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# Changing Academic Identities in a Dual Sector University

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Doctor in Education

Changing Academic Identities in a Dual Sector University

Gordon Roy Lee

## Changing Academic Identities in a Dual Sector University

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## Changing Academic Identities in a Dual Sector University

### Abstract

This study researched changing academic identities in one dual sector university in British Columbia, Canada. It provides a close look at a group of faculty individually and collectively experiencing organisational change as the institution evolves from a college to a dual sector university.

The research utilized a social constructionist epistemology consistent with some recent research on academic identities (Barnett and Di Napoli, 2008; Gordon and Whitchurch, 2010; Henkel, 2000). These researchers and others assert that academics construct their identities reflexively (Giddens, 1991, p. 5) within academic communities that shape individual identities (Henkel, 2000, p. 250). My methodology is grounded on these assumptions and can best be described as ethnographic interpretivism.

Research methods included a short questionnaire targeted at all faculty members across the institution and more detailed personal interviews with 8 individual faculty members.

The research incorporated a review of relevant institutional data and an analysis of the external context that may have influenced both academic identities within the institution and organisational changes.

This is 'insider research' and as such it presents both methodological and ethical challenges. My reflections on these, how I addressed them, how the institution reacted to my research, and how I responded forms a component of the study.

I present the findings, conclusions and recommendations for professional practice in this report.

## Acknowledgements

It has been my privilege to work at Kwantlen for the past twenty-four years as it evolved from a community college to a university college and now to a polytechnic university. During this time, I have participated, and I hope contributed to the institution as it grew and changed. To be engaged in the creation of a new university is perhaps far from the norm in academic life, and it has been an interesting and at times challenging experience.

This research benefited from the support of a number of people. Danielle Baxter did a fabulous job administering the web survey. Her insights and suggestions helped me to hone the survey instrument so that it addressed my research questions more effectively. Norwinda Binuya-Barros was incredibly efficient in supporting me with the statistical analysis. Her proficiency with SPSS saved me both time and aggravation and allowed me to focus on the key task of data interpretation. Finally, Linda Gomes, my Executive Assistant, spent countless hours transcribing the interviews and managed to capture what interview subjects had said with incredible accuracy. Moreover, as she did this work on evenings and weekends, during our busy workdays, she did her best to keep me organised – a difficult task at the best of times.

I am grateful for their help, and thank Danielle, Norwinda and Linda for all they did to assist in this research.

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Finally, I wish to convey my special thanks to my colleagues at Kwantlen. Their willingness to share their thoughts and feelings about the changes in which we are now engaged made this research possible.

## A. Introduction

A few hours before landing at Heathrow, Air Canada flight attendants waken passengers from fitful sleep and distribute landing cards. These cards require each non-EU passenger to provide his/her name, citizenship, passport number, birthplace, UK address and occupation. When I began the EdD (International) Programme in 2006, I dutifully printed in block letters – COLLEGE ADMINISTRATOR. Since September 2008, when the Province of British Columbia awarded Kwantlen university status, I have written – UNIVERSITY ADMINISTRATOR. This is a small change – one word – ‘university’ replaced ‘college’. However, the implications of this change may be significant for my identity. Similarly, for Kwantlen faculty members who, on August 31, 2008 were college faculty and one day later became, at least in name, university faculty, this change may be impacting their academic identities.

As Becher and Trowler assert, change in nomenclature from college to university may “involve a cognitive change in substance, signalled by an identifiable shift in paradigm, the viewing of familiar phenomena through new eyes” (Becher and Trowler, 2001, p. 174). Their observation applied to Kwantlen suggests that when the institution became a university, and I conjecture possibly in anticipation this, faculty began seeing the organisation and themselves in different ways. Levin’s study of two British Columbia university colleges similar to Kwantlen presented evidence of this occurring. He found that the institutions had developed dual identities – ‘community college’ and ‘university’ (Levin, 2003). The president of one of these institutions described the situation this way, “We have an identity problem . . . In the university there is the culture of disciplines; in the community college there is the culture of community” (Levin, 2003, p. 456).

Becoming a university may connote many things to those who work there, including a different level of institutional legitimacy, status and reputation. With these may come a feeling that if we are called a university, we should look like one. Following this logic may lead us to modify our institutional nomenclature and the nature of faculty work. Perhaps, we might be more ‘university-like’ if we incorporated research into faculty work, created a system of faculty ranks or

instituted a tenure system. As well, becoming a university may result in shifting allegiances - from community college instructors' mission to serve their local community to university faculty members' *raison d'être* to contribute knowledge to their disciplines.

My Institution Focused Study looks at how Kwantlen's change to university status has modified faculty identities.

#### Individual Changes

My changing identity has encompassed much more than a change in job title based on a revision in institutional nomenclature. Long before this occurred, I chose to enrol in the EdD programme at the Institute of Education. I did so, at least partly because Kwantlen wished to have more doctorally qualified faculty and administrators to meet membership criteria for admission to the Association of Universities and Colleges of Canada (AUCC, 2009). As the administrator responsible for writing and managing our AUCC application, I felt some obligation to support the application by beginning the process of obtaining an earned doctorate. Beyond organisational allegiance, I had an academic motivation to begin doctoral studies; I found the organisational changes at Kwantlen fascinating and wished to study them.

I was not alone in seeking additional academic qualifications. During the time Kwantlen was lobbying for university status, developing new degree programmes and establishing support for research, other academic staff (instructors, deans and senior administrators) enrolled in doctoral and master's programmes. These colleagues may have felt that if the institution was going to change its identity (becoming a university), they too should modify their identities by earning higher academic qualifications so that they looked more like university academics (and less like college instructors/administrators).

As some of us pursued higher degrees, academic departments (mainly in the social sciences) began primarily hiring doctorally qualified candidates into full-time on-going positions. Many of these instructors were recruited with the promise the institution would soon be a university and that they could pursue their academic



research careers long-term at Kwantlen. Over time, these instructors began to press administration to provide them with release time from teaching as well as resources and support for their research. It may be that this new group of instructors already saw themselves as university faculty or at least aspired to that identity. Indeed, some of them came to Kwantlen from established universities.

