

# Academic Development and its Practitioners

A View from the Inside



Editor  
Gert Young

# Abbreviations

|                |                                                                       |
|----------------|-----------------------------------------------------------------------|
| <b>APQ</b>     | Academic planning and Quality Assurance                               |
| <b>BLC</b>     | Blended learning coordinator                                          |
| <b>CHE</b>     | Council for Higher Education                                          |
| <b>CHEC</b>    | Cape Higher Education Consortium                                      |
| <b>CLT</b>     | Centre for Learning Technologies                                      |
| <b>CoP</b>     | Community of practice                                                 |
| <b>CTL</b>     | Centre for Teaching and Learning                                      |
| <b>DHET</b>    | Department of Higher Education and Training                           |
| <b>DLTE</b>    | Division for Learning and Teaching Enhancement                        |
| <b>DRD</b>     | Division for Research Development                                     |
| <b>ECAs</b>    | Early Career Academics                                                |
| <b>FIGs</b>    | Focused Interest Groups                                               |
| <b>FIRLT</b>   | Fund for Innovation and Research in Learning and Teaching             |
| <b>FMF</b>     | Fees Must Fall                                                        |
| <b>FYA</b>     | First-Year Academy                                                    |
| <b>GAs</b>     | Graduate Attributes                                                   |
| <b>HE</b>      | Higher Education                                                      |
| <b>HEIs</b>    | Higher Education Institutions                                         |
| <b>HELTASA</b> | Higher Education Learning and Teaching Association of Southern Africa |
| <b>HEQC</b>    | Higher Education Quality Committee                                    |
| <b>HoD</b>     | Head of Department                                                    |
| <b>ICT</b>     | Information and Communications Technology                             |
| <b>LC</b>      | Language Centre                                                       |
| <b>LCT</b>     | Legitimation Code Theory                                              |
| <b>NAA</b>     | Newly appointed academics                                             |
| <b>NRF</b>     | National Research Foundation                                          |
| <b>PASS</b>    | Professional and Administrative Support Services                      |

|                |                                                    |
|----------------|----------------------------------------------------|
| <b>PGDip</b>   | Postgraduate Diploma in Higher Education           |
| <b>PL</b>      | Professional learning                              |
| <b>PREDAC</b>  | Professional Educational Development for Academics |
| <b>REEP</b>    | Recommended Engineering Education Practices        |
| <b>SAHEI</b>   | South African Higher Education Institution         |
| <b>SAS</b>     | Student Academic Support Services                  |
| <b>SoEL</b>    | Scholarship of Educational Leadership              |
| <b>SOTL</b>    | Scholarship of Teaching and Learning               |
| <b>STEM</b>    | Science, Technology, Engineering & Mathematics     |
| <b>SU</b>      | Stellenbosch University                            |
| <b>T&amp;L</b> | Teaching and Learning                              |
| <b>UBC</b>     | University of British Columbia                     |
| <b>UniEd</b>   | Division of University Education                   |

# PROFESSIONAL EDUCATIONAL DEVELOPMENT OF EARLY CAREER ACADEMICS

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Are we offering them what they need?

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## 1 Introduction

In this chapter the lens is turned to the professional educational development programme offered to newly appointed academics (NAAs) at Stellenbosch University. The Centre for Teaching and Learning (CTL) annually offers the Professional Educational Development of Academics (PREDAC) programme to NAAs at the institution. Since its inception in 1999 the rationale for the PREDAC programme has been to induct new staff members into the Teaching and Learning (T&L) culture and practices at the University at both institutional and faculty levels. This chapter will report on whether the current programme and model is adequately addressing the perceived needs of a subgroup of NAAs, namely Early Career Academics (ECAs).

## 2 Literature review

Various studies have reported on the challenging aspects of the first years of working in academia (Fraser, Greenfield & Pancini, 2017; McKay & Monk, 2017; Remmik, Karm, Hammer & Lepp, 2011). ECAs often find the first years in academia to be “confusing, anxiety inducing, and full of conflicting messages” (Sutherland & Taylor, 2011:183), whilst also having to deal with the pressures and expectations of excelling across a range of areas (Matthews, Lodge & Bosanquet, 2014:112). ECAs are required to teach, be involved in community engagement, demonstrate capacity in administration and management (if only at module level), while simultaneously being productive researchers and members of disciplinary communities (Behari-Leak, 2017:486). This early stage of a career in Higher Education can have a profound influence on the ways ECAs think about learning and teaching (Remmik, et al., 2011). The importance of academic induction programmes becomes crucial bearing in mind that effective university teaching does not occur without conscious effort and the perceived direct relationship between ECAs’ approaches to pedagogy and their knowledge, skills and attitudes about teaching (Cilliers & Herman, 2010). Trowler and Knight (1999:178) define such induction programmes as “professional practices designed to facilitate the entry of new recruits to an organisation and to equip them to operate effectively within it”.

Due to the “aging professoriate” (Tettey, 2006) in HE, supporting and nurturing of ECAs is a priority. It is further vital that HEIs develop teaching and learning expertise among ECAs (Osman & Hornsby, 2016:1836). The kind of support ECAs receive has implications for their engagement and development, especially in the area of teaching (Price, Coffey & Nethery, 2015). Professional learning (PL) activities should therefore be designed to support and facilitate the identified needs of ECAs. If academic developers provide the needed support to ECAs at the start of their journey in academia, it would assist them in navigating this challenging and competitive environment (Hollywood, et al., 2020).

For this to happen, the academic developers responsible for creating PL opportunities for ECAs, need to understand the pressures ECAs face and acknowledge the diversity of what they bring (Billot & King, 2017). ADs should thus be cognizant of the “dynamic and varying nature of ECAs” (Matthews, Lodge & Bosanquet, 2014:122) and recognise the “varied knowledge bases [of ECAs]”, as well as “the insights, experiences and knowledge of academics themselves” (Ferman, 2002:2) when designing PL opportunities. Osman and Hornsby (2016:1) remind us that “supporting the next generation of academics requires more than simply investing in mandatory courses in teaching and teacher development”. PL opportunities for ECAs are not confined to formal programmes, but also happen between individuals and their environments “in an entanglement of social networks, informal learning, and spontaneous encounters” (Hoessler, Godden & Hoessler, 2015 in Smart & Loads, 2017:135). In this regard, Mathieson (2011) queries the focus on a centralised induction process and recommends that academics need to examine their unique working contexts and develop their own agentic pathways through becoming an academic.

