

# The missing measure? Academic identity and the induction process

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## **The Missing Measure? Academic identity and the induction process**

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## **The Missing Measure? Academic identity and the induction process**

The effectiveness of academic induction is under-monitored by higher education institutions (HEIs) despite growing evidence that some academics, facing increased expectations and rising accountability within higher education, perceive a lack of support from their institution. In this paper, we argue that HEIs should follow the example of other sectors to promote socialisation through adequate and supportive scaffolding of the multiple responsibilities that new academics are required to take on. We offer a dual lens into the induction of early career academics in the contemporary university. Using corpus analysis techniques, we survey recent research into induction from the fields of higher education studies and of human resources. The human resources literature displays a greater emphasis on organisational socialisation but also on performance measures. Secondly, drawing on an empirical study of researcher experiences within a measured and funding-directed environment, we surface the challenges faced by new academics and the tensions of juggling multiple roles and identities. We find that induction programmes that encourage and educate individuals to take responsibility for their socialisation can enhance positive outcomes. Paradoxically, traditional, one-size-fits-all, induction that focuses on the ‘doing’ of academic practice leaves individuals unequally prepared for academic life. The empirical study findings echo claims in the literature that communities of practice can act to positively support newer academics. The induction challenge then is to provide personalised, professional scaffolding for scholarly development and to monitor its effectiveness, while seeking opportunities to build a more supportive academic culture.

**Keywords:** early career academic; induction; academic identity; corpus analytics, measured university

## **Introduction**

The induction process for new academic staff aims to ensure a smooth transition into the specific context and requirements of an institution and takes different forms. It could be a requirement to attend a brief orientation session on joining a higher education institution (HEI), attendance at a series of self-selected workshops, completion of mandatory online tutorials or a pedagogical training programme, or combinations of these. Additionally, it may include ‘buddying’, mentorship, office-sharing, team-teaching or research collaborations. Essentially, induction comprises “professional practices designed to facilitate the entry of new recruits to an organisation and to equip them to operate effectively within it” (Trowler & Knight (1999, p. 178). While it is known that, for some staff, the HEI induction process can prove ineffective (Mathieson, 2011; Nadolny & Ryan, 2015; Smith, 2010; Walker, 2015), the success of academic induction is under-researched and under-monitored by HEIs. This situation is ironic given the levels of measurement currently existing within HEIs and has implications for staff engagement and development.

How do academics experience induction? In their study of health practitioners, Ennals, Fortune, Williams, and D’Cruz (2015) identified that induction frequently focuses on the “doing” of academic work, rather than the “being, becoming and belonging” (p. 5). Induction that focuses on the doing of academic work, particularly within the limits, measures and required productivity by which an academic is currently defined (Billot, 2011), misses the integral nature of identity-formation (becoming). Negotiating this academic terrain involves more than simply understanding roles and responsibilities (Fortune et al., 2016) for it is where a professional identity is forged.

Fitzmaurice (2013) and Sheridan (2013), amongst others, identify academic identity as ongoing construction, deconstruction and reconstruction of personal and professional identities. Furthermore, academic identity, while fluid and multifaceted, draws on both disciplinary affiliation and the institutional context (Smith & Rattray, 2016). To become effective practising academics (Browning, Thompson, & Dawson, 2014), there needs strong alignment between an institution's drive for their academic staff to be productive in the current competitive marketplace and the support given to new staff, as they transition (Billot, 2011). Internationally, global rankings influence staff recruitment policies (for example, by targeting early career academics from highly-ranked institutions) and staff progression (for example, using bibliometrics to rank staff research effectiveness) (Hazelkorn, 2015), but rankings only indirectly affect factors that are not measured, such as day-to-day support for academic staff. Significantly, a growing body of research into academic staff turnover highlights a perceived lack of support from the institution as a reason for leaving it (Gourlay, 2011; O'Meara, Louder, & Campbell, 2014; Smith, 2010; Watanabe & Falci, 2016).

In this paper, we offer a dual lens into the induction of early career academics in the contemporary university. Using corpus analysis techniques, we survey recent research into induction, comparing that of higher education (HE) and human resources (HR) to expose their different emphases. Secondly, drawing on an empirical study of researcher experiences within a measured and funding-directed environment, we surface the challenges faced by new academics and the tensions of juggling multiple roles and identities. By providing both the corpus analysis and findings from the empirical study, we offer a way to view their alignment, identifying potentially different ways in which new academics can experience academic induction which help to explain why academics may find their induction unsatisfying or unsupportive.