Changing one's professional identity to meet the requirements of a changing workplace, or having the institution change to fit one's academic or aspirational identity are not the only strategies for responding to such an institutional development. There were other legitimate choices one could make. For example, one could maintain one's existing professional identity and claim the right to do so within the evolving institution. Or, one could passively or actively oppose institutional change or work for accommodations that would at least protect one's position and status.

To this point, while Kwantlen's administration lobbied for the university college to become a university and some academic staff earned graduate qualifications, others worried that they might not have a place in the new order. These concerns were made explicit during the institution's 2006-2007 strategic planning process. Based on data gathered during focus group discussions, the *Report of the Transitions Planning Secretariat* stated, "*Recent discussions about the possibility of Kwantlen becoming a university have raised concerns about the development of a faculty class system based on the courses being taught*" (Kwantlen University College, 2006, p. 44). This observation echoes findings reported by Levin (Levin, 2003) in his aforementioned study of two other British Columbia university colleges when he writes, "There is a conflict among vocational and academic faculty where the new university model has marginalized the vocational faculty" (Levin, 2003, p. 455). It may be that becoming a university is threatening the identities of these 'college instructors' who teach in vocational, trades and adult basic education or who came to Kwantlen without doctoral qualifications (sometimes without an undergraduate degree) to teach college and first and second year university courses.

### Dual Sector Institutions in British Columbia

The development of dual sector (Bathmaker et al., 2008; Garrod and Macfarlane, 2007; Garrod and Macfarlane, 2009; The University of Sheffield, 2010) institutions in the British Columbia (BC) higher education system has been researched by a number of authors (Dennison, 1984; Dennison, 2002; Dennison, 2006; Fisher et al., 2009; Fleming and Lee, 2008; Fleming and Lee, 2009; Levin, 2003a; Levin, 2003b). To some extent, BC community colleges, which were established between 1960 and 1975 (Dennison, 2006), have always had a university component. Modelled somewhat on the California system (Dennison and Gallagher, 1996), they have always offered first and second year university courses that are fully transferable to British Columbia universities (Dennison, 2006, p. 108). Transfer and articulation was and is supported by the British Columbia Council on Articulation and Transfer (Dennison, 2002) and there is statistical evidence that transfer students have been as successful as direct entry students in their university studies (Heslop, 2004). When the colleges were formed, the provincial government of the day combined this higher education function with vocational training that had previously existed in stand-alone trades and vocational institutes. Other college programmes offered by these community colleges include high school completion courses, adult special education for students with developmental disabilities and career programmes in areas such as health, business, secretarial training and technology.

Originally, the BC community colleges were local institutions governed by the Public Schools Act (Levin, 2003a, p. 448). However, since 1977, they have been governed under the College and Institute Act (Dennison, 2002; Province of British Columbia, 2010a). Over time, BC colleges developed a number of defining characteristics and a culture and values that were different from universities. Colleges served community and regional needs, provided open access to further and higher education, focused on teaching and learning with small classes and personal attention to students, and were more tightly controlled by the provincial government through both legislation and funding.

In the late 1980's, it became apparent to the provincial government of the day, that although the community colleges had been largely successful in transferring students to university, British Columbia's per capita percentage of university graduates was lower than the national average (Dennison, 2006, p. 109). Government's response was to create three university colleges from existing community colleges and to establish a more traditional university in northern British Columbia. The university colleges would, at least initially, offer degree completion to students who had previously had to travel to Vancouver or Victoria to complete their undergraduate education. Existing universities conferred the degrees at the university colleges, and the universities vetted faculty who were hired to teach third and fourth year courses to ensure that they had appropriate qualifications. By 1995, the provincial government had designated two additional colleges as university colleges and granted the five university colleges and two institutes the authority, under the College and Institute Act, to confer undergraduate degrees in their own names.

With their expanded mandates, these university colleges and the communities in which they were located, began to demand institutional re-designation as universities (Church, 2002). By 2003 one institution, University College of the Cariboo, had gained university status (as Thompson Rivers University), albeit under its own act rather than the University Act and another, Okanagan University College had been split in two with almost all university degree programmes moving to a new regional campus of the University of British Columbia. The college programmes remained at a reconstituted community college (Fleming and Lee, 2008; Fleming and Lee, 2009). Between 2004 and 2008, the three remaining university colleges worked to build their case to become universities. In their submissions to government, they emphasized that they were seeking a change in name rather than a change in mandate. Here are some typical statements:

"Kwantlen is not seeking a change in mandate, but a change in name." (Kwantlen University College, 2005, p. 1)

"Malaspina University-College is already a comprehensive, "primarily undergraduate university" in every way except name." (Malaspina University College, 2004, p. 6)

“UCFV is a university in every way but name.”(University College of the Fraser Valley, 2006, p. 6)

These campaigns culminated with the 2007 provincial review of post secondary education – Campus 2020. In his report, Geoff Plant, Special Advisor to the Provincial Government, recommended that the three remaining university colleges be re-designated as teaching-intensive regional universities (Plant, 2007, p. 68). Then, during the last week in April, 2008, the Government of British Columbia announced that on September 1, 2009, the three university colleges, one community college and the provincial institute of art and design would become universities under the University Act (Province of British Columbia, 2010b). They were to be designated special purpose teaching universities, and their mandates would differ from research universities. They were to serve their regions by delivering community college programming as well as undergraduate and master’s degrees.

#### Kwantlen’s Evolution

Kwantlen began as part of Douglas College, becoming a community college in its own right in 1981. Since 1995, when Kwantlen became a university college and was granted authority to offer undergraduate degrees, to September 2008 when it was re-designated a polytechnic university, the institution had evolved from a community college to a dual sector institution with:

- over 20 undergraduate degree programmes
- a research and scholarship office that supports faculty research
- a functional research ethics board
- an internal small research grants fund
- a programme that assists faculty to earn advanced academic credentials
- more doctorally qualified faculty (the result of modified hiring criteria)
- membership in the Association of Universities and Colleges of Canada (AUCC)
- success in winning competitive research grant competitions including an \$8 million research lab and a \$2.5 million endowed research chair.