Academic developers might thus need to rethink academic induction programmes as a form of PL. Warhurst (2006, in Adcroft & Taylor, 2013) proposes that successful induction programmes must involve elements of belonging, experience, doing and becoming, thus implying that such programmes should be holistic. Furthermore, a university should be a place where all academic staff can feel acknowledged (cared for), and grow personally and professionally, in order to serve their students and ultimately, the wider society (Fitzmaurice, 2013; Leibowitz, et al., 2012; Cilliers & Herman, 2010; Herman, et al., 2018).

According to Bozalek, et al. (2014) an ethics of care approach to PL for teaching and learning recognises that meeting the needs of ECAs implies an understanding of their lives and contexts. Applying an ethics of care approach to induction programmes would therefore allow the concerns and needs of ECAs to be used as the basis for action (Tronto, 1993). According to Barnes (2012), as well as Milligan and Wiles (2010), care consists of a set of core values. It offers ways not only of thinking about what is required for human survival and wellbeing in both personal and professional environments, but also what is needed in order to flourish.

Tronto and Fisher (Tronto, 2010:160) define care as “everything that we do to maintain, continue, and repair our world so that we can live in it as well as possible and also flourish”. Care is said to be experienced on the levels of care-giving (by academic developers) and care-receiving (by ECAs) (Tronto 2013; Bozalek, et al., 2014; Maio 2018) and as consisting of five main moral elements:

1. *Attentiveness*: Is the noticing of the needs of ECAs by academic developers, recognising that care is needed, it is *to care about*.
2. *Responsibility*: Ensuring that those noticed and identified needs (of ECAs) are met, it is taking responsibility for the identified need(s) and the response to it through a process of negotiation, thus, *to take care of*.
3. *Competence*: Encompassing the hands-on work of care-giving and involving direct interaction with those needing care, thus ensuring that care is actually taking place (for ECAs).
4. *Responsiveness*: Includes how care-receivers (ECAs) respond to the care from the care-givers (ADs) and it shifts the focus to the relational nature and the interdependence of care, care-givers should thus pay attention to the responses of the care-receivers to the care given.
5. *Trust*: Acts as 'the oil' for the 'cogs' (Sevenhuijsen, 2003) where the cogs are the aforementioned four moral elements constituting an ethic of care.

When these five moral elements of care are in place, Noddings (1992) contends that it has transformative power – also in the teaching and learning environment.

In their research about the ways that PL strengthens lecturers' identification with the teaching function at medical centres, Van Lankveld, Schoonenboom, Volman, Croiset and Beishuizen (2017:333) identified five areas necessary for the development of HE teachers which capture some of the points made above in relation to induction of ECAs: *A sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory as teacher in HE*. When combining these five areas with an ethics of care approach, it is proposed that an academic induction programme could embrace the following aspects:

1. ECAs need to see and experience some appreciation and care for the activity of teaching as well as for themselves as teachers in a 'care-full'<sup>1</sup> (Herman, Bitzer & Leibowitz, 2018:103) environment. Sources of appreciation could be students, regard and reward from the institution and colleagues as well as PL opportunities. Care would include meeting them where they are in terms of their teaching and learning needs and addressing these needs. In the absence of such appreciation and care, ECAs might experience a decline of their self-esteem.
2. Being connected to themselves, their colleagues and the institution provides trust and confidence which leads to a sense of belonging. These connections create a strengthening effect on the ECAs as they are validated as lecturers. Reflection on their own practice and networking with colleagues on different levels, from different environments and within various communities of practice (CoP), establish their identity as university lecturers and create the necessary support structures. Knowledge about the institution connects academics to it culturally and contextually.
3. The key need for ECAs is a sense of competence. Such a sense of competence would usually link to their personal views and perceptions about teaching and learning. ECAs' views of teaching and learning might stem from their own experiences as students and often focus on teaching and learning as an art or a craft rather than on it being a scholarly field or discipline in and of itself (Subbaye & Dhunpath, 2016). Doing teaching, learning and assessment according to a set of 'tips and tricks' is often what ECAs want (Parker, 1997) rather than linking it to the theories of learning. Recognition of teaching competence is crucial and student feedback is often seen as an important indicator of competence by individual lecturers. Creating a care-full environment for PL to address this sense of competence is vital but could be challenging.
4. Individuals joining academia usually have a deep commitment to academia, usually stemming from a love of their discipline and an eagerness for individual growth and for sharing their knowledge with

<sup>1</sup> 'Care-full' environments are populated with professional care.

the next generation. They often have strong values in terms of caring for their students. PL opportunities for teaching should develop and affirm these underlying values and focus on teaching as a scholarly practice and as a discipline.

- 5 It is important to keep in mind that ECAs nowadays make a deliberate choice to follow a career in HE which is different from a time when becoming a lecturer was more the result of 'happenstance' (Hodkinson & Sparkes, 1997:32). Engaging in PL opportunities, feeling valued by management and colleagues and having mentors and role models whom they can look up to and from whom they could learn, would play an important role in how they see their own future careers in academia. Well designed, holistic PL programmes could potentially also play a role in creating such career paths in academia.

The table below combines the moral elements of an ethics of care (Tronto, 2013) approach with the areas necessary for the development of HE teachers (Van Lankveld, et al., 2017), to suggest a theoretical framework for the focus of induction programmes for ECAs.

Table 4.1 Theoretical framework: Induction programmes

| Moral elements of an ethics of care (Tronto)                                                                                                                                                                       | Areas necessary for the development of ECAs (Van Lankveld, et al.)                                                                                            | Potential focus of induction programmes for ECAs                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Attentiveness:</p> <p>Noticing the needs of ECAs, recognising that care is needed, to care about.</p>                                                                                                           | <p>A sense of appreciation:</p> <p>ECAs need to experience some appreciation and care for the activity of teaching as well as for themselves as teachers.</p> | <p>Meeting ECAs where they are in terms of their T&amp;L needs and addressing these by offering different kinds of PL opportunities catering for these needs. Academic developers can develop individual relationships with ECAs in order to better understand these needs.</p>                                      |
| <p>Responsibility:</p> <p>Ensuring that noticed and identified needs are met, taking responsibility for the identified need(s) and the response to it through a process of negotiation, thus, to take care of.</p> | <p>Imagining a future career as teacher in HE:</p> <p>ECAs nowadays make a deliberate choice to follow a career in HE.</p>                                    | <p>Recognising the needs of ECAs and designing holistic programmes, focusing on the PL of ECAs could potentially play a role in creating career paths. Involving management in such programmes, providing for mentorship and role models could play a role in how ECAs see their own future careers in academia.</p> |

