

ORIENTATION TO ACADEMIA: THE SOCIALIZATION OF NEW FACULTY

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Canadian schools have enjoyed an association with universities since the early 1920's (Street, 1973, p. 126). In the university system generally, appointments are offered to individuals prepared at doctoral level. Such persons tend to be familiar with the university milieu and the general expectations of academia. Because of the shortage of doctorally prepared nurses in Canada, the greater number of faculty appointments are of individuals prepared at the master's level. Each year substantial numbers of baccalaureate graduates are appointed on a sessional or short term basis (CAUSN, 1980, p. 3).

Once an appointment is accepted, it is to the advantage of the employer to facilitate effective functioning of the appointee as speedily as possible. Depending on the nature of the appointment, effective functioning may include not only teaching responsibilities but also the mind set necessary to step forward on the long road toward tenure.

A planned orientation program has become an expectation of nurses moving into new jobs in practice settings. Orientation is equally important for the newcomer to the faculty ranks in academia.

ORIENTATION AS ONE ASPECT OF SOCIALIZATION

In this study questions were asked to determine whether an orientation program could be expected to contribute toward the appointees' socialization to academia:

1. What orientation do individuals believe they need when they assume a university faculty position?
2. What orientation does the administration (dean or director in a college, school or faculty) believe individuals need when they move into their role as new faculty members?

RESPONSIBILITIES OF THE FACULTY ROLE

Faculty appointments in nursing may be of a short-term sessional or part-time nature, may be a continuing tenure-track appointment, or may be an appointment dual in nature, where the incumbent shares time and expertise and carries responsibilities in an agency or institution

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associated with but apart from the university. Short-term appointments may be narrow in scope, may require the incumbent to supervise groups of students (often beginners) in laboratory/clinical settings, and may include participation in some classroom teaching and committee work. The responsibilities can be similar to those accepted by teaching assistants in other faculties.

Tenure-track appointments carry the expectation that the individual will begin at once to recognize and respond to the threefold responsibility of academia: teaching, research and service (Holliman, 1977). Nursing faculty groups often define their primary responsibility as teaching (perhaps because it is the role in which they feel most comfortable) and include in that role the requirement for active involvement in a clinical practice setting (Williamson, 1976, pp. 80-85). The additional aspects of the faculty role, namely research and service, may be neglected by the new appointee in pursuing what is seen as most important (i.e., teaching). For short-term appointees, teaching may indeed be the major function in their faculty role.

THE PROBLEMS OF SOCIALIZATION TO ACADEMIA

Styles (1980) identifies three dichotomies with which a new faculty member must deal. The first is the traditional-contemporary dichotomy which contrasts our early conditioning as females (and possibly also as nurses) for conformity, dependency, modesty and non-assertiveness with current expectations that the modern professional career woman must be independent, assertive, ambitious and career-conscious. The second dichotomy describes differences between the values of the academic and the professional. The academic values research, inquiring into abstract problems with scholastic detachment, whereas the action oriented professional provides a service and sees the need to address concrete societal problems. Styles notes that in some universities questions are still being raised about the appropriateness of professional schools on the academic campus. The third dichotomy occurs within the bureaucracy of the health delivery settings where we nurse and teach. Armed with professional standards and educational goals, we are tossed by the storms within institutional hierarchies, by government fiscal manoeuvres and by political machinations in the health care system.

Because of the complexity of the role faculty members are expected to assume, the entire first year of employment is likely to be one of initiation for the newcomer. Conway and Glass (1978) suggest delaying aspects of faculty socialization (information about tenure requirements, organizational structure and expectations about research) for as long as six months in order to decrease the information

overload. In their view, planned socialization addresses three issues: the need for information (some immediately related to the teaching assignment, student needs and clinical setting), the political naïveté of the neophytes, and the assignment or selection of mentors.

If little effort is expended in guiding the newcomer through the period of orientation, the individual is likely to fall back on previous role models and experiences as a guide to current expectations (Given, 1975). Earlier associations may not have fostered behaviour appropriate to the more complex university setting and failure to adapt fully to the faculty role can result. This maladaptation has been defined by Barley and Redman (1979) as "the inability to achieve balanced productivity in more than one of the university's defined missions of teaching, research and service" (p. 43). Faculty role development is a process of maturation in academia, occurring over time, with growth proceeding through stages of academic sophistication where the individual moves from a rather narrow view of self and the teaching-learning process to a much broader philosophy of education and teacher/student relationships (Ralph, 1973, pp. 61-68). If little individual development has occurred among faculty members, the group may be operating at lower levels of the suggested academic continuum. In such an environment, it is difficult for aspirants to scholarly levels of faculty functioning (e.g., research based practice) to succeed in their efforts, because of pressures and demands occasioned by the majority reference group who recognize as their primary concern their day to day teaching tasks and student needs. A planned orientation program should identify for the neophyte in academia the broad perspective of the university's expectations with regard to "balanced productivity" in the realms of teaching, research and service.