In summary, significant institutional changes had occurred by the time Kwantlen was granted university status. During those 13 years, I was involved in a number of these developments including the creation of new degree programs and our successful application for membership in AUCC. How did changes in faculty academic identities influence these developments, and how did these institutional changes influence academic identities? What influence did they have on my own identity and my own thinking? Did my participation in developing degree programmes and other 'university-like' activities change my identity?

### External Changes

In my role as Vice President, Finance and Administration, I attend meetings with peers from other institutions. Prior to Kwantlen becoming a university, these meetings were with Vice Presidents Finance and Administration (business officers) at other colleges and institutes and I participated as a full member of a number of such groups at both provincial and national levels. At provincial meetings, community college business officers remarked that as degree granting colleges that they were essentially the same as the university colleges. However, after Kwantlen became a university, this provincial association began to exclude the 'new universities' from some portions of their meetings. As well, the 'new universities' started to meet without the colleges to discuss issues that they considered unique to their new status. Also, soon after the 'new universities' were established, the Canadian Association of University Business Officers (CAUBO) welcomed four of the new BC universities into their group. Prior to this time, they were not eligible to be members. Now, they were full, albeit, junior ones.

For me then, university status led to these changes in my external working relationships that included a distancing from my former colleagues in the colleges and recognition by university business officers of my new status as one of them. If I was experience these changes in external relationships, were faculty experiencing similar things? As part of this research, I am asking if becoming a dual sector university affected the recognition that faculty at Kwantlen receive from university academics.

### Identities and Organisation

Becoming a university may have differentially affected the identities of those who worked at Kwantlen. For 'college instructors' this change could have been worrisome. In turn, they may have resisted institutional changes or become less engaged in the organisation. Indeed, I have observed some college instructors resisting proposed institutional changes such as rank and tenure. In doing so, they have allied themselves with the faculty union, perhaps to protect their rights and their equal status as faculty members.

However, for doctorally qualified instructors who had joined Kwantlen because it intended to become a university, these changes could have provided them with status and opportunity to pursue more active research agendas. As well, their status and recognition from university academics may have been affected by the new institutional designation. For example, over the past two years, some of these faculty have advocated for an academic rank and advancement system during Faculty Council meetings and at Senate, and there is evidence they are struggling against the faculty union to achieve more autonomy in faculty hiring (Kwantlen Faculty Association, 2010a).

For those instructors and others who saw the 'writing-on-the-wall', earned higher degrees and developed professional research programmes, their hard work may be rewarded with a 'place' in the new university or at least the feeling that they belong. However, for 'college instructors', this institutional evolution may be threatening their academic identities.

My IFS studies all of these instructors, how their identities are changing, and what strategies they have used and are using to influence or to resist change.

## B. Literature Review

My literature review includes research on:

- identity and academic identities
- academic values in universities and colleges and their relationship to academic identities
- organisational change from college to university including theoretical perspectives such as organisational culture theory and neoinstitutional culture theory
- the relationship between changing academic identities and organisational change in higher education
- academic identities and organisational change in dual sector institutions in a number of national jurisdictions

### Identity

Taylor, citing Donald Hall's history of the concept of identity (Hall, 2004), writes that historically there have been four ways to understand the concept of identity (Taylor, 2008). The first based on Greek philosophy, assumes that individuals take on shared practices and conform to cultural norms, while the second, grounded in Descartes' philosophy asserts that individuals construct their identities through thought and reflection. Hegel and Freud's work informs a third concept of identity which claims that identity is co-constructed and that "traits, beliefs and allegiances reflecting non-rational processes and commitments" play a role (Taylor, 2008, p. 29). Finally, postmodern philosophers assert: "identities are always 'under construction' in contexts that are characterized by indeterminacy, partiality, and complexity" (Taylor, 2008, p. 28).

Hall's history of this concept, suggests that identity is related to culture, cultural practices, individual and organisational values and beliefs, as well as allegiances to groups within society. Research on academic identities would seem to confirm this. Clark for example, speaks of academics entering "different cultural houses, there to share beliefs about theory, methodology, techniques and problems" (Clark, 1983,

p. 76). Similarly, Becher and Trowler assert that academics inhabit different “tribes and territories” (Becher and Trowler, 2001), and Henkel writes that “identities are formed within defining communities with strong normative power” (Henkel, 2010, p. 8).

It is therefore possible that individuals conform to cultural norms in identity formation. Moreover, they may create their own identities individually, co-construct their identities consciously and/or sub-consciously, or be engaged in a never-ending process of identity construction.

This research is based on the postmodern concept of identity and on the following premises:

- that individuals construct their identities reflexively (Giddens, 1991, p. 2) and,
- that these identities are works-in-progress.

As Giddens suggests, individuals undertake “this reflexive project of the self” (Giddens, 1991, p. 5) in modern institutions that influence the construction of self identity. At the same time, these institutions are influenced by the individuals who construct and change them. Moreover, as he writes, this dynamic can create “difference, exclusion and marginalization” or it can lead to “emancipation”, “actualization of the self” and a “sense of ontological security” (Giddens, 1991, p. 6).

### Academic Identity

Moving from the concept of ‘self-identity’ to the more specific field of ‘academic identity’, I have reviewed some literature on this subject. Barnett and Di Napoli, for example, observe: “We see identities, therefore, as a historical process of construction, deconstruction and reconstruction, three movements that we see at the heart of any identity dynamics” (Barnett and Di Napoli, 2008, p. 6). Henkel (Henkel, 2000; Henkel, 2010), in her academic identities research, cites Barnett and Di Napoli when she writes: “identity is conceptualized as a project or continuous process of construction, deconstruction, and reconstruction in the



context of multiple and shifting collectivities and relationships. Reflexivity has become central to contemporary understandings of identity” (Henkel, 2010, p. 10).

As well, Henkel assumes there is a close relationship between academic values and academic identities when she observes that, “concepts of identity are at the heart of traditional beliefs about the values and workings of higher education, centred as they are on individuation and reputation within self-regulating communities” (Henkel, 2000, p. 250).