## Contextualising the Corpus Approach

A review of the themes within recent research into academic induction was undertaken to help locate our small-scale case study within the measured university landscape. Drawing on previous studies (Clouder & King, 2015; King, 2013), this review of the literature employed ‘corpus analysis’ techniques. Corpus analysis uses computing power to examine a body of words, combining quantitative techniques (such as comparing word frequency) and qualitative techniques (such as word-usage contexts) (McEnery & Hardie, 2012). As a research approach, corpus analysis is beginning to gain ground amongst educational researchers: recent examples in *Higher Education Research and Development* include two which compare and contrast university strategic usage (Efe & Ozer, 2015; Mampaey, Huisman, & Seeber, 2015), Pilcher and Richards (2016) which looks at lecturers’ language, and Hanna (2016) which explores student writings.

The corpus approach is thought to provide an impartial means of analysing large volumes of text because it uses software to locate frequent patterns of word usage (Kennedy, 1998).<sup>i</sup> However, there is a danger that “a [single] corpus approach may yield numerous ‘so what’ findings, where the frequency patterns simply confirm the expectations of people who are reasonably au fait with the society that the texts come from” (Baker & Levon, 2015, p. 231-232). One way of overcoming this problem, is to compare one corpus with another since this permits similarities, differences and unique characteristics to be revealed (Kilgarriff, 2001)<sup>ii</sup>. Additionally, a concordance tool can be used to examine the usage contexts of a particular word and of words which often occur close together, but not necessarily side-by-side (Kennedy, 1998). By using a variety of corpus techniques to increase the accuracy of findings<sup>iii</sup>, corpus analysis results can complement, or enhance, the findings of purely qualitative research (Baker,

& Levon, 2015). However, success relies on the initial capture of an appropriate body of text which will act as the corpus (Baker, & Levon, 2015; McEnery & Hardie, 2012).

## **Literature Review using Corpus Analysis**

### ***Creating the Induction Research Corpora***

For this research, a corpus was created from data held in the Scopus™ database ([www.scopus.com](http://www.scopus.com)) of academic publications<sup>iv</sup>. A Scopus search was devised which selected abstracts of documents published since 2011 in the broad field of higher education (HE), allowing for alternative names for induction (for example, orientation, transition) and synonyms for early career academics (for example, new faculty, teacher-educator), and which largely excluded irrelevant documents<sup>v</sup>. A comparison corpus was created using a similar Scopus search to extract abstracts concerning induction in the human resources (HR) research field<sup>vi</sup>. Neither the HE nor the HR corpus was a perfect or complete representation of induction research; rather, each provided an easily captured and useful snapshot of current research in their field, and hence were comparable. Up to this point, any valid literature search approach would have been equally effective in providing a body of data for further analysis.