Given (1975) describes the problem of role definition for nurse educators and the lack of viable reference groups in the educational setting. Because the teacher often works with a group of students in relative isolation from colleagues, there may be no adequate comparison through which to assess the adequacy and efficacy of the teaching process. Beginning teachers may rely on recall of their own experience as students to guide their teaching behaviour and may lack sufficient formal preparation in the strategies of teaching, in either the classroom or clinical setting. If an individual's role perception is limited to functioning as teacher, then productivity in areas of research or service will be reduced or non-existent.

Motivation results from factors both intrinsic and extrinsic to the individual. The scholarly activities involved in research and publication provide both intrinsic and extrinsic motivation. Because the doctorally prepared individual has enjoyed increased exposure to such stimulation, motivation is stronger, resulting in greater productivity at this level (Blackburn, 1974, pp. 75-99). Blau (1973) has noted that in a climate where colleagues engage in active research the scholarly activity of the peer group is enhanced.

A form of collective maladaptation is described by Barley and Redman (1974) in universities where institutional attitudes mitigate against recognition of nursing among the prestigious professions. While opportunities exist for discrimination in and against nursing (an undeveloped discipline, peopled mainly by women), greater problems may result from "benign neglect" where a passive attitude toward the needs of the nursing department results in lack of support, interest or opportunity for faculty to be recognized, to develop, or to participate in the wider university mission.

Nursing faculty members still tend to be isolated from the mainstream of the university life, tend not to be involved in the informal techniques of maneuvering for power, and generally move more slowly through the rank and tenure process than do members of other disciplines. (Welch, 1980, p. 725).

Andreoli (1979) sees the commonly accepted functions of the university, teaching, research and service, as interdependent, stating "faculty members who say they are giving all their time to teaching do not turn out to be better teachers" (p. 48).

In a model developed by Andreoli (1979), faculty productivity is the output of a faculty workload system which involves input from both the human and organizational subsystems. These components of this model indicate aspects of orientation which should assist new faculty members in the pursuit of their three-dimensional academic role.

ORIENTATION IN CANADIAN SCHOOLS OF NURSING

Design

The study was designed as a descriptive survey. Questionnaires with matching content were used to elicit information from dean/directors and new faculty members. Statements based on review of the literature on socialization described seven categories of content for an orientation program (Andreoli, 1979; Barley & Redman, 1979; Conway & Glass, 1978; Given, 1975; Holliman, 1977; Welch, 1980; Williamson, 1976). The categories included orientation to the educational environment of the nursing program, to the academic environ-

ment, to the social environment, to the political environment, to the geography and physical support system, to the local professional nursing milieu and to the community with its resources. (See Appendix for questionnaires)

Respondents were asked whether an orientation program was offered in 1980-81, whether the content described was part of their orientation program, and to rank-order the importance of the content.

The dean's/director's questionnaire asked for school statistics: number of full-time faculty (tenured, tenure-track, other); new appointments for 1980-81 by range (1-3, 4-6, 7-9, and 10 or more) and new tenure-track appointments by range. Other questions related to the planning and implementation of an orientation program.

The faculty-member's questionnaire asked whether the respondent had held a previous university appointment and their highest level of academic preparation.

Open-ended questions allowed comments throughout both dean/director and faculty questionnaires.

Analysis of the Data

Descriptive statistics were to be calculated, as appropriate, for the two questionnaires. The Mann-Whitney U-Test and the t-test were to be used as a basis for interpretation of differences between dean/director and faculty responses on questions relating to the content of orientation programs and the priorities ranked by individuals in each group. The chi-square and the Mann-Whitney U-Test would also be used to determine whether a difference existed in the ranking of priorities by those faculty members who had received an orientation and those who had not, and between those faculty members who had held a previous university appointment and those who had not. Comments made in response to questions 11 and 12 on the dean's/director's questionnaire, and questions 7 and 8 on the faculty questionnaire were to be listed and a content analysis done.