In this research, I accept this assumption and, building on Clark’s work on academic values (Clark, 1983, pp. 240 - 262), along with Dennison’s reflections on how Clark’s typology of academic values applies to Canadian community colleges (Dennison, 1995), I utilize their research on academic values to explore changing academic identities at Kwantlen Polytechnic University.

#### Academic Values

Clark in his 1983 book *The Higher Education System* (Clark, 1983), identified four value sets that he claimed, based on his extensive research, are core values in higher education institutions and systems around the world. The value sets are social justice, competence, liberty and loyalty.

Dennison in *Challenge and Opportunity: Canada's Community Colleges at the Crossroads* (Dennison, 1995) evaluated whether Clark’s four value sets were applicable to Canadian community colleges. Based on his analysis, which included a review of community college mission and value statements, he concluded that they were indeed relevant.

#### Social Justice

According to Clark, in the university, social justice is related to merit, or to use his words “equality of access whereby entry is determined by the academic qualification of the individual without regard to such "extraneous" characteristics as race, class, creed or political affiliation” (Clark, 1983, p. 241). In contrast, Clark

writes that in the American community college, social justice is framed as “offering those who want to go to college the best chance to do so, regardless of academic background” (Clark, 1983, p. 242).

Dennison finds that social justice in Canadian community colleges is expressed as “equality of student access, equality of treatment after admission and equality of opportunity with respect to outcome” (Dennison, 1995, pp. 170-171). As well, he suggests that addressing socio-economic inequality and equality of all faculty members are values related to this social justice value set.

### Competence

The value of competence in the university concerns excellence in ‘research, teaching and service’, whereas, in the community college, competence is primarily about teaching. In the university, Clark observes that excellence or quality is judged through peer review and recognized by “status-award systems” (Clark, 1983, p. 246) such as differential merit-based salaries and hierarchical faculty ranks. Such systems, according to Dennison are not found in Canadian community colleges where the social justice value of faculty egalitarianism is deemed more important than merit-based values (Dennison, 1984, p. 142). Dennison claims, however, that competence in these institutions can be defined as “excellent teaching, competent support services and capable administration” (Dennison, 1995).

### Liberty

According to Clark, the value set of liberty in the university relates to institutional autonomy, faculty authority to make academic decisions, and academic freedom in research, teaching and learning (Clark, 1983, p. 248). These values, Clark writes “are sought by groups and institutions in higher education as well as by individuals” (Clark, 1983, p. 246). Given that faculty work in universities incorporates a significant component of research, it is logical that an individual professor’s prerogative to undertake whatever research he or she wishes is a key aspect of academic freedom.

In contrast, Dennison asserts that this value set in Canadian community colleges concerns instructors having the freedom to design and deliver courses in the way that they believe is most effective, and to set appropriate standards for student assessment. Since community college instructors are not required to undertake research, this is understandable. However, Dennison does acknowledge that academic freedom related to professionalism and institutional autonomy, while not as extensive as in a university, is still significant in community colleges.

#### Loyalty

Finally, Clark writes that loyalty as a university value is reflected in the relationship between the state and the university, and this may vary from nation to nation. In modern liberal democracies the role may range from the university as a contributor to social and economic wellbeing, its service to humanity through the creation of knowledge and the transmission of cultural heritage, to its role as social critic.

In contrast, the loyalty value set in community colleges, according to Dennison, concerns meeting government policy and programme objectives, preparing individuals for employment by providing skills-related training, increasing access to post-secondary education, reducing illiteracy, and providing education and training that enhances social opportunity for the disadvantaged (Dennison, 1995, p. 172).

## University and College Values

In summary, based on Clark's work, university values may include the following:

- Selective student entry (based on merit)
- High academic standards
- Focus on excellence in 'research, teaching and service'
- Academic excellence ensured through peer reviewed merit-based status and award systems
- Faculty autonomy
- Academic Freedom
- Faculty authority to make academic decisions
- Societal contribution through the creation of knowledge (research)

Whereas, college values, according to Dennison, could embrace:

- Open access
- Reducing socio-economic inequality
- Equality of all faculty members
- Focus on Student learning
- Focus on teaching excellence
- Serving the community
- Meeting government objectives

It would seem that university and college values differ in many ways although there are similarities. For example, academic freedom, a foundational value in universities, exists in community colleges, but is actualized differently. Similarly, the social justice value of equality of access, which in the university is based on merit, is interpreted in community colleges as 'access for all'.

Both Clark and Dennison assert that competing values mould institutional behaviour and practice. Clark claims that value conflicts and accommodations in universities "press behavior in contradictory directions and encourage antithetical forms and procedures" (Clark, 1983, p. 252). He provides examples of the conflict between the social justice value of access and the competence value of excellence, in dealing with university admissions criteria. As well, Dennison provides evidence in three case studies (Dennison, 1995, p. 177) that in community colleges, these values when applied to the crucible of college life, also lead to conflict and compromise. If a dual sector university has both university and college values, these conflicts and compromises may be more prevalent than in unitary institutions.

### Institutional Change

A number of countries and jurisdictions including the UK, Australia, South Africa, Holland, United States and Canada have seen the evolution of higher education institutions from colleges or polytechnic institutes to dual sector universities (Garrod and Macfarlane, 2007). These hybrid institutions, combining further education or community college education or diploma level polytechnic education with university degree education, have been documented and analysed by a number of researchers (Dennison, 2006; Dennison and Schuetze, 2004; Garrod and Macfarlane, 2007; Harman, 1977a; Kraak, 2006; Levin, 2003a; Levin, 2003c; Macfarlane et al., 2007; Neave, 1979). Others, have studied academic drift in higher education institutions (Harman, 1977b; Morphew and Huisman, 2002; Neave, 1979). Often utilizing a social constructionist epistemology, researchers have attempted to interpret this evolution in order to understand what is happening. Some have applied organisational culture theory (Morphew and Huisman, 2002) to frame their analysis. This analysis often includes a discussion of academic drift or as it is often characterized in the literature, as isomorphism (DiMaggio and Powell, 1983)<sup>1</sup>.