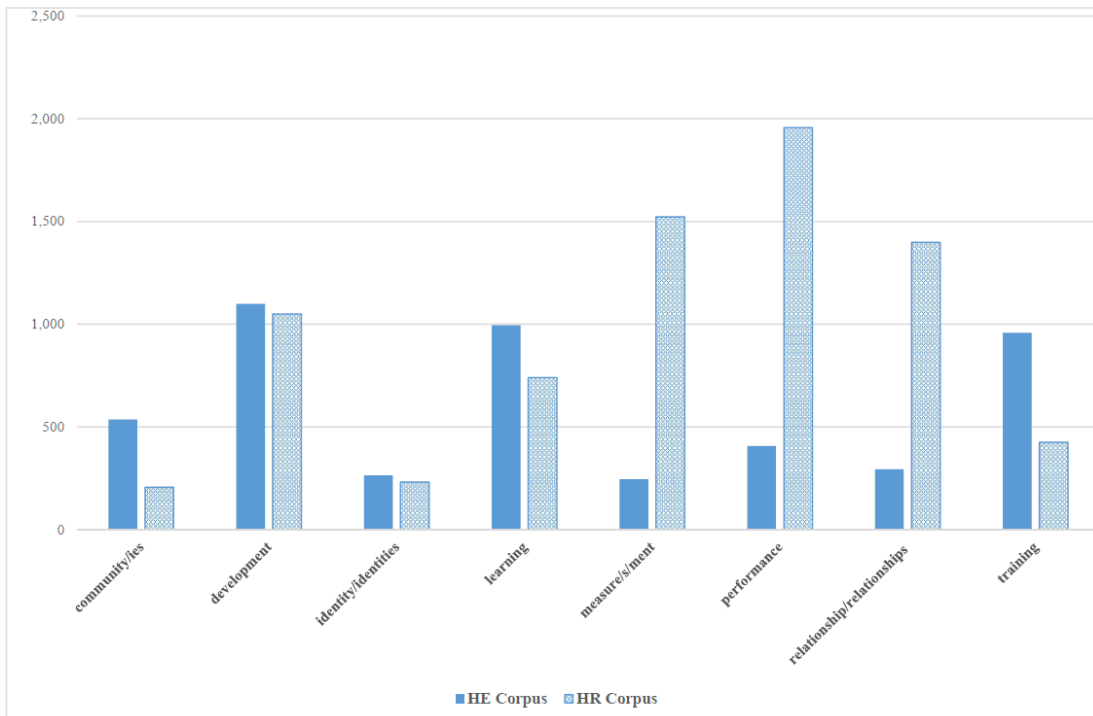
### ***Analysing the Corpora***

The extracted abstracts, together with their titles, authors and keywords, were loaded into the Voyant Tools™ corpus analysis environment ([www.voyant-tools.org](http://www.voyant-tools.org))<sup>vii</sup> so that the themes underpinning each corpus could be revealed using Voyant's keyword-listing tool. Individually, these lists of unusually frequent vocabulary may be unsurprising, but comparatively, they are significant since they highlight the different foci of the two sets of research into induction. The HE corpus included the keywords '*development*',

*'learning'* and *'training'* which were neither part of the original search terms nor functional terms within the article abstracts which made up the corpus. By contrast, the HR corpus themes were signalled by the keywords *'performance'*, *'measurement'*, and *'relationship'*.

The frequency and close occurrence of the terms *'development'*, *'learning'*, *'training'* and *'program'* in the HE corpus suggested that *'doing'* activities represented an important theme in the underlying HE induction literature: this was confirmed by detailed examination through the concordance. As shown in Figure 1, these words all occurred less frequently in the HR corpus despite its greater size and smaller vocabulary. In particular, *'training'* was used less than half as often as in the HE corpus. Neither corpus appeared to emphasise the *'being'* aspect of employment since the term *'identity/identities'* appeared equally infrequently in both. Although support for *'becoming'* and *'belonging'* through reference to *'community/ies'* was found twice as often in the HE corpus as in the HR corpus, the HE concordance revealed that these tended to represent individual or pilot initiatives, or their recommendation by theorists in response to an identified need. Furthermore, the HE corpus evidenced a desire by those undergoing academic induction for supportive communities of practice or learning which was not mirrored in the HR corpus.





**Figure 1: A comparison of usage frequency of significant words in the HE and HR corpora**

The major themes of relationships and of performance in the HR induction data were relevant but little evidenced in the HE data. The frequency of the word ‘*performance*’ was due, in part, to a concern in human resources research with measuring individual and corporate activity in the light of particular variables. The term ‘*measure/s/ment*’ occurred six times as often as in the HE corpus. Although ‘*relationship*’ occurred in the HR corpus as a functional term within article abstracts (for example, the relationship between stages in a project), it more often signalled a *social* perspective in the underlying research which reported relationships between employees, managers or customers; and between people and departments or organisations. Of particular note, was the term ‘*organisational socialisation*’ and the newer ‘*onboarding*’ which were used in the HR corpus to describe the way new recruits are integrated. Concordance entries confirmed an organisation-level concern with new employee socialisation in the HR corpus which could not be found in the HE corpus, and which may account for the lack of demand for support communities in the HR corpus.

Reference to the use of mentors; mutual support; and practice, research, learning and teaching in relation to academic identity were all at low levels of frequency in the HE corpus. One interpretation of this shortage of clear induction themes would be that education research presents a patchy use of a disparate set of induction activities across a variety of HE contexts. Another interpretation could be that, other than training courses and, occasionally, mentoring, effective induction practice initiated by institutions for academic staff did not make a significant showing in the literature we examined.