Population and Data Collection

The groups invited to participate formed a non-random purposive sample (Treece & Treece, 1977, p. 104). The 22 schools listed as members of the Canadian Association of University Schools of Nursing (CAUSN, 1980) were polled, with one dean/director questionnaire and an estimated number of faculty questionnaires being sent to each school listed. No identification of respondents was requested. Questionnaires were mailed, with a covering letter accompanying each, in January, 1981. The deans/directors were asked to

distribute the faculty questionnaires to the appointees new to their institution in the 1980-81 academic year. A reminder was sent to deans/directors in March, 1981 and the final responses were received in April, 1981.

A total of 145 faculty questionnaires were circulated. This number represented an estimated total of new faculty possibly appointed in the 1980-81 academic year. Ten of these were returned by one dean/director where no new appointments had been made and 80 new faculty members completed and returned questionnaires. Twenty-two deans/directors responded, 19 providing information about orientation programs in their schools. Two schools indicated that no orientation program was given and one school made no new appointments.

Limitations

1. The questionnaire was presented only in an English version which may have limited responses from Francophone colleagues.
2. The questionnaire was reviewed by colleagues for face-validity prior to its use but was not previously tested in a pilot study.

Findings

Data from Deans'/Directors' Questionnaires

The number of full-time faculty positions reported by 21 deans/directors is shown in Table 1.

Table 1
Number of Full-time Faculty Positions in 1980-81
Reported by Twenty-one Deans/Directors

Status	Number of positions	Percent of positions
Tenured	198	39.2
Tenure-Track	194	38.4
Other	113	22.4
Total	505	100.0

New tenure-track appointments in 1980-81 were reported in ranges by 21 deans/directors as shown in Table 2.

Table 2
New Tenure-track Appointments in 1980-81
Reported by Twenty-one Deans/Directors

Range of appointments	Deans reporting	Percent of deans
No tenure-track appointments	2	9.5
1-3 appointments	13	62.0
4-6 appointments	6	28.5
7-10 appointments	—	—
More than 10 appointments	—	—
Total	21	100.0

Total new appointments in 1980-81 reported in ranges by 21 deans/directors is shown in Table 3.

Table 3
Total New Appointments in 1980-81
Reported by Twenty-one Deans/Directors

Range of appointments	Number of deans/directors reporting	Percent of deans
No new appointments	1	5.0
1-3 new appointments	5	24.0
4-6 new appointments	11	52.0
7-10 new appointments	2	9.5
More than 10 new appointments	2	9.5
Total	21	100.0

These figures show that 16 schools (76%) of those Canadian university schools responding appointed small numbers (up to six) new faculty in the 1980-81 year. Only four schools (19%) reported appointing more than seven new faculty members. (Table 3)

Nineteen deans/directors reported that a planned orientation had been offered to new faculty in their schools in 1980-81. Two schools reported no orientation given. The duration of the orientation was reported as one to three days by six respondents (28.5%), one week by seven respondents (33%) and more than one week by six respondents (28.5%).

Deans/directors were asked to check which of seven categories of content were included in their orientation program and the results are shown in Figure 1.