A different kind of institutional dynamic may also be at work in dual sector universities. This organizational behaviour, grounded in neoinstitutional culture theory (Pedersen and Dobbin, 2006), is in some ways the opposite of isomorphism. Instead of copying more prestigious universities, there is a contrary tendency for dual sector universities to attempt to differentiate themselves from other higher education institutions – Pedersen and Dobbin call this behaviour polymorphism.

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1. Isomorphism is behaviour in organizations, in this case higher education institutions, that consists of less prestigious institutions emulating more prestigious ones – copying their programming, behaviours, values, norms and structures. DiMaggio and Powell present a typology of isomorphisms: Coercive isomorphism – a response to formal or informal external pressures; mimetic isomorphism - imitation as a response to uncertainty; and, normative isomorphism - associated with professionalization (DiMaggio and Powell, 1983, p. 150).

In the end, they argue that both isomorphism and polymorphism are at work in institutions and that “organizations create legitimacy by adopting recognizable forms and create identity by touting their uniqueness” (p. 898).

Levin’s study of university colleges in British Columbia provides evidence of this. He finds that both isomorphism and polymorphism are affecting the development of these hybrid institutions (Levin, 2003a) and claims that they “constitute a new form, internally merging their own community college mission, purposes, and behaviors with those from both a past (the historical university) and a present (the “posthistorical” university)” (p. 464).

The literature on academic drift and isomorphism in higher education includes a number of articles that address these phenomena. Neave, for example (Neave, 1979), studies academic drift in institutes in Yugoslavia, France and Norway. He defines academic or ‘institutional drift’ as a “departure by an institution from publicly stated and agreed objectives ascribed to it by an authoritative government agency” (Neave, 1979, p. 151). If we accept his definition, this would suggest that academic drift is straying from an approved mandate, whereas isomorphism can be, and sometimes is a response to a changed mandate. Neave also claims that the values of the academic profession encompassing personal autonomy, the central role of discovery research and faculty merit judged on scholarly performance (Neave, 1979, p. 157), in his view, play a vital role in driving academic drift.

Other studies on academic drift include Harman (Harman, 1977a) who describes this phenomena in Australian Colleges of Advanced Education. Like Neave, Harman identifies the central role of faculty professionalism in accelerating mission drift. Kraak (Kraak, 2006) looks at the evolution of South African ‘technikons’ into universities of technology, and observing that academic drift is often viewed pejoratively, asserts that these combined institutions may be better in addressing the needs of society and the economy (Kraak, 2006, p. 150). Morphew and Huisman (Morphew and Huisman, 2002) report on academic drift in Dutch and American universities and muse that “centralized governance structures may play a significant role in promoting institutional diversity in some cases” (Morphew and

Huisman, 2002, p. 494). Their research was based on an analysis of new degree programmes at comprehensive universities in the United States and technical universities in the Netherlands to ascertain whether these degree programmes duplicated degree programs at American research universities or at traditional Dutch universities. The research found more indications of isomorphism in the American universities than in the Dutch ones (Morphew and Huisman, 2002, p. 504).

Levin (Levin, 2003a) has studied Canadian university colleges located in the Province of British Columbia. His research, which included interviews, analysis of documents and observations, finds evidence that an 'organizational paradigm shift' (Levin, 2003a, p. 447) is taking place and that this is affecting the culture and values of these institutions. Moreover, in his analysis, Levin finds evidence of isomorphic behaviour as described in DiMaggio's and Powell's neoinstitutional theory (DiMaggio and Powell, 1983) and specifically of 'mimetic isomorphism' (DiMaggio and Powell, 1983, p. 151) – "the tendency for university colleges to model practices of universities" (Levin, 2003a, p. 455).

Although Levin does find isomorphic behaviour in the university colleges, he also identifies that these institutions are seeking to define themselves as a new kind of institution that is different from both a two-year college and a university (Levin, 2003a, p. 462) – an indication of polymorphism.

Garrod and Macfarlane (Garrod and Macfarlane, 2007) explore some of the structural challenges of combining 'further education' and 'higher education' within single institutions in Australia, Canada, New Zealand, South Africa and the UK (Garrod and Macfarlane, 2007, p. 578). They call these institutions 'dual sector universities'. Using survey research, they identified unitary 'duals' – "institutions that seek to integrate structures and processes to maximise integration between further and higher education" (Garrod and Macfarlane, 2007, p. 591) and binary 'duals' that "maintain separate structures and operations" (Garrod and Macfarlane, 2007, p. 591). They conclude that the regulatory environment plays a significant

role in the structures these institutions adopt (Garrod and Macfarlane, 2007, p. 594).

To summarize this research on organisational change, we see that different researchers look at different aspects of academic drift, isomorphism and polymorphism and utilize different research methodologies and methods to do so. For example, Garrod and Macfarlane (Garrod and Macfarlane, 2007) focus on organisational structures through survey research, whereas Levin looks at organisational culture utilizing mixed methods – interviews, document analysis and observations. Morphey and Huisman analyse programming using existing data from higher education system ‘data warehouses’, and Kraak argues that academic drift in South African technical universities is not a negative factor but may be a “necessary precondition for attaining progress in a rapidly globalizing economy and society” (Kraak, 2006, p. 150). Finally, Neave researches “organisation, structure, forms of administration, pedagogy, methods of access and contents of courses” (Neave, 1979, p. 158) by reviewing legislation, policy statements and enrolment data.

For the purposes of this study, I am adopting Neave’s definition of academic drift and will use it to differentiate academic drift from the broader concept of isomorphism. Also, similar to Neave and Levin, my research addresses academic values and organisational culture as they are expressed in the ‘empirical field’ (Brown and Dowling, 1998). As well, this study will take Kraak’s criticism to heart and will attempt as best it can to consider the possibility that academic drift is legitimate behaviour rather than viewing it negatively. Finally, similar to Morphey and Huisman, the study will review proposed changes in programming as they are reflected in the data.