Our intention in taking this corpus analysis approach was to examine relevant induction literature from a global and impartial perspective. The analysis contributes some new insights on the process of induction in higher education compared to other sectors. In order to explore how academics actually experience their early introduction to, and employment in, the academy, we now refer to a research study positioned in a New Zealand university.

### **Case Study and Findings**

A recently completed empirical study (Billot, Pacheco & Codling, 2016) examined the experience of researchers in relation to their research activity and the support provided by their university. The study was undertaken in a teaching and research university in the North Island of New Zealand and aimed to access the voices of academics who research within a measured and funding-directed environment. Data collected from conversations with new and emerging academic researchers is relevant here in terms of how well-aligned induction is structured for these particular academic needs. The research employed a case study integrated approach (McAlpine & Norton, 2006) that acknowledges the relevance of context, with collection of both qualitative and quantitative data. The analysis took into account the academic's assessment of their own

needs, as well as the conditions and interactions that support those needs. An electronic survey and focus group discussions comprised the data collection methods. An initial call went out for survey participants, followed by a second one for the focus groups.

The online survey contained closed and open-ended questions, with most questions referring to the time spent on research; expectations for research productivity; perspectives on the research support infrastructure and support from managers; and recommendations for increased support for research. Survey respondents comprised 178 researchers from a total population of 981 permanent academic staff, 652 of which were research-active and eligible to participate. While the study invited all researching academics to participate, new and emerging researchers were self-identified in the study as a particular cohort during their participation in focus group discussions. Their perspectives provide pertinent input to this paper. These focus group participants each held a role that comprised teaching, research and service responsibilities (which could include institutional committee membership or contributions to professional leadership or peer mentoring initiatives). In alignment with Mathieson (2011), whose empirical study findings emphasised the importance of academic voice, the discussions encouraged the participants to consider their socially situated positioning and participation in professional practices.

Findings from the survey phase inform the broader context. Survey questions focused on participant demographic information to ascertain faculty location, degree of experience and qualification across the sample. Nearly 60% held a doctorate; 55% had been at the university for more than five years; 21% were in the professoriate, 57% were lecturers or senior lecturers and the rest were researchers holding other managerial or academic positions. For the respondents, on average, 35% of the average weekly academic workload is spent on research, with 33% of researchers identifying that they

experienced unclear research expectations. Lack of time was identified as the most significant challenge, with 11% meeting research expectations by using their personal time. While almost half of the respondents experienced adequate support for their research activity, the remainder felt that research support was insufficient or less than adequate. Constructive suggestions were made in terms of how additional support mechanisms and strategies could be implemented. Overall, these survey findings help to sketch a picture of the research environment that new and emerging researchers will enter. Induction then, becomes a crucial introduction for newer academics, particularly for meeting the research expectations within their academic role.

The focus group participants of newer academics/emerging researchers demonstrated a strong capacity to reflect on their current circumstances within the study discussions. While many of the challenges were shared with more experienced researchers, such as experiencing pressure to undertake several roles in a time-pressured environment as well as manage large workloads, several were clearly linked to being a newer academic. The participants identified three distinct areas that influence their ability to progress as newer researchers, which could be initially addressed through a comprehensive induction programme. A sense of isolation, lack of confidence and need for support that specifically targets their needs were identified as crucial for assisting newer academics. While viewing themselves as competent researchers, they claimed that they were 'new and emerging', indicating less certainty on how to progress to become experts in their area. They identified confidence in their capabilities on entering the institution and learning to be productive researchers, but a sense of being overwhelmed clouded a clear forward direction. Feeling isolated was common amongst the participants, with a typical reticence to ask more experienced academics for assistance. At the same time there was concern that senior researchers were too busy to

support their less-experienced colleagues and did not proactively involve the latter in their research activities. One member put this quite forcefully:

It's the blind leading a blind in a lot of cases and it's not that we don't have phenomenal people, but most of the people who are really research-active, really important people, are far above and far too busy doing their research, to actually work with the people at the bottom... (A)

These newer academics struggled with multiple responsibilities citing insufficient time to manage both teaching and research expectations. They recommended scheduled non-teaching time that would allow for research conversations and collaborations. Strong support for networks and research communities (real and virtual) was called for, although there was a sense that these were not easy to find. One focus group member said that:

It's a bit like researching in a vacuum, and so you would expect...that there's a whole university that's trying to develop research and growth in research and the skills, that there would be communities that you could join to develop your skills, no matter where you were in the process, but I don't find that. (J)

As emerging researchers, the participants experienced differential support within the university. In some cases, support was easily accessible while in other schools it was harder to find. Further, as reflected in Wilson's work (2012) there are often differentials in information sharing which can inhibit the enhancements of a research community.