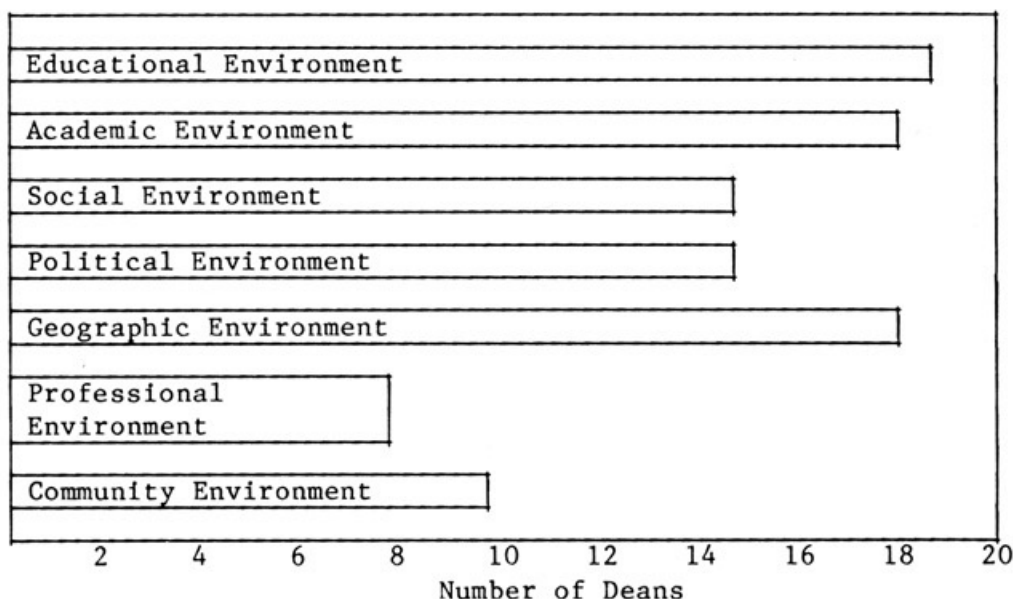


Figure 1. Content of orientation programs reported by deans (N=19).

Using the same descriptive categories that indicated content of the orientation program, the deans/directors were asked to rank order the categories, from one to seven, according to priorities for their setting. The results are shown in Table 4.

Discussion of Dean/Director Data

The responses from 21 deans/directors indicate that the number of faculty members struggling up the tenure track is nearly equal to the total number now tenured in the reporting schools. No dean/director reported more than six tenure-track appointments in 1980-81 and two schools reported no new tenure-track appointments in that period. Despite this fact, a quarter of the reporting schools (24%) appointed one to three new faculty members and 52% of the schools reported four to six new appointees each. Two schools (9.5%) reported seven to ten new appointments and another two schools reported more than ten new appointments. Either the number of tenure-track opportunities is limited in the reporting schools, or available applicants for faculty positions lack the academic preparation necessary to allow tenure-track appointment. Since only four schools reported appointments of more than seven new faculty members, an orientation program would be a small group activity in the majority of schools.

A planned orientation program had been given in 19 of the responding schools and the programs varied in length with the majority being

Table 4
Priorities in Content of Orientation Program
Ranked by Twenty-one Deans/Directors in 1980-81

Priorities in content	Ranking of priorities										
	1	2	3	4	5	6	7	Missing	Total		
Educational Environment	frequency %	11 52.5	7 33.5					3 14	21 100		
Academic Environment	frequency %	8 38	6 29	2 9	1 5			4 19	21 100		
Social Environment	frequency %		1 5	2 9.5	3 14	4 19	5 24	2 9.5	4 19	21 100	
Political Environment	frequency %		1 5	4 19	6 28.5	1 5	2 9.5	3 14	4 19	21 100	
Geographic Environment	frequency %		3 14	4 19	2 9.5	4 19	1 5	2 9.5	5 24	21 100	
Professional Environment	frequency %		1 5	4 19	2 9.5	2 9.5	3 14	4 19	5 24	21 100	
Community	frequency %		1 5	2 9.5	2 9.5	4 19	4 19	3 14	5 24	21 100	

one week or longer. Several respondents indicated that the orientation extended over a long period of time, even through the first year, and was planned to meet individual needs. The program was planned and implemented in 14 schools by a combination of faculty members and administrative personnel. No funds were budgeted by any school for the orientation program as a special item, and only one school reported that a formal written evaluation of the program had been done.

While all seven content areas outlined for orientation were included by some schools, responses indicated gaps in some programs. Orientation to the social milieu of the university was reported by 15 out of 19 respondents and orientation to the political milieu by 15 respondents. Comments indicated that three categories (geography of campus and physical support system, local professional milieu, and community and its resources) were not regarded as important unless the individual appointee requested information or was from a distance. This attitude could result in new faculty experiencing some difficulties if they are hesitant about asking questions in a new and often confusing setting and perhaps missing an excellent opportunity to emphasize the desirability of close liaison and cooperative effort between university faculty and leaders in the professional associations.

In rank ordering their priorities among these same categories 11 deans/directors (52.5%) emphasized orientation to the educational environment as primary importance and eight (38%) emphasized orientation to the academic environment. The other categories of content were ranked lower or omitted (see Table 4).

Data From New Faculty Members' Questionnaires

Highest level of academic preparation reported by respondents is shown in Table 5.

Table 5
Highest Level of Academic Preparation Reported by
New Faculty Members 1980-81 (n=80)

Level of preparation	Frequency	Percent of respondents
Doctorate	5	6.25
Master's Degree	45	56.25
Baccalaureate Degree	30	37.5
Total	80	100.0

In this group of respondents 28 (35%) had held a previous university appointment while 52 (65%) had not held a previous university appointment. An orientation program had been offered to 59 (74%) of the group while 21 (25%) reported no orientation had been given them (see Table 6).