Given the modest scope of the current research, I shall consider whether the data generated in literature review studies is consistent or inconsistent with my findings and analysis. Moreover, following Robson’s suggestions (based on Ahern, 1999) for using reflexivity to identify areas of potential research bias (Robson, 2002, p. 172), I shall use the data from the literature review as a way of identifying



and avoiding potential researcher bias on my part. Finally, the research methodologies adopted by these researchers will inform my research design.

### Changing Academic Identities

Previous research provides evidence of a number of significant influences related to changing academic identities. First, if we accept Henkel's assertion that there is a close relationship between values and academic identities, coupled with Clark's and Dennison's descriptions of differing university and college values, these suggest that academic identities at community colleges and universities are different. Second, given Levin's finding that culture and values in colleges that became dual sector universities are changing and his observation, that these institutions are experiencing an 'identity problem', this begs the question as to how academic identities are being affected and how they in turn are affecting these organisational changes. Finally, if one accepts Neave's finding that university values play a major role in driving academic drift/organisational change (which is consistent with Harman's research that faculty professionalism influences organisational change), this may indicate that the study of changing academic identities could be a productive pursuit.

### Identities under attack

Levin's research on BC university colleges found that 'dual identities' and the values underlying college and university identities were in conflict. The comment of a Dean from one university college is illustrative: "There is a conflict among vocational and academic faculty where the new university model has marginalized the vocational faculty" (Levin, 2003a, p. 455). This echoes Giddens's aforementioned observation about "difference, exclusion and marginalization".

One might ask, what are the effects of this conflict on academic identities? Are the introduction of university programmes and university culture in these dual sector institutions challenging what a number of researchers including Garrod and Macfarlane (Garrod and Macfarlane, 2007; Garrod and Macfarlane, 2009), Bathmaker (Bathmaker et al., 2008) and Henkel describe as boundaries in higher education? If "identity is constructed at and across boundaries between groups,

with those outside as well as inside” (Henkel, 2010, p. 8), how is the process of challenging boundaries at these dual sector universities affecting the construction of academic identities of instructors who teach in college programmes and those who teach in university ones?

### C. Theorising Academic Identities in a Dual Sector University

As a point of departure, I am suggesting that the main academic identities at Kwantlen are ‘university professor’, ‘college instructor’ and ‘dual sector faculty member’. I base these constructs largely on Clark’s typology of university values (Clark, 1983) and Dennison’s application of this typology to Canadian community colleges (Dennison, 1995). For the purposes of this research, I assume that there is a close connection between academic identities and values.

To some extent, I am applying a ‘grounded theory’ approach to this research - one that I found useful in previous studies on discourse and organisational change in British Columbia’s university colleges (Fleming and Lee, 2008; Fleming and Lee, 2009). I plan to use university, community college and dual sector university values to explicate ‘university’, ‘community college’ and ‘dual sector’ identities.

At Kwantlen, the ‘university professor’ identity is, I postulate, largely recent and may be encouraged by its recent university status. Newer doctorally qualified research active faculty members may embrace this identity. At Kwantlen, my anecdotal observation is they are more likely to be social scientists or teach in the humanities. The research findings will test this.

It may be that these faculty, who see themselves as university professors or aspire to be university professors, have greater allegiance to their discipline than to the institution or the community (Becher and Trowler, 2001), that they are active researchers who wish to hold university rank, and that they espouse university values encompassing high academic standards, selective student entry, institutional autonomy, faculty authority to make academic decisions, hierarchy, tradition, excellence in teaching, research and service, merit and collegiality, academic freedom and service to humanity through the creation of knowledge and

the transmission of cultural heritage (Clark, 1983, p. 91; Dennison, 1984, p. 142). If this identity were emerging at Kwantlen, one would expect to see such faculty advocating for more time to engage in research and less time in the classroom, faculty rank and advancement and faculty autonomy.

The 'college instructor' identity is, I suggest, historical and well established. I observe it in instructors who joined the institution when it was a community college (and who may teach english, marketing or chemistry) and those who teach in college level programmes such as vocational, trades, adult basic education and english as a second language (ESL). They may hold to the following values: "equality of student access; equality of treatment after admission and equality of opportunity with respect to outcome" (Dennison, 1995, pp. 170-171); excellent teaching; competent support services and capable administration; addressing socio-economic inequality; student learning as the primary institutional goal; connection to the labour market, service to the local community; faculty egalitarianism; control by government; and, the need to meet governmental policy and programme objectives (Dennison, 1984, p. 142). Many of these values are clearly evident in the Kwantlen faculty union's response to possibility of the institution becoming a university (Kwantlen Faculty Association, 2006). In this document, the union argues for the continued primacy of teaching and learning, open access, service to communities, and faculty equity, including "equitable compensation and treatment".

"College instructors' may identify more with their institutional role than with the subject area in which they teach. In contrast to their university-minded counterparts, their professional service and development may be more closely allied to institutional activities than to disciplinary ones. This would be consistent with Henkel's assertion (Henkel, 2000, p. 168) that in UK polytechnics, given their focus on teaching rather than research, they were less likely to be engaged in disciplinary culture.

The work of 'college instructors' centres primarily on teaching and student learning rather than 'research, teaching and service'. Teaching hours for Kwantlen

faculty vary from 12 to 24 hours per week compared to research universities' weekly teaching commitments of perhaps two 3-hour classes. So it is logical that the key issues for the "college instructor identity" about academic freedom would involve autonomy "to determine how a subject will be presented, which standards for student performance will be set and how the curriculum will be ordered" (Dennison, 1995, p. 171). These workloads, I would claim, are similar to those at the UK polytechnics which Pratt describes as "primarily teaching institutions" (Pratt, 1997, pp. 183-184), in which "staff spent 34 hours a week on polytechnic work, divided between 15 hours teaching, eight hours preparation for teaching, eight hours of committee work and administrative responsibilities, and three hours for research".