Table 4.1 Theoretical framework: Induction programmes (continued)

| Moral elements of an ethics of care (Tronto)                                                                                                                                                                                                                                                                                                     | Areas necessary for the development of ECAs (Van Lankveld, et al.)                                                                                                                                                                                 | Potential focus of induction programmes for ECAs                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Competence:</p> <p>Encompassing the hands-on work of care-giving and involving direct interaction with those needing care.</p>                                                                                                                                                                                                                | <p>A sense of competence:</p> <p>ECAs should be guided towards an understanding of what good teaching entails and be empowered to become good teachers.</p>                                                                                        | <p>PL opportunities created for ECAs should link teaching practice to theories of learning and guide ECAs towards understanding what good teaching entails. Mentors could accompany ECAs on their personal journey to becoming reflective teachers.</p>                                                                                     |
| <p>Responsiveness:</p> <p>Shifting the focus to the relational nature of care. Includes how care-receivers respond to the care. Focusing on the interdependence of all stakeholders: Management, lecturers, students, professional support staff. Care-givers should pay attention to the responses of the care-receivers to the care given.</p> | <p>A sense of commitment:</p> <p>Academics often have a love for their discipline, an eagerness for individual growth and for sharing their knowledge with the next generation. They have strong values in terms of caring for their students.</p> | <p>PL opportunities for teaching should develop and affirm teaching as a scholarly practice and as a discipline. Creating spaces for the relational nature of care to unfold by allowing academics to share their experiences and views in safe spaces is vital.</p>                                                                        |
| <p>Trust:</p> <p>Trust as 'the oil' for the 'cogs' (Sevenhuijsen, 2003) where the cogs are the other four moral elements constituting an ethic of care.</p>                                                                                                                                                                                      | <p>A sense of connectedness:</p> <p>ECAs should feel a sense of belonging and of being validated as lecturers.</p>                                                                                                                                 | <p>Creating safe spaces where academics can reflect on and share their T&amp;L practice and continually network with colleagues within various communities of practice (CoPs) to establish their identity as university lecturers and to create necessary support structures. Knowledge about the institution connects academics to it.</p> |

From the table above it becomes clear that the needs of ECAs for becoming academics could potentially be addressed in induction programmes and processes designed with an ethics of care as theoretical foundation. Research focusing on ECAs however seems to be an emerging field of inquiry, and "the success of ECA academic induction is [still] under-researched and under-monitored by HEIs" (Osman & Hornsby, 2016:1836). This study aims to contribute to

the body of knowledge about academic, T&L focused induction for ECAs in order to ensure that the PL opportunities offered to them are informed by an ethic of care and could contribute to their growth as lecturers and their careers in HE. This study aims to answer the question: "How does the current induction offering (PREDAC programme) at Stellenbosch University in South Africa align with the perceived needs of ECAs?"

### 3 Background and context of this study

Stellenbosch University, a research-intensive institution, states one of its goals as promoting the professionalisation of academics in their teaching role, and the scholarship of teaching and learning (Stellenbosch University, 2018). The institutional T&L Policy (2018) indicates that the university promotes a "learning-centred approach to teaching where teaching activities facilitate knowledge-building and actively engage students in their own learning" (Stellenbosch University, 2018:3). These statements and goals have direct implications for the PL of academics for their teaching role, as these spaces and opportunities should facilitate the attainment of these goals.

At the university, the Division for Learning and Teaching Enhancement and specifically the Centre for Teaching and Learning (CTL) play an integral role in raising the status of teaching and providing PL for academics albeit in a research-led context. The research-led context is where "teaching takes up a great deal of time, but it is [the] research profile which is most important for career progression" (Adcroft & Taylor, 2013:830) and where ECAs often have little or no formal preparation for their roles as lecturers (Quinn, 2012:70). It is within this institutional context that the CTL designs PL opportunities for teaching for academics, including ECAs.

One PL opportunity for ECAs at the university is the PREDAC (Professional Educational Development for Academics) programme. This programme, which has been offered since 1999, has shown to have had a positive impact on teaching, learning and assessment at SU (Cilliers & Herman, 2010). As old ways might fail to keep up with the fast-changing environment, re-assessing and reflecting on our work, ideas and assumptions about PL should be done continuously. Over the years, it has thus become standard practice at the CTL to reflect critically on all PL opportunities, including the PREDAC programme, for teaching offered to academics. The outcomes of these critical reflections enhanced our understanding of our work, while the findings of previous studies "enabled us to more effectively service the academics of SU" (Van Schalkwyk, Cilliers, Adendorff, Cattell & Herman, 2013:143).

This study is another attempt to reflect on our practices assisting ECAs with their transition and building a more supportive academic culture aligned to the needs of the ECAs. The focus of this study is the PREDAC programme presented annually to all NAAs at the institution.

The PREDAC programme is designed to include the following foci: Establishing communities of practice (CoPs), being and becoming reflective practitioners, raising contextual awareness, designing teaching, learning and assessment opportunities, informing participants about regard and reward for T&L at the institution and sharing information about available support and PL opportunities. All of these are done within an active, experiential, collaborative and care-full learning space focusing on ECAs as lecturers as well as on their journeys of becoming academics who engage with the scholarship of teaching and learning.

During the PREDAC programme participants from different disciplines are given the opportunity to reflect and share their views, knowledge and assumptions about teaching, learning and assessment. This occurs within the context of a changing HE landscape and cognizant of the current thoughts on university teaching. National and institutional frameworks and policies which direct HE in South Africa and at SU create the context within which ECAs can place themselves and their teaching. Participants are challenged to critique how knowledge and policy can be applied in a meaningful way in their own disciplines and modules. Practical and innovative approaches towards teaching, learning and assessment tasks are experienced and discussed as an integral part of the programme.

It is envisaged that participants will complete PREDAC with a conceptual framework enabling them to reflect on teaching, learning and assessment in order to plan and expand their own teaching practices. The programme also provides a unique opportunity for participants to create T&L communities of practice by forging relationships with colleagues from their own faculty as well as other departments and faculties in a collegial atmosphere. In addition, they are introduced to the institutional culture which hopefully helps them feel at home more swiftly. During PREDAC, participants learn through experiencing different teaching methods and techniques, and actively participating with others, while engaging with (for example) the design of teaching, learning and assessment opportunities for their modules. The teaching approach during PREDAC is thus one of collaborative and experiential learning.