Table 6
New Faculty Members Reporting Received an Orientation Program and Previous University Appointment

		Received an orientation program		Row Total
		Yes	No	
Has held previous university appointment	frequency	21	7	28
	total %	26.3	8.7	35
Has not held previous university appointment	frequency	38	14	52
	total %	47.5	17.5	65
	column total	59	21	80
	total %	73.8	26.2	100

For those receiving orientation, 36 (45%) reported a program of one to three days, 7 (9%) reported a program of one week and 13 (16%) reported a program of more than a week. Categories of content that faculty respondents indicated were included in their program are shown in Figure 2.

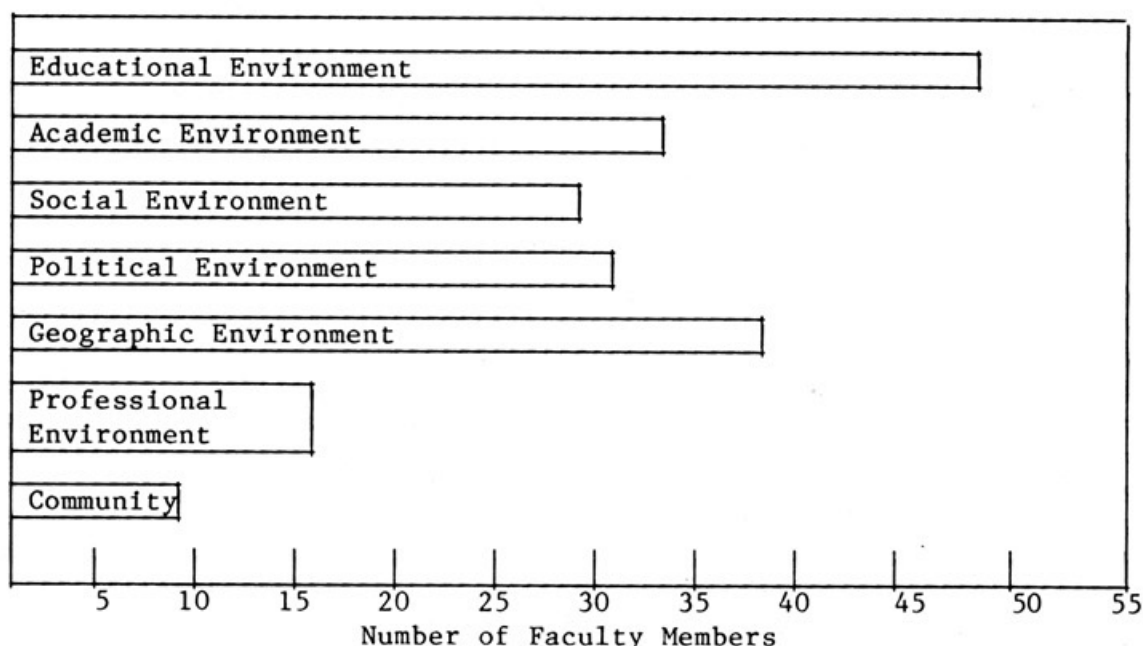


Figure 2. Content of orientation program reported by faculty (n = 59).

Orientation to the educational milieu was reported by 50 appointees (85%) and orientation to the academic environment was reported by 37 appointees (63%). Thirty-two appointees (54%) reported orientation to the social environment, 33 (56%) reported orientation to the political environment and 40 (68%) reported orientation to the geography of the campus and the physical support system. Only 16 appointees (27%) reported orientation to the local professional environment and only 8 (13.5%) reported orientation to the community and its resources.

Priorities in content desired in an orientation by faculty are shown in Table 7.

Application of the chi-square to the data was planned to determine whether a difference existed in the ranking of priorities identified as desired in an orientation program by individuals with doctoral, master's or baccalaureate preparation. The chi-square could not be used because the small number of doctorally prepared individuals made cell frequencies inadequate. The Mann-Whitney U-Test was used to determine whether a difference existed in the ranking of priorities by those faculty members who had received an orientation program and those who had not. There was no significant difference between the two groups in this study. The same test was used to determine whether there was a difference in the ranking of priorities by those faculty members who had held a previous university appointment and those who had not. There was no significant difference between the two groups in this study.