The 'dual sector' identity is to some extent speculation on my part based partly on my previous research on changing discourse in the institution and on conversations with academic staff at Kwantlen. In those conversations, I have discovered trades faculty who are happily engaged in applied research and are completing master's degrees in education, and adult basic education instructors who are working on their doctoral theses and who wish to apply their research to improve practice in teaching preparatory courses. I have also talked to PhD qualified faculty who have chosen to work at a dual sector university because they prefer small classes, fully support a focus on teaching and learning, prefer having the choice to undertake research (or not) and enjoy a more relaxed lifestyle compared to their research university peers. I hypothesise that these faculty and others are attempting to find a 'via media' between the values of the university and the values of the community college. There may be a parallel here between Kwantlen and perhaps other new universities in British Columbia and the mixed culture and values described by Becher and Trowler in the UK new universities. They assert that "different sets of value systems and so status structures, are at work" and that "professional roles and academic identities also interact with educational ideologies" (Becher and Trowler, 2001, p. 82). As well, there may be similarities between 'dual sector' academic identities in British Columbia new universities and the identities of Fachhochschulen professors, researched by Vogel. His research claims that Fachhochschulen professors' professionalism and

their reaction to higher education reform differs from the professionalism of German university academics. His findings (Vogel, 2009, p. 885), based on an online survey, present evidence that Fachhochschulen academics, although they teach 18 or 19 hours a week, see research as a component of their professionalism. Moreover, Vogel suggests that their commitment to research supports “their ‘academic drift’ towards the universities” (Vogel, 2009, p. 886).

Is a dual sector identity emerging at Kwantlen? Recently, University Senate approved a Mission and Mandate Statement that seeks to combine ‘open access’ with ‘academic excellence’ and espouses a mixed set of values drawn from both university and college cultures (Kwantlen Polytechnic University, 2009). These include a focus on both applied learning and broad-based university education, a commitment to scholarship coupled with community engagement, support for “emerging and experimental teaching methods and research-driven pedagogy”, integration of “college, trades and university experiences”, commitment to “transitions programs, multiple entry points ... and bridging opportunities”, and response to regional “economic, social and cultural issues” (Kwantlen Polytechnic University, 2009). This discourse, a conflation of ‘university’ and ‘college’ discourses, may be evidence of an emerging dual sector identity.

This dual sector identity has some support in the literature. For example, Dennison describes the BC university colleges as an attempt to “integrate two distinctly different cultures - the comprehensive community college and the conventional university” (Dennison, 1992). “The institution which emerged in the process then sought to establish an identity of its own and in doing so passed through a series of stages, each involving challenges, some anticipated, others less so” (Dennison, 2006, p. 108). Levin, as well, claims that the “university college is not simply halfway between a community college and a university, but rather a new institution. Even with full university status, including a label “university”, it will continue to be a different institution from a traditional university” (Levin, 2003a, p. 463).

## D. Research Design

### Research Question

My research question is: How is the institutional change in status from 'university college' to 'university' influencing academic identities at Kwantlen Polytechnic University?

As part of the research I address the following questions and perhaps others that emerge during the research process:

- What are the main academic identities at Kwantlen? Are there distinct identities, or is there a continuum of identities?
- Is there an emerging dual sector academic identity?
- What are the main characteristics of each academic identity at Kwantlen?
- What is the internal context at the university and how is it changing? How are academic identities evolving within this milieu?
- What external factors are influencing academic identities? How is the external environment affecting academic identities?
- To what extent do academic identities correlate with Faculty (i.e. Social Sciences, Business, Design, etc.) and level of courses taught (community college or university)?
- Within each Faculty are there diverse identities or is there a dominant identity?
- How are individual faculty members with differing academic identities reacting to the change to university status? What strategies are they employing?
- How are the disciplines/departments responding to the change to university status? Are there patterns in their responses?
- Are academic identities affecting programmatic and other decisions? If so how? If not, why not?
- Which academic identities, based on faculty demographics have the potential to grow and which may decline in the future?

### Research Methodology

The research utilizes a social constructionist epistemology consistent with some of the recent research on academic identities (Barnett and Di Napoli, 2008; Gordon and Whitchurch, 2010; Henkel, 2000). These researchers and others assert that academics construct their identities reflexively (Giddens, 1991, p. 5), within academic communities that shape individual identities (Henkel, 2000, p. 250). My

methodology is grounded on these assumptions and can best be described as ethnographic interpretivism.

Chan, in her case studies on diversity and change at University College of the Fraser Valley (one of Kwantlen's sister institutions), observes that "identity as a construct is difficult" (Chan, 2007, p. 49). She goes on to write that identities are complex, "often transitional and contextually related" (Chan, 2007, p. 50). I concur with her observation and suggest that identity not only is a difficult construct, but because it is, it is a challenging topic to research. Clearly, we cannot observe the internal processes related to the construction of an individual's identity nor can we be certain that what a respondent says about her/his identity reflects her/his internal reality. This may pose a threat to research validity. It may be that an interview or a survey subject is

- telling the researcher what the subject thinks the researcher wishes to hear, or
- the subject is presenting himself/herself not as they are but how they wish others to see them, or
- the subject is responding in manner that will serve her/his interests.

For example, respondents may be reticent to disagree with a statement about the equality of all instructors. Similarly, respondents who wish to advocate for a specific position, may answer questions tactically.

To some extent, anonymity and/or confidentiality, may help to mitigate such tendencies in this study. As well, using different research tools, as I am doing, what Robson terms 'data triangulation' (Robson, 2002, p. 174), may counter threats to validity. Interview responses that are consistent with survey results may bolster a claim of research validity. As well, as an 'insider researcher' with over 20 years experience at Kwantlen, this 'prolonged involvement' may, according to Robson, "reduce both reactivity and respondent bias". Moreover, such 'prolonged involvement' in a research setting as occurs in ethnography, Robson asserts, "permits the development of a trusting relationship between the researcher and the respondents where the latter are less likely to give biased information" (Robson, 2002, pp. 172-174).

Research methods included both survey research and interviews. As well, a review of relevant institutional data and a critical analysis of factors in the external environment relevant to the study were undertaken. This review of secondary data sources - both institutional and external was used to provide a context for the primary research and to assist in discerning possible factors that could be influencing changes in academic identities.