## 4 Methodology

The formal 2018 PREDAC programme for the entire group of NAAs ran over six months, starting in May and finishing in October. Centralised activities where all participants were together in one group and faculty-based activities were combined throughout the programme which was presented in four phases. Participants were expected to participate in all phases to complete the programme successfully and obtain a certificate of participation.

The authors of this chapter are advisors in the CTL and have been intimately involved in planning, reflecting and facilitating on the PREDAC programme over many years. At the time of this research, which coincided with another redesign of PREDAC, the first author was the convener of the programme and led the process of redesign as part of her responsibilities. A small-scale qualitative study was undertaken to enhance our understanding of how the programme and model used at the time, addressed the needs of the ECAs. The findings of the study have informed changes to the programme during subsequent years.

Fifty-one NAAs completed the 2018 PREDAC programme successfully. Of these 23, from eight Faculties, self-identified as ECAs with less than five years' teaching experience in HE. After ethical clearance and institutional permission were granted, these 23 participants were invited via e-mail to participate in the study. Eleven agreed and thus self-selected to participate and some of their biographical details are given in Table 4.2 below.

Table 4.2 Biographical details of interviewees at the time of enrolling in PREDAC

| Participant | Faculty                          | Experience in HE teaching (when starting the PREDAC programme in 2018) |
|-------------|----------------------------------|------------------------------------------------------------------------|
| 1           | AgriSciences                     | 10 months                                                              |
| 2           | AgriSciences                     | 1 month                                                                |
| 3           | Arts and Social Sciences         | 1 year 3 months                                                        |
| 4           | Law                              | 1 month                                                                |
| 5           | Medicine and Health Sciences     | 1 year 3 months                                                        |
| 6           | Medicine and Health Sciences     | 4 months                                                               |
| 7           | Science                          | 9 months                                                               |
| 8           | Medicine and Health Sciences     | 10 months                                                              |
| 9           | Law                              | 1 month                                                                |
| 10          | Arts and Social Sciences         | 1 year                                                                 |
| 11          | Economic and Management Sciences | 5 months                                                               |

Semi-structured interviews were completed with the eleven participants after they gave written consent. Interviews were recorded, transcribed and the data anonymised. During the interviews participants were asked to reflect upon the way the 2018 PREDAC programme addressed their needs as ECAs starting their journeys as academics at SU.

All transcriptions were thematically analysed (Braun & Clarke, 2006) and categorised according to the five areas identified by Van Lankveld, Schoonenboom, Volman, Croiset and Beishuizen (2017) for the development of HE teachers namely a *sense of appreciation*, a *sense of connectedness*, a *sense of competence*, a *sense of commitment*, and *imagining a future career trajectory as teacher in HE*.

## 5 Findings and discussion

Interview data suggests that participants generally enjoyed the PREDAC experience and found it to be valuable, even though not all of them were excited about being out of the office for four days. One interviewee, for example, expressed this reservation as follows: *"I initially thought, oh my word, I have to go sit there for [four] days, I have so much work and now I must go and sit there"* (P1, translated). Potential participants often have negative feelings towards being nominated to participate in the PREDAC programme. The fact that some participants had a change of heart during their participation in the programme is testimony that their needs were mostly addressed: *"... my colleague who came with me, she was quite negative about it because she was also busy and stuff, but also by the end of it she was like oh, this is great"* (P3). This interviewee suggested that PREDAC should be attended by all NAAs at the institution: *"I think it's fantastic. I am very happy I went on it, and it's definitely something I think that any new staff, academic staff, should really go on it"* (P3).

Although 91% of interviewees indicated that PREDAC was a valuable experience, the purpose of this study was to explore if, and how, the PREDAC programme addressed the T&L related needs of ECAs joining the institution. During the interviews, participants were requested to reflect upon their experiences of the 2018 PREDAC programme and to identify areas where the programme could potentially be strengthened or adapted to support their perceived PL needs for T&L. The quote below from one of the interviewees aptly summarises the complexity of the cognitive and emotive processes when making a career change into academia and confirms Osman and Hornsby's (2016:1) view that "supporting the next generation of academics requires more than simply investing in mandatory courses in teaching and teacher development." It highlights the need for tailor-made ECA induction programmes that address their needs as they are mostly not prepared for a career in academia:

I think personally for me, I just didn't know how to deal with expectations and everything that goes with academia. There's a lot, the language, things that I expected, how to find certain information. Like I mean for example if I want to, how do I go about publishing an article, how do I go about attending conferences. So, it's a lot of information that I didn't really have, but most importantly, it's the career shift from practice to come into academia. Academia is so different, but no one prepares you. I don't really know if there is a way of preparing people for what to expect, what's expected of you. You work almost every hour, through weekends sometimes, so it's not an eight to five. I mean, it is flexible, but sometimes you just realise sometimes you just work over weekends, after hours. (P9)

## 5.1 The need for appreciation and care

It might seem strange to think about an academic environment as a space where nurturing and an ethics of care are eminent but all humans flourish when they experience appreciation and care (Barnes, 2012). Gastmans (2006:137) stated that care is "more than simply good intentions, it is deep and thoughtful knowledge" of situations in combination with activities and attitudes and focuses on the establishment of supportive conditions and relations (Noddings, 2002).

Interviewees in this study referred to their needs for a more care-full environment: "... *to take care of us as lecturers, because it took a toll emotionally on me. There were times when I would go back home and I'm like okay, I didn't realise what I signed up for. Sort of like care for us.*" (P4). Another interviewee shared her feelings of anxiety around teaching: "*I felt like there is a lot that I need to take in, and already I was anxious about lecturing, starting lecturing, and I felt like it's a lot.*" (P9).

One interviewee voiced her fears for the role as academic and called it 'scary' due to her feelings of unpreparedness and anxiety related to her teaching, learning and assessment skills:

That's why teaching was so scary for me, because ... the actual formal teaching, you know, designing a course or a module, or a lesson for that matter, assignments, marking. I've been involved in marking, but I wasn't the one that was setting the questions or what to be taught, how to be taught, where to be taught and when. I had never been involved in those kinds of decisions. But this time, it was almost, I don't know what made it more scary. Maybe because it's more responsibility, or maybe in my head it just kind of, it was more serious, it seemed. I think now it's just a matter of you have more responsibility now, because it's not just your own learning now. It's on a much bigger scale. It's more significant. Maybe it just made it feel like it's more significant now, and it just heightened my anxiety. (P6)

Aspects which most interviewees experienced as rather “care-less”<sup>2</sup> (Herman, et al., 2018:99) focused around workload, timing, lack of time and information overload. Almost 75% of interviewees mentioned these aspects as constraining their participation in, and potential learning from, PL opportunities. These findings are aligned to those reported previously by institutional research projects (e.g. Van Schalkwyk, et al. 2013; Herman, 2015) and will be discussed below.