According to one participant:

The tension of course is that whilst you've got all these different cultures if you like, research cultures, for want of a better term, whilst that's really good for those schools that do something, there are some schools that don't. So what you have then is inequity across the university and that's why sometimes you look at the whole. There can be differences within that whole as long as there is a total environment where everybody gets support. In this university there's a lot of

fragmentation about the support levels. I think ... there are some that don't [get support], and that is the problem. (Y)

There were suggestions of how to address such frustrations and concerns, including support and mentoring from more experienced colleagues who could share their expertise and skills. Such positive relationships would not only enhance the University's research culture but also increase the sense of a collective research community. One potential way in which this process could be supported is through adept middle managers/leaders who could provide a positive link between the University's strategic direction for research and a broader, more responsive approach to researchers' challenges and needs. Such a move involves a cultural shift whereby the needs of emerging researchers become prioritised to ensure a sustainable researcher community.

These academic perspectives, focused on being a newer researcher, confirm the currency of earlier studies' findings regarding poor academic induction support, including Mathieson (2011), Smith (2010) and Trowler and Knight (1999). Locke, Whitchurch, Smith and Mazonod (2016) recently identified that newer academics are faced with multiple dilemmas on how to consolidate their position; the participants in this study voiced this concern as one of their primary challenges. They were apprehensive about the lower flexibility of some career paths which could affect longevity of career development and stability. As new academics, many encounter constraints in employment pathways, reducing surety of employment. The study participants noted the increase in fixed term and casual contracts which inevitably affect engagement in meeting the challenges of the academic domain (Wilson, 2012).

The issues raised by the participants have an impact on the development of an academic and professional identity. Much time is spent on the 'doing' rather than the

'being' or self-representation (Trede, Macklin & Bridges 2012). Jawitz (2009) contends that professional identity development is consistently connected to daily practice and values that inform ways of being, so being and doing need to be a personally coherent synthesis of practitioner, researcher, and teacher. If we accept Jawitz's premise, then addressing the uncertainty and ambiguity for newer academics (teachers and researchers, or a combined role) is crucial yet an ongoing challenge. As academics, the participants were not entrants to the university but new and emerging researchers. In some ways it might be considered that they had already moved through the very early stage of becoming accustomed to the academic workplace. In fact what was interpreted from the participants' discussion was that, although more familiar with the university environment and systems, they still felt a sense of isolation and a need for support.

In this paper, we focus on early induction as, ideally, a supportive experience. The findings of this empirical study identify that becoming confident as an academic is an on-going process and induction into all aspects of being an academic is just the first step.

## **Discussion**

The findings of this empirical study add depth to our corpus analysis which identified that educational research places less emphasis than does human resources research on relational and community developments, when providing induction for new staff. Furthermore, our corpus analysis suggests that the shortcomings of academic induction internationally make our case study participants' experiences not uncommon. In HE, greater stress is given to role expectations during induction processes rather than scaffolding for an individual's academic and career socialisation. We claim that when induction incorporates supportive and collegial networks which are aligned with mechanisms for individual proactivity, this can have continuing positive outcomes for

both the individual and the institution. Further, it becomes apparent that managers of new staff comprise a crucial element for supporting development in this phase of employment. However, to date, induction programmes have been based on the transmission of information around practices with less evaluation undertaken on the effectiveness of this approach (Trowler & Knight, 1999). In this scenario, the “recruit learns to fit in or be an outsider” (p. 180) and the overt is given priority over the tacit, “the corporate over the local, the formal over the naturally occurring, structure over action” (p. 191). Trowler and Knight call for induction and socialisation to work together and their implementation to be in the hands of local leaders. This appears to be the dominant approach reported in the human resources literature we surveyed through corpus analysis. The HE corpus indicated that academic induction has yet to progress from training to ‘organisational socialisation’, and the case study illustrated the effects on individuals who experience induction as inadequate in terms of support. The sense of isolation, lack of confidence and unsatisfied training needs reported by participants signal an ineffective induction process which is undermining their academic identity.

