request. If you be in favour of granting permission for the research, please sign the attached consent form and return it via e-mail.

Yours sincerely

Schalk Fredericks

PhD candidate (North-West University)

Student Number: 20898215

Contact Number: 074 250 4968 / schalk.fredericks@nwu.ac.za

Ethics Number: NWU-

Promoter: Dr G M Reitsma

Faculty of Educational Sciences

Contact Number: 018 285 2381 / Gerda.Reitsma@nwu.ac.za

For official purpose only

Participant number: _____

<i>Consent to participate</i>		<i>Background questionnaire</i>		<i>Informed Consent agreement</i>		<i>Permission to digitally record the interview</i>	
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Original details: Schalk PK Fredericks (20898215) C:\Users\NWUser\Documents\Etik Gerda\Addendum D Informed Consent.docm
14 October 2014

Addendum C: Turnitin Report



Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

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