### 5.1.1 Workload

Being an academic requires an individual to wear many hats which contribute to an often unmanageable workload. ECAs in this study reported that lecture preparation took up a lot of their time. They often had to put in extra time to get it done and then also had several other administrative duties to complete as summarised by one interviewee:

I did not realise that there are so many small things that steal your time and all the administrative stuff only steal your time. So, I had to work many hours after office hours because during the day I had to master the subject area again, catch up, do all these administrative things and meetings at the department and meeting with colleagues. (P2, translated)

### 5.1.2 Timing

Interviewees had different views on the timing of PREDAC. Some wanted it earlier in the year to allow them to implement what they have learned:

[...] especially [Phase 2] should be earlier in the year if possible. So for me, in my department, we only lecture in the first semester, and so like the second semester, there is no real teaching at all. So you get all these ideas, you get pumped up, so that made it a bit tricky for us and my other colleague, because she also only lectures in the first semester. (P3)

Another interviewee however realised the chicken-egg situation of attending PREDAC without any T&L experience versus being able to draw on previous experience:

Look, I feel that it is a bit late for me. I basically lectured the subject for the first time without PREDAC. The first semester I was thrown into the deep end. So it was nice to learn all these things after the first semester, but yes, your first semester is quite hectic. Yes, I do not know, I think if I did it before my first semester, then you probably do not learn so much, because you have no experience. The exercises that you complete actually assume that you have lectured. So yes, I do not know, this is a bit of a egg-chicken situation. (P7, translated)

The timing of PREDAC also sometimes interferes with other activities which ECAs are expected to participate in at the institution. Making decisions as to where to spend their time often becomes a dilemma, specifically at a research-intensive university: *“The timing, sometimes it’s bad, because we have to attend research sessions and meetings.”* (P9)

### 5.1.3 Time

As with timing, length of time and lack of time, also seem to be a bone of contention. The PREDAC breakaway took place after classes ended, which is usually also a time academics set aside for research. One participant stated that participating in PREDAC meant “too much time

2 ‘Care-less’ environments are perceived to be non-appreciative and non-supportive and devoid of care.

out of the office. Such time could be used to do research, which is still the currency of promotion for academics. (P7, translated), while another indicated: *"Yes, I enjoyed [the breakaway] very much, but that was the time you have for research. So, I lost a lot in terms of research."* (P2, translated).

Interviewees also referred to the length of the different phases and one interviewee indicated Phase 2, *"could have been condensed"* although *"there were cool concepts that I learned"* (P10). The issue of where academics decide to spend their available time and how the choice to spend time on teaching-related learning opportunities resulted in a high opportunity cost for their research, is a recurring theme and was reported on before (Herman, 2015).

Some interviewees grabbed the chance to learn more about university teaching and learning and assessment and suggested ways of addressing certain issues related to the issue of time. These included saving money, rethinking the length and even re-considering the venue and mode of delivery:

In a certain sense, I know we came together the previous night, but we could have probably chopped off an evening, that will save you money. I do not think the first night was really needed. My honest opinion. I think if we were all there early the next morning, then you saved a whole night's dinner and accommodation, which probably is quite a lot. (P1, translated)

So ... maybe shorten it from five [sic] days to three days, then maybe you might have more people attending you see, and trying to focus more. (P8)

Maybe you could offer half day courses or online courses at different times of the year that focus on specific aspects. (P10)

It was before all my lecturing was done, so that was part of it. From a family point of view, because we went the evening, so it would have been nice to kind of stick to work hours more. But otherwise it was nice to escape. I definitely think it should be out of Stellenbosch. If it's in Stellenbosch, we will want to skip sessions. (P3)

Some of these suggestions and insights have already been considered and implemented in the redesign of PREDAC for 2019 and subsequent years.

## 5.2 A need for being connected: To self, others and the institution

Creating safe spaces where ECAs could critically reflect, network and gather information about their new workplace and environment is crucial for them to focus, feel connected and be integrated. One interviewee had the following to say:

I think it is a really good idea to do it [PREDAC] at a different place [venue], where ... your day-to-day responsibilities are taken a little bit away from you. I could not walk away totally, but I could say only phone me if you really need me. But I think it lets you focus on what you must do. (P1, translated)

### 5.2.1 *Connecting to self through critical reflection on personal growth and PL of the teaching role*

In the areas of personal growth and values, as well as changes in attitude, regarding the academic's teaching role, interviewees pointed out that their participation in PREDAC was positive:

For me it was quite nice, it was good for me as a person (P5, translated). It actually exceeded my expectations. (P1, translated)

Another ECA interviewee, a senior person with extensive experience in industry and appointed as Head of Department, recalled how, what was learned during PREDAC, had broader applicability and played an important role in addressing a T&L challenge:

It was unbelievably valuable for me, even for me in a HOD position, because when the first difficulties with teaching and learning problems came, I could fall back on it, and what I learnt there, helped me so much. (P1, translated)

The transformative nature of the PREDAC programme was highly acclaimed by another interviewee who was grateful about the opportunity to participate in the programme:

It really taught me a lot of things that I wasn't aware of. I think it will inform my practice as well. I know it's a constant learning curve, but I certainly am not the same person that went in before PREDAC, and after PREDAC I think you kind of, I think [yes], like they were saying, transformative teaching [laughs]. So, I think you guys achieved that. (P6)

Two interviewees specifically mentioned that PREDAC provided them with the tools to become more reflective about their teaching practice which in turn led them to approaching their teaching differently:

It's kind of rethinking how I kind of bring concepts across. So, the wave<sup>3</sup> thing of not just sticking up a theory and then just at the practical level, but combining the two. So, when I started rethinking how to give a lecture, I brought those concepts in. Giving the students time to kind of process and work on their own a bit, that's something that I have realised is more important than, I mean, I knew it was a good idea, but it's even more important now. Yes, and when I come across articles of how to teach and stuff, I started looking into those articles more and more, instead of just focusing on my own research, if that makes sense. (P3)

Another participant noted:

I think I learnt a lot of things that I wasn't aware of, and it also offered me an opportunity to think about my own experiences, having been a student, and what worked for me and what didn't work. I think as I was going through PREDAC, I actually realised that the teachers that I had been exposed to had been teaching me in a way that I didn't even know that I was being taught. So, I think that was eye-opening for me, because you kind of get these opportunities, but while you are doing these things, you don't actually realise that this is a learning opportunity until afterwards, and you think back and think oh, I remember I saw this, I remember this person told me that. I remember this case, this happened. (P6)

### 5.2.2 *Connecting to others through Communities of Practice (CoPs)*

A *community of practice* is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger & Wenger-Trayner, 2015). Gourlay (2011) states that a CoP is invaluable for transitioning into academia and

3 The 'wave' referred to here, is the semantic wave, a way of connecting abstraction to context and vice versa, in our teaching (Maton, 2014).

argues for the explicit creation of a CoP for ECAs to feel comfortable and learn from colleagues. The need for ECAs who are “simply trying to keep their heads above the sea of tasks that confronts them” (Simmons, 2011:236) to be integrated into communities to mitigate stress is acknowledged as vital in fostering the ECAs’ transition (Herman, et al., 2021).

Meeting with and becoming part of a CoP of lecturers at the institution have always been among the main goals for the PREDAC designers and a reported highlight by participants in the PREDAC programme over many years. To hear that 75% of interviewees in this research project reported forming CoPs across different campuses, within and across faculties and with others sharing the same experience with a purpose of getting feedback, was re-affirming the importance of this aspect when supporting ECAs. The quotes below are indicative of the value ECAs experience as part of different CoPs [*underlining added to indicate different CoPs*]:

So, for me it was very nice to meet people from the main campus and to hear about their experiences. (P5, translated and being from a satellite campus)

I, for example, established a very good relationship with the other three that was there from my faculty and we still have a WhatsApp group where we chat about a lot of stuff with each other. ...everybody is still busy chatting to one another, in fact, we are chatting about all sorts of research projects that we want to do together. It all comes from there. (P1, translated)

My favourite aspect was meeting the colleagues from other faculties and when we did the story boards and getting their takes on how I went about teaching my module. (P10)

I think for me, meeting other colleagues who are going through the same journey, who have been through the same journey that was great for me. (P9)

Yes. The social interaction with some of the other lecturers was actually the best part for me. Also, that you heard other people also struggle. It is not only you that feel overwhelmed. The conversations with other people. (P7, translated)

Participating in a CoP was however not always ‘easy’ and one interviewee indicated that networking with colleagues was a learning curve:

You have to learn how to interact with colleagues from different fields. (P4)

Another interviewee reported on how a colleagues’ attitude changed during the programme and how it seemed that the participant embraced the idea of forming a CoP:

While we were there, it was interesting, there was somebody else in our faculty, who did not want to learn or share, and after three days, how that person changed in their opinion and then they could not stop talking and asking our opinions etc., so open to work as a team, and saw the value in it that we must actually help each other, that we must actually brainstorm together about our work and what we do and ask advice and so forth. (P2, translated)

For some of the interviewees, meeting in their small CoP became a regular appointment:

So now we have actually, what we decided to do, about once as a group, so we are four that went on PREDAC, to go for coffee once a month. (P1, translated)

Remmik, et al. (2011) claim that these more informal relationships can help newer academics learn and adjust quickly and can introduce new knowledge into the institutional community.

One interviewee summarised the importance of collaboration and the building of networks (also with the CTL advisers in the faculties) for learning and sharing about T&L. The role these instances played in facilitating the connection and support of ECAs was highlighted:

Yes, definitely, and also to learn and to know that there are people that can help you, at [CTL], and who are your people to make contact with. I have sat down with [CTL advisor] a couple of times already to help me, just to be a second ear, or a second opinion, to see how we can improve on the initial idea that I had for renewal or to make it more relevant for students. (P2, translated)

When designing PL programmes, the opportunities for creating CoPs should be identified and created by ADs, but ECAs should be encouraged to exercise agency and examine their unique working contexts and take responsibility to develop and seek their own pathways to becoming an academic (Sutherland, et al., 2013; Mathieson, 2011).

### 5.2.3 Knowledge about the institution

One way of connecting ECAs to the institution is by giving them access to information about the environment and providing guidelines as to where information could be sourced when needed. One interviewee reported learning about the university system during PREDAC:

I learnt a lot of, how the kind of system works, but I also learnt how to plan my teaching ... I mean, I went through the university system and kind of was exposed to teaching, but that's all I knew about it. (P3)

Other ECAs in this study expressed a need to receive more institutional information to enable them to operate as academics as they felt they had a lack of knowledge about the institution and indicated that it would be beneficial to them if the PREDAC programme could provide such information:

I had no clue as to where do I fit in, how does it all work, what's the overall structure of Stellenbosch as a university, and where do I fit in ... where to source information and contact details of people you can contact. (P6)

... More time on what is available, what is available for the teachers or lecturers at Stellenbosch in terms of lecturer support. I think the more that, that is there, then I think it will alleviate a lot of the stress of the people... (P8)

## 5.3 The need for teaching competence

Teaching, learning and assessment of students are key responsibilities of all lecturers. As previously indicated, Trowler and Knight (1999), stated that induction programmes should facilitate entry of ECAs into an environment. Thus, as in this case, it provides ECAs with a sense of competence in HE T&L. Interviewees expressed uncertainty and a perceived need to learn more about various aspects of the teaching and learning process, including *"introductory guidelines on how to teach, how to approach lectures"* (P4). They wanted to learn *"better [teaching] techniques"* (P7), and how to design assessments, how to supervise students, how to use the Learning Management System, how to do T&L research and how to communicate with students. Furthermore, they wanted public speaking skills and to learn how to *"voice [their]"*

*opinions with content, how to express [themselves] better*" (P4) and they wanted it tailored to their novice status. Their biggest need in terms of competence seemed to be teaching 'tips and tricks', in their own words: *"tips and skills"* (P2) about approaching this journey. They referred to such 'teaching tips' sessions offered in other contexts, where seasoned lecturers *"from different disciplines discussed amongst each other their teaching concerns and experiences. It was relevant and useful"* (P11). These reported ECA needs potentially point towards the perception that teaching is an art and 'a bag of tricks' rather than a science, which could set up a potential code clash (Maton, 2014) with the designers of the PREDAC programme.