Wenger (1998) believed that identity, as a concept, acts as a pivot between the individual and their social context. Thus a good starting point for developing a sense of belonging and acceptance within a university is through the interactions and relationships with people in the workplace (Remmik, Karm, Haamer, & Lepp, 2011), as suggested by the HR corpus. 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. Further, Hemmings (2012) emphasises how “confidence begets confidence” (p. 182) especially for early career researchers, and that mentoring, networking with colleagues and personal skill development (such as



time management and career planning) have significant parts to play. These approaches are common outside the HE sector (Korte, Brunhaver, & Sheppard, 2015).

Since novice academics are unsure of their place in the organisation, Remmik et al. (2011) claim that “discovering what it means to be an academic, and what the culture of their particular unit is, and how to relate to it, [were] the key issues affecting their professional identity development” (p. 195). We would argue that this is an aspect of academic induction that could be more actively supported by HEIs.

In their extensive study of early career academics in New Zealand universities, Sutherland, Wilson and Williams (2013) identified that new academics were more satisfied when they had some control over their working conditions. As we also claim, Sutherland et al. recommend proactivity for new academics, encouraging them to plan and seek support for their own professional development, agency that helps to build confidence in teaching and research. This approach is complemented by their academic leaders identifying their particular needs and where support is most appropriately accessed. Such support could contribute to the academic staff retention strategies that Hazelkorn (2015) notes are beginning to be adopted to improve institutions’ positions in ranking tables. This would suggest that a whole-organisation approach to measuring the success of induction is desirable, mirroring the induction practices in other sectors which the HR corpus revealed. Hence, linking induction to retention could underpin institutional strategies to “measure the right things” (Albach, 2006, p. 3).

While the HR corpus emphasised performance measurement, this was not strongly evidenced in the HE corpus, suggesting that performativity is not associated with HE induction literature. However, our case study findings resonate with the academic realities identified for those in teaching and learning by Locke, et al. (2016), who report that in HE in the UK, measures for greater accountability and demands for

improved efficiency have become “even more acute” (p. 4). Whilst these pressures impact directly on current academic staff, there is a wider implication for institutional sustainability, namely the need to attract, prepare and support newer academics with clear career pathways. Currently there is a concern that after gaining one’s first academic position, emerging academics are faced with multiple dilemmas on how to consolidate their position. The challenge of managing a complex academic role has been noted within the Vitae Researcher Development Framework in which a teaching lens has been incorporated (Vitae 2016). While the framework acknowledges that qualified academic staff need to engage in continuing professional development to support teaching and researching practice, there is an underlying acceptance that learning and becoming a scholar is an ongoing journey which begins as a new academic.

Mathieson (2011) queries the focus on a centralised induction process and recommends that academics need to examine their particularised working context and develop their own agentic pathway through becoming an academic. This would mean a rethink on how induction is structured and implemented, and should involve the socialisation process that is so closely linked to individual practice. Grappling with the challenges of managing these responsibilities is a unique experience, so that through a greater understanding of the nuances of these challenges, induction programmes can be tailored appropriately. While Trowler and Knight (1999) undertook their study in 1997-8, their findings provide insights since the context for HE was undergoing change during their research. Despite fifteen years having passed, their recommendations find resonance today with claims that developing one’s professional identity is connected to daily practice and values that inform ways of being (Gale, 2011; Jawitz 2009; Trede, Macklin, & Bridges 2012). Further, as Bolden, Gosling and O’Brien (2014) in their

study of academic responses to leadership in HE, noted, academics need “a sense of shared identity and belonging to an identified community” (p. 764).

Our corpus analysis revealed an academic induction process focused on training rather than socialisation, and our case study echoed this. While we support a centrally provided induction programme which can ensure a consistent approach to institutional practices, we also champion individuals taking responsibility for their own development within an organisation that promotes socialisation. Our research into the development of an identity within the academy suggests that academics need to work both individually and collectively to enhance their position in the academic community (Billot & King, 2015). The participants in the empirical study voiced a need for increased academic support from their own institutional community and this resonated with similar findings within the HE literature. Thus, while individual agency is an essential component of being a newer academic, there can be great benefit in belonging to, and participating in, healthy communities of practice that support and scaffold academic development. Yet there is a tension here, for individuality can potentially collide with broader community objectives. The participants in the New Zealand study pointed to a need to enhance an institutional research culture which supports collaborative engagement. These elements all have implications for how new academics find their academic place. Further research is needed into how HE institutions can foster a cohesive culture while also supporting academic individuality, and could perhaps identify directions for leaders of future strategic change.