Respondents were grouped by level of preparation and comments on open-ended questions were content analyzed using, as a framework, the seven categories included in the questionnaire. These comments are too detailed for this report but are available in the study (Mills, 1982, pp. 38-40) and are discussed below.

Discussion of Data From New Faculty Members

Eighty faculty members completed and returned questionnaires. Nearly two-thirds (65%) of the new faculty members responding had not held a previous university appointment. More than one-third (37.5%) of the respondents are prepared only at the baccalaureate level. Of the remaining two-thirds, 56.25% were prepared at the master's level and 6.25% had doctoral preparation.

Comments made about the content of the orientation program suggest that many new faculty members feel the need for help with the teaching/learning process. Several indicated a need for more orientation to the clinical areas and "to the health care system in a new pro-

Table 7
Ranking of Priorities in Content of Orientation Program
Reported by New Faculty Members in 1980-81 (n=80)

Priorities in content		Ranking of priorities								Total
		1	2	3	4	5	6	7	Missing	
Educational Environment	frequency	62	10	4					3	80
	%	77.2	12.7	5.1					3.8	100
Academic Environment	frequency	10	42	15	6	1	1	1	4	80
	%	12.7	51.9	19	7.6	1.3	1.3	1.3	5.1	100
Social Environment	frequency	2	5	9	17	17	15	11	4	80
	%	2.5	6.3	10.1	21.5	21.5	19	13.9	5.1	100
Political Environment	frequency	2	6	16	22	10	13	7	4	80
	%	2.5	7.6	20.3	27.8	11.4	16.5	8.9	5.1	100
Geographic Environment	frequency	4	6	19	8	10	19	8	6	80
	%	5.1	7.6	24.1	10.1	12.7	24.1	10.1	7.6	100
Professional Environment	frequency	1	5	8	16	24	16	5	5	80
	%	1.3	6.3	10.1	20.3	30.4	19	6.3	6.3	100
Community	frequency	2	1	4	7	13	8	40	5	80
	%	2.5	1.3	5.1	8.9	16.5	10.1	49.4	6.3	100

vince." These comments, together with the majority choice of "educational environment" as the highest priority category in orientation, would suggest that this group of appointees feel considerable insecurity about their teaching role and see teaching as their major responsibility. For short-term appointees this is likely to be an accurate perception of their role. For tenure-track appointees a wider vision of the academic role is necessary to their success and productivity and would have to be fostered through an ongoing system of socialization.

All the new faculty respondents believed that an orientation program is necessary and all made a comment about 'why'. The majority of the comments reflected a need for personal support, for example, to decrease stress, anxiety and uncertainty in a new environment. Although the degree of personal stress being experienced by new faculty was not addressed in this study, comments indicate that the respondents did find their initial experience stressful. Perhaps more effort needs to be directed toward 'caring' for new faculty members early in their appointment. The suggestion by several respondents that a buddy system for new appointees be used might help to meet this need.

Other comments about orientation related to its usefulness to increase efficiency and effectiveness in the teaching role. Given that 65% of the respondents had not held a previous university appointment and that 37.5% were baccalaureate prepared the responses are not surprising.

CONCLUSIONS

The responses from deans/directors indicated that the numbers of tenured and tenure-track faculty are almost equal in the reporting schools and a substantial number of "other" full-time faculty hold short-term appointments. Part-time appointments were not included in this study. These responses indicated that the tenured faculty have, in addition to their threefold academic role, a very heavy responsibility. They often carry out some administrative chores. They act as mentors and consultants to their tenure-track colleagues (almost equal in numbers to themselves) and as resource persons and guides to the large number of short-term and part-time appointees. In the majority of schools, an orientation program would be a small group activity serving the needs of up to ten new faculty members.

A planned orientation program had been given in 1981 in 19 of the responding schools and the programs varied in length with the majority being reported by deans/directors as one week or longer. Several deans/directors indicated that the orientation extended over a long period of time, even through the first year and was planned to meet individual needs. Interestingly, the majority of new faculty members (64%) reported a program of one to three days with the remainder

reporting one week or longer. It is possible that deans/directors and new appointees have differing perceptions of the nature and scope of the orientation.

Results suggest that deans/directors are more aware of the need for orientation to the academic milieu than are faculty members — not a surprising finding in view of the academic naïveté of the new faculty group. Since the majority of our university nursing program faculty are still less than doctorally prepared and include many individuals who themselves graduated only recently from master's programs, it is necessary that the organizational subsystem, described by Andreoli (1979) operate effectively to counter weaknesses inherent in the human subsystem.