The PREDAC programme was designed with more scholarly outcomes in mind. As T&L specialists, we opted to focus on context, reflective practice and knowledge about the theoretical underpinnings of T&L in becoming a lecturer, while also focusing certain sessions on expressed 'how to teach' needs of ECAs. Phase 2, which was a 4-day breakaway aimed to equip ECAs with tools that could aid their reflection on teaching, would assist in surfacing their perspectives on teaching and learning and demonstrating how reflecting on these would subsequently inform their practice. To this end, we offered inventories and simple analytical tools like the Carpe Diem method (Salmon, 2015) infused with T&L theory. Interviewees indicated they found value in the more hands-on, tangible aspects, such as the storyboarding<sup>4</sup> activity, and reported some struggles with theory:

[h]onestly, for me personally it was an eye-opener because you prepare for lectures, but the way that the storyboards came alive, because now I was interacting with it, but with the interpretation of okay, this is what has been presented, but how do I take it now, and then I mould it into what I understand it to be, and then put it on the storyboard. (P8)

Well, to be honest, the theory was a lot for me. It was informative, but it was just a lot, and that's what made everything heavy for me. I was expecting maybe information about what to expect in the classroom and how to deal with difficult situations in the classroom. (P9)

Others, however shared how the introduction to theoretical aspects opened up the field of T&L to them:

So, even just the kind of theories of learning and teaching, I didn't have an idea of those. So kind of, it opened me up to a whole bunch of opportunities and ideas that I didn't know were there. I had already lectured the first year, in 2017 I lectured, and so I was just kind of making stuff up, based on how I had seen the lecturers do. (P3)

## 5.4 Commitment to being a lecturer and to PL for teaching

Being a lecturer in higher education today, requires knowledge and skills that differ from what was required before. This includes knowledge about students, how students learn and how to facilitate such learning (Herman, 2015). It was clear from the participants in the study that they were committed to their new academic careers as well as to improving their teaching and learning practice through participation in PL opportunities. PL is defined by Johnston (1998:1) as "the need for professionals to continue learning as they practice and advance in their careers" to enhance the quality of their practice with a view to improving students' learning. This dual focus and commitment became clear during the interviews. Interviewees indicated an openness and eagerness to learn from knowledgeable others during formal and informal learning opportunities:

4 Storyboarding is a visual tool used to unpack and analyse a specific module similar to the storyboard process when making a movie.

So, I was interested to find out how I can improve what I am already presenting, because everyone has their own style. You think it works, but along comes somebody else who has a totally different angle and it is a fantastic angle! How will you know if you weren't there? (P1, translated)

[...] I was curious, I was interested. I love learning. I love to be skilled, because I felt I needed the skills. I needed to see what other people are doing or what can be done, because when you go home and you think okay, this worked, it kind of sets light bulbs. I think that's why I went for all the sessions. (P6)

I am so interested in that, the process of teaching, the how, the methods, those things interested me. I like to learn, so I like to learn from other people what they are doing and what is new. (P2, translated)

A further indication of ECA's commitment to teaching students and their own growth as lecturers, was the expressed need to gain information that would assist ECAs in developing a better understanding of who the current student cohort is to allow them to *"be sensitive to the needs of students"* (P4):

So I think there are better ways to get the concepts across, that you can learn if you learn how to teach, and how students learn. That is something I definitely want to look into... I think it's just, I think there is a lot of value that understanding how to teach can have. I mean, you can always learn more and more about your discipline, but then you get stuck on that, but then how do you communicate that to especially younger people. (P3)

... and also to be able to recognise what students need, to be able to be in tune with where students are. So, to be able to meet them where they are, and you know, not meet them where you expect them to be. I have kind of realised just now ... and thinking about last year and some of the things that I could have done. (P6)

...I have realized more and more that the profile of the students change quite significantly over time. So, now I have to look at the time that I was here, 30 years ago, and what it looks like now. (P1, translated)

...I would like to know a bit more, I think, about how students changed, with what are we dealing ... currently, we cannot work the same as in the past. So, to do a bit of research about the types of students... Yes, and with that to make it more accessible to students, the information. I want to understand how students think and how you can make it easier for them... (P2, translated)

Being a lecturer in HE requires knowledge and skills that differ from what was required before, including knowledge of how students learn and how to facilitate such learning. The reported commitment of ECAs towards their students and their own growth and learning, is an indication of the fact that they indeed see academia as a potential career and realise the need for continuous learning for the purposes of quality and career advancement.

## 5.5 Imagining a future career trajectory as teacher in HE

Within HEIs there are various positive aspects making it an attractive option for employment. As indicated earlier, ECAs nowadays often join HE as the result of such a career decision. This trajectory of becoming a lecturer in HE would rely on teaching competence guided by

specific standards and dispositions (Hargreaves, 2000:152) and constant improvement. This improvement would be to enhance their teaching practice leading to enhancing the quality of their students' learning.

In the previous section the focus was on the commitment of ECAs towards their students and their own growth and learning, which included the need for continuous learning for the purpose of career advancement. In their aspiration of advancing their academic careers and becoming senior academics, the need for forming relationships with mentors and role models who can showcase possibilities and highlight career prospects, was expressed as a need by the interviewees in this study: *"I think what I found really valuable was learning from lecturers who have applied things and telling you how they have done it"* (P3).

Pursuing a career in an environment that is perceived as care-less towards your efforts and about your career aspirations, would be demotivating to most humans (Tronto, 1993). If ECAs are to be encouraged to imagine a career in HE, PL opportunities have to pay due attention to how the environment can be enabling for all new academic appointments.

## 6 Concluding thoughts

A university should create spaces where all academic staff can grow personally and professionally to serve their students, the university and ultimately, the wider society (Fitzmaurice, 2013). HEIs however have a specific responsibility towards the PL of ECAs as they often find their new environment stressful. The growth and flourishing of ECAs would be enhanced and supported within a care-full environment. This study illuminated the importance of creating such a 'holding environment' (Martela, 2014) for ECAs when they start a new life in academia. In alignment with research reported by Leibowitz, et al. (2012), this study also alluded to the leadership role academic development practitioners play in facilitating the transitioning journey for ECAs. This leadership should contribute to enhancing the status of T&L at the institution and creating a care-full environment, inclusive of clear communication about T&L structures and cultures, articulating expectations, aligning and interpreting policies, supporting T&L champions and advocating for incentives and rewards (Mighty, 2013).

In order to create a care-full environment for ECAs, academic development practitioners might structure and design the offerings according to the five areas described above to guide ECAs' transitioning into academia. In the sections below, we will look at how the designers and facilitators of the PREDAC programme took these guidelines to heart when redesigning the programme and considering these identified needs of ECA.