## **Conclusion**

In the contemporary HE sector, the increasing level of managerialism has impacted upon academic practices and academic identity formation (Smith & Rattray, 2016). As external reforms drive institutions to respond by increasing levels of accountability and

economic efficiency throughout the workforce, so academics experience prescription in their academic lives (Huang, Pang & Yu, 2016) particularly within their academic practices. We argue that a well-designed induction can provide the transformative vehicle for developing as a newer academic. Without such introductory support, there is the risk that new academics become overly challenged to find their place in the academic community, impacting on identity formation and potential disengagement.

Our case study suggests that, through harnessing their individual agency, new academics can develop necessary skills for negotiating this complex academic terrain. Being proactive is one potential way of managing the system and forging a preferred identity, or one that aligns with the environment with which they identify. When adequately informed and prepared, academics have the ability to “negotiate their values, locations and roles through the process of prioritising (Huang, et al., 2016).

Entering the complex academic landscape has been described as a journey of surviving and thriving as an academic (Mathieson, 2011), often with teaching, research and service comprising an academic’s responsibilities (Walker, 2015). Compliance to newer institutional norms requires a full understanding of expectations so induction has an important place in employment initiation. However, the induction design needs to be carefully crafted to encourage and educate individuals to take responsibility for their socialisation while integrating support structures that include networking and peer-mentoring to enhance positive outcomes. These contribute to confidence-building which Hemmings (2012) believes is the cornerstone of effective career scaffolding.

Paradoxically, traditional, one-size-fits-all, ‘doing’-focused induction leaves individuals unequally prepared for academic life. Such measures have implications for support by perceptive managers and leaders. Billot and King (2015) claim that academics need a clearer understanding of the ‘rules of the game’ which are often not easy to identify.

Through understanding the academic domain, leaders can facilitate a collegial pathway for community engagement and an increased “sense of citizenship” (p.765).

Fortune et al. (2016) claim that one needs to perceive that one belongs before one can develop an identity. This calls for “a space that supports identity shift and scholarly growth [that] must be attentive to being and belonging, not just doing (p. 11). However, our analysis of higher education studies literature and recent case study suggest that academic induction may not provide the supportive socialisation that is seen in other sectors. The induction challenge then is to provide personalised, professional scaffolding and scholarly development. Perhaps, measuring the effectiveness of existing academic induction is the only way to achieve this?

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## Notes

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<sup>i</sup> Corpus analysis often begins by identifying ‘key words’ (vocabulary that is unusually frequent compared to standard usage) and ‘collocates’ (words which occur unusually frequently together). Combining key words with their collocates provides insight into the dominant themes in a corpus (Baker, & Levon, 2015).

<sup>ii</sup> The comparison corpus could be one of the widely available reference corpora (Kennedy, 1998), or a specifically created corpus (Kilgarriff, 2001).

<sup>iii</sup> The concordance tool can provide text extracts which exemplify a key theme (see, for example, Hanna [2016]). Corpus analysis software may also provide visualisation tools which help to reveal the underlying structures and idiosyncrasies of a text (see, for example, Pilcher & Richards [2016]). Although it is currently unusual for educational researchers to employ specialist corpus analysis software, useful results can still be obtained with smaller data sets by using spreadsheet or ‘manual’ text analysis, as Efe and Ozer (2015) and Mampaey, Huisman and Seeber (2015) demonstrate.

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iv An initial search of Scopus selected over 700,000 documents covering various different kinds of ‘induction’, yet many relevant to the induction of academic staff were not found by the search because they did not specifically use the word ‘induction’.

v The final higher education studies (HE) corpus held 1,535 abstracts.

vi The HR corpus held 1,189 abstracts.

vii Voyant reported that the HE corpus comprised 343,921 words and 21,675 unique word forms. The HR corpus comprised 448,125 words and 21,355 unique word forms, making it about a third larger than the HE corpus, but with a slightly smaller vocabulary.