Some aspects of the orientation are related to achieving immediate function in the university system. These include orientation to the geography of the campus and the physical support system. Orientation to the community is necessary for the welfare of the individual. Orientation to the educational milieu has some general implications for all appointees (e.g., grading systems, student records and other school policies) while details of course and clinical setting should be designed to meet individual needs. For the appointees prepared at baccalaureate level, the orientation program should focus on the educational milieu and their teaching role since this is likely to be their major responsibility. Orientations to the academic and political milieu are of particular importance to tenure-track and may be managed over an extended time period to acquaint them with the requirements of their academic role over and above the teaching function. Orientation to the social milieu should be made available to all appointees to help them integrate easily into the life of the school and the wider community. Orientation to the local professional milieu also seems to be neglected although it offers an excellent opportunity to establish, via the professional associations, a liaison between education and service so necessary to the achievement of our goals in nursing.

An orientation program must be seen as more than a mechanism to ensure the immediate teaching effectiveness of a new faculty member. It is a logical first step in the ongoing process of socialization to academia.

In this study both dean/director and faculty responses supported the need for orientation in the categories included in this study and described in the questionnaire. In addition, new faculty members indicated a need for personal support to relieve stress experienced in starting their new position. All deans/directors and faculty agreed that a program of orientation would assist new members to assume their role in academia.

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RÉSUMÉ

Vocation universitaire: l'initiation des nouveaux professeurs

Le présent article fait état des résultats d'une étude faite en 1981 auprès des doyennes/directrices et des nouveaux professeurs de 22 écoles universitaires de sciences infirmières. Elle a été conçue afin d'examiner l'utilisation qui est actuellement faite des programmes d'orientation destinés à intégrer les nouveaux professeurs au sein du corps enseignant. Les responsabilités des professeurs sont vues par rapport à la nature des fonctions de ces derniers. Les concepts fondamentaux de l'orientation sont tirés de la littérature sur l'initiation des professeurs. L'auteur examine les moyens d'aider le nouveau venu à répondre à ses besoins immédiats; il se penche aussi sur son orientation par rapport au milieu pédagogique, universitaire, politique et social dans lequel s'intègre le programme de sciences infirmières. L'orientation au sein du milieu professionnel local est un domaine souvent négligé, qui offre cependant d'excellentes occasions d'établir les rapports étroits souhaités entre l'enseignement et la profession. Les réponses données par 80 professeurs à des questions non dirigées ont révélé que tous les répondants éprouvaient la nécessité d'un programme d'orientation. Deux autres domaines sur lesquels le questionnaire ne portait pas directement, reflètent 1) la nécessité pour les professeurs de trouver un appui personnel leur permettant de réduire leur stress, 2) leur conviction que l'orientation est susceptible d'accroître leur efficacité pédagogique. Les doyennes/directrices tout autant que les professeurs ont constaté la nécessité d'offrir un programme d'orientation qui servirait de première étape dans la socialisation en milieu universitaire.

APPENDIX: THE QUESTIONNAIRES

ORIENTATION OF NEW FACULTY IN UNIVERSITY NURSING PROGRAMS

Faculty Member's Questionnaire

This study of orientation needs forms part of a greater area for consideration, i.e., socialization and development of faculty in the academic milieu. You can help by completing this questionnaire.

Please indicate your response by placing an X or appropriate answer in the space beside each statement.

Do not write
in this space.

1. I have held a university appointment in nursing prior to my present position.

Yes ☐

No ☐

2. My highest level of academic preparation is

doctorate ☐

master's degree ☐

baccalaureate degree ☐

other (please specify) ☐ _____

3. An orientation program was offered to me at this university at the time I began my appointment.

Yes ☐

No ☐

If the answer to No. 3 is YES, please complete the questionnaire. If the answer to No. 3 is NO, please go to question 6.