Firstly, for ECAs to experience a sense of appreciation (Van Lankveld, et al., 2017:333) and attentiveness (Tronto, 2013; Maio, 2018), it is important to create a care-full environment where they feel appreciated for who they are and what they bring so that they can feel understood and valued. ADs could play a vital role in establishing such environments through fostering relationships with ECAs. A positive change to the PREDAC programme was to start the programme with a focus on the teaching context of ECAs in an attempt to meet them where they were in terms of their T&L needs. We did this through getting each ECA to complete the online Teaching Perspectives Inventory (Pratt, et al., 2001). This inventory assists participants to have

a better understanding of their own views, ideas beliefs, intentions and actions about teaching. Informing ECAs about the institutional student feedback system and how it can be used for PL was also important. Another way that was used to create a sense of appreciation was to share information about the different kinds of PL opportunities available and about what the institution offers as recognition and reward for teaching.

As reported previously by Cameron and Woods (2016), participants in this study also referred to workload, timing and time (length) of the programme as concerns. Inviting experienced academics to share experiences from their first few years as academics might address the needs of ECAs in terms of managing workloads and time and how to navigate the early years (Weurlander & Stenfors-Hayes, 2008). Taking these concerns into consideration, the PREDAC programme was re-designed as a blended learning short course combining face-to-face and online learning opportunities over a 6-month period.

Secondly, addressing the need for connectedness (Van Lankveld, et al., 2017:333) and trust (Tronto, 2013; Maio, 2018) relies heavily on the building of relationships. These relationships naturally develop between ECAs and academic development practitioners during the contact sessions of the PREDAC programme. It also happened as individual or CTL initiated CoPs within departments, faculties or between all ECAs (Osman & Hornsby, 2016). Networking with colleagues within various communities of practice assists in establishing ECAs' identity as university lecturers and creating necessary support structures and relationships. Reflection on their own T&L practice and knowledge about the institutional structures and culture connects ECAs to the new context in academia.

Networking and the creation of CoPs (Miller, et al., 2016) have always been important design principles of the PREDAC programme. Making these more overt through communication and through deliberately creating more safe spaces and opportunities where ECAs could share their challenges, experiences, thoughts and concerns about their teaching and their transitioning into HE, was vital. Through critical reflection, another important design principle of the programme, ECAs were connecting their classroom experiences to larger learnings about themselves as lecturers (McKay & Monk, 2017). A more concerted effort to share information about the institutional T&L culture and structures and engaging ECAs in these discussions also seemed to yield great dividends. One such initiative is inviting ECAs to present a poster reporting on the learning opportunities they designed, implemented and requested student feedback on as part of the PREDAC programme, to the annual institutional scholarship of teaching and learning conference. Here they found themselves among fellow academics who value teaching, engage in the scholarship of teaching and learning, celebrate T&L and being witness to how T&L is acknowledged at the institution. This experience created a great opportunity to foster their sense of connectedness (Coke, et al., 2015).

Thirdly, from the literature and the findings of this study, it seems that a sense of T&L competence is the most prevalent need of ECAs, but it is also the one aspect where a 'code clash' (Maton, 2014) seems to appear most often as ECAs express a need for tips and tricks, while academic development practitioners focus on teaching as a scholarly activity. To aid ECAs in developing a sense of competence (Van Lankveld, et al., 2017:333; Tronto, 2013; Maio, 2018), PL

opportunities during PREDAC were aligned to the professionalisation of the teaching role in an attempt to enable ECAs to become the kind of lecturers doing the kind of teaching the institution professes (Stellenbosch University, 2018).

The PREDAC programme guided ECAs on a reflective journey which attempted to surface their views, thoughts and beliefs about how teaching and learning happen (Sandretto, Kane & Heath, 2002). These thoughts were written down and became the ideas upon which they based their teaching philosophies. ADs played a vital role in guiding ECAs on this reflective journey. A further aim of the programme was for ECAs to highlight how their philosophies linked to and influenced their teaching practice. Once these were established, the programme moved into the design of learning opportunities as it was hoped that ECAs would develop an understanding of what underlies successful T&L practice.

Fourthly, being an academic in the contemporary university means engaging in teaching, research and community engagement. ECAs in this study mostly exhibited a sense of commitment (Van Lankveld, et al., 2017:333) towards teaching. Being a lecturer nowadays, however, requires knowledge and skills that differ from what was required before, due to advancements in the field of technology, changes in the HE sector and in the student body, etc. A realisation and willingness to learn and change in terms of being a teacher (Donnelly, 2008) and enhancing teaching practice are important aspects of commitment to a career in academia. To respond to this area (Tronto, 2013; Maio, 2018), PL opportunities for teaching should develop and affirm teaching as a scholarly practice and as a discipline as well as to create safe spaces where academics (experienced and ECAs) can share their views about their various roles as academics (including teaching), and the changing HE context, etc.

The current induction programme has the scholarship of teaching and learning as a design principle but is perceived by interviewees in this study as falling short on the aspects of student learning and who our students are. In order to create a more holistic PL programme, the inclusion of these two aspects would be valuable.

Lastly, being able to imagine a future career trajectory as a teacher in HE (Van Lankveld, et al., 2017:333) is important for the motivation of ECAs. As stated before, if the environment is not perceived as supportive towards lecturers and their career aspirations (Rath, et al., 2013), it would be seen as a care-less rather than as a care-full space. As ADs, we have a responsibility (Tronto, 2013; Maio, 2018) to create a care-full environment and design holistic PL programmes that could potentially play a role in ECAs envisaging potential career paths in academia. Involving management in the facilitation of such programmes would be valuable in sending a message of appreciation. Mentors who can act as role models are another potential mechanism for facilitating professional growth and career advancement (Coke, et al., 2015). Having 'a long view' of an academic career might assist in bridging the gap for ECAs on their trajectory of becoming academics.

This study attempted to gain insight into the way the PREDAC programme, presented to ECAs addressed their needs, created a care-full environment to learn about what it means to be a university lecturer and assisted ECAs with their transition into academia. Valuable insights were gained and according to the findings of this study, ECAs have particular needs which

the PREDAC programme mostly addressed. The study however highlighted the complexity of addressing individual needs during generic PL opportunities, as individual needs differ and are sometimes contradictory. Whether an institutional induction programme is indeed the best vehicle to address all of the identified needs, remains a question for future research projects.

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