4. The duration of the orientation program was

1 - 3 days ☐

one week ☐

more than one week ☐

5. The orientation program included (please check all statements which apply):

orientation to the educational environment
of the nursing programs, e.g., conceptual
framework, curriculum, course content,
clinical placements, student evaluation and
records, etc. ☐

orientation to the academic environment,
e.g., expectations re: research,
publication, service, teaching, library
resources, colleague networks, peer
review and evaluation, promotion, etc. ☐

orientation to the social milieu of the
university and the nursing program -
organizational structure, history,
traditions, student organizations,
faculty club, etc. ☐

orientation to the political milieu of the
university - governance and decision-making
structure throughout the university;
faculty association activity, concerns
related to economic welfare of faculty
members, etc. ☐

orientation to the geography of the campus
and the physical support system - secretarial
staff, mail and dispatch, AV department and
equipment, library services, supplies, etc. ☐

orientation to the local nursing professional
milieu, including introduction to provincial
association staff, executive or committee
members, CAUSN representatives, etc. ☐

orientation to the community and its
resources, e.g., housing information, city
maps, bank and shopping information, points
of interest, etc. ☐

6. Please number these aspects of an orientation program
(described in Question 5) according to priorities for
you as a new faculty member.

orientation to the educational environment
of the nursing programs. ☐

orientation to the academic environment. ☐

orientation to the social milieu of the
university and the nursing program. ☐

orientation to the political milieu of
the university. ☐

orientation to the geography of the campus
and the physical support system. ☐

orientation to the local nursing professional
milieu. ☐

orientation to the community and its
resources. ☐

7. Other aspects of orientation for new faculty members in
nursing which should be considered include:

8. I believe an orientation program for new nursing faculty
member is necessary ☐

not necessary ☐

because

ORIENTATION OF NEW FACULTY IN UNIVERSITY NURSING PROGRAMS

Dean's/Director's Questionnaire

This study of orientation needs forms part of a greater area for consideration, i.e., socialization and development of faculty in the academic milieu. You can help by completing this questionnaire.

Please indicate your response by placing an X or appropriate answer in the space beside each statement.

Do not write
in this space.

1. Full-time faculty teaching in this University in nursing programs in 1980-81 number as follows:
(please write numbers)

tenured _____

tenure track _____

Other _____

2. New appointments in 1980-81 numbered

1 - 3 ☐

4 - 6 ☐

7 - 10 ☐

over 10 ☐

3. New tenure-track appointments in 1980-81 numbered

1 - 3 ☐

4 - 6 ☐

7 - 10 ☐

over 10 ☐

4. An orientation program was planned for new faculty members appointed for 1980-81

Yes ☐

No ☐

If the answer to question 4 above was 'yes,' please complete the remaining questions.

5. The duration of the orientation program in 1980-81 was

1 - 3 days ☐

one week ☐

more than one week ☐

6. The orientation program for new faculty was organized by

- the dean/director ☐
associate dean/director ☐
non-nursing
administrative officer ☐
faculty members ☐
combination of the above ☐
other (please specify) ☐ _____
-

7. The orientation program for new faculty was implemented by

- the dean/director ☐
associate dean/director ☐
non-nursing
administrative officer ☐
faculty members ☐
combination of the above ☐
other (please specify) ☐ _____
-

8. Funds were allocated towards the orientation program in 1980-81 as a separate budget item.

Yes ☐

No ☐

If yes, please specify the nature of the disbursements

9. A formal (written) evaluation of the orientation program was done by participants in 1980-81.

Yes ☐

No ☐

10. The orientation program included (please check all statements which apply):

orientation to the educational environment of the nursing programs, e.g., conceptual framework, curriculum, course content, clinical placements, student evaluation and records, etc. ☐

orientation to the academic environment, e.g., expectations re: research, publication, service, teaching, library resources, colleague networks, peer review and evaluation, promotion, etc. ☐

orientation to the social milieu of the university and the nursing program - organizational structure, history, traditions, student organizations, faculty club, etc. ☐

orientation to the political milieu of the university - governance and decision-making structure throughout the university; faculty association activity, concerns related to economic welfare of faculty members, etc.

☐

orientation to the geography of the campus and the physical support system - secretarial staff, mail and dispatch, AV department and equipment, library services, supplies, etc.

☐

orientation to the local nursing professional milieu, including introduction to provincial association staff, executive or committee members, CAUSN representatives, etc.

☐

orientation to the community and its resources, e.g., housing information, city maps, bank and shopping information, points of interest, etc.

☐

11. Please number these aspects of an orientation program (described in Question 10) according to your priorities for your setting.

orientation to the educational environment of the nursing programs.

☐

orientation to the academic environment.

☐

orientation to the social milieu of the university and the nursing program.

☐

orientation to the political milieu of the university.

☐

orientation to the geography of the campus and the physical support system.

☐

orientation to the local nursing professional milieu.

☐

orientation to the community and its resources.

☐

Comments: _____

12. Other aspects of orientation for new faculty members in nursing which should be considered include:

Thank you for helping with this project.