#### Secondary Data

For this research, I looked at relevant documents (mission and mandate, strategic plans, union newsletters and institutional policy statements, budgets, etc.) and institutional data on faculty - demographic trends, faculty numbers, recruiting, faculty qualifications, professional development, as well as teaching and research activity. Student information that has been incorporated into the research includes enrolment data over time such as information about the number of students on university and college programmes.

Also, I reviewed external data sources relevant to the research such as governing legislation and government and other external documents that may have had an effect on academic identities.

#### Survey Research

I utilized surveys and interviews to explore issues relating to academic identities. The survey instrument was a web-based questionnaire that asked all instructors from across the university to respond to questions related to their academic identities and how Kwantlen becoming a university had affected their identities; and, semi-structured interviews based on questions that allowed me to delve more deeply into the construction of individual identities.

There are 487 full-time instructors at Kwantlen and 419 part-time teachers. Out of this population, based on previous faculty surveys undertaken by the University's institutional research department, I should have expected to receive somewhere between 100 and 200 responses.



The survey was administered using software owned by Kwantlen and responses stored on an internal server. This avoided Freedom of Information and Protection of Privacy Act (Section 30.1) prohibitions on the storage of personal data in the United States (Province of British Columbia, 1996).

I hired a research assistant, from our institutional research department who administered the survey on her own time and collected and tabulated the data so that respondent anonymity was maintained. As well, I asked this person to monitor faculty response rates to ensure that respondents were representative of faculty across the institution. The survey instrument was pre-tested with 9 volunteer faculty respondents from social sciences, humanities, business, adult basic education and horticulture. These pre-test subjects had different academic backgrounds and had been at institution for varying periods of time. After, the first two pre-tests, I revised the survey based on feedback I had received. The remaining 7 pre-test subjects responded to a second draft. The pre-tests helped to improve the questions and to make the survey easier for respondents to navigate.

In the web survey, I asked faculty to respond to statements related to their attitudes, values and beliefs about post-secondary education, and their views on faculty work, faculty rank and tenure, merit, quality and service to community. The survey was designed to provide data on academic identities at Kwantlen before it became a university and since that time. As well, I asked respondents if the change supported or hindered their career prospects, enhanced or eroded their professional status and whether their academic identity was being supported or not supported. Finally, the survey asked respondents a number of questions about institutional values, whether they agreed or disagreed with these values, what level of commitment they thought the institution had to them before and after becoming a university, and what values should inform the institution's future. The survey responses were analysed using SPSS. The web survey can be found in Appendix A – page 82.

#### Interviews

I conducted 8 interviews to probe more deeply into issues of academic identities. I emailed potential interview subjects and invited them to participate. These

interviewees were chosen from science, humanities, social sciences, business, adult basic education, english-as-a-second-language and vocational programmes. I also interviewed a librarian, who is considered a faculty member under the union collective agreement but is not a member of a 'Faculty' under the University Act (Province of British Columbia, 2010b). Some interviewees teach in community college level programmes, others in university degree programmes and some in both. I have known all the interviewees for a number of years and have worked with them on institutional committees. In my judgment, I have good relationships with these individuals and this is supported by the fact that all invitees agreed to participate.

These interviews were semi-structured so that subjects had the flexibility to say whatever was important to them about their identities and the issues raised for them by changes in the institution. The interview questions are found in Appendix B – page 90.

In the interviews I asked respondents similar questions to those in the web survey. However, these questions were open-ended. For example:

- What attracted you to join Kwantlen?
- Please tell me about your career aspirations when you started to work at Kwantlen?
- When Kwantlen became a polytechnic university, how did you feel?
- Tell me about an experience during this time that in your mind epitomizes the changes that were happening.
- What influence did institutional changes have on your professional identity?
- If Kwantlen adopts academic ranks, how do you think that will affect your professional identity?
- What are your hopes and fears for the future of Kwantlen?

Interviews were transcribed and the transcriptions analysed.

## Research Ethics/Research Dilemmas

Ethical Guidelines for Educational Research (British Educational Research Association, 2004) were applied to this research. In addition, prior to undertaking the survey and the interviews, I received research ethics approvals from both the Institute of Education and the Research Ethics Board at Kwantlen Polytechnic University (See Appendix D – page 94).

In my research ethics applications, I identified a number of strategies that I planned to use to mitigate any potential risk to participants, and in those applications, I paid particular attention to my role as an ‘insider researcher’ who works as a senior administrator at Kwantlen Polytechnic University. Specific issues related to confidentiality of research subjects and how my position as a vice president could impact the study. I addressed these concerns in a number of ways. First, I did so through restrictions on disclosure that I included in participant release forms. As well, I undertook to not attribute statements to specific individuals. Where required, for example for interview subjects, I used pseudonyms or generic descriptors.

I discussed the proposed web-based survey with both the University’s President and the President of the Kwantlen Faculty Association (KFA). They had no concerns about me administering the survey to Kwantlen instructors. In May 2010, the University and the Union commenced their first collective agreement negotiations as a ‘university’ management and a ‘university’ union. The Presidents acknowledged that some of the topics I planned to ask faculty about could be discussed at these negotiations; however, they agreed that the research findings will in their view, not provide a bargaining advantage to either side.

In my current position as Vice President Finance and Administration, no faculty members report to me or to my Associate Vice President, Executive Directors or Directors. So, I do not make decisions about individual faculty who chose to be interview subjects. Moreover, their identities, pursuant to the Research Consent Agreement, have been kept confidential and information obtained during interviews will not affect decisions made about them.

#### Disclosure of Survey Results – Alternative Option

In conversations with the Presidents, I suggested that one option to deal with potential controversy concerning this survey would be for me to embargo the data and the IFS until bargaining concluded. They both thought this unnecessary. However, if required, I was prepared to utilize this option.

What concerned me about this option was the possible impact on survey responses. As I am a member of senior administration, even if I promised not to share the survey results with management, respondents could find this assurance less than credible, and this could have affected their willingness to participate and/or the responses they provided.

#### Disclosure of Survey Results – Preferred Option

The option agreed to by the Presidents and me was to provide the survey results to management, to the union and to the University community. In that way, all will have the data and no party will have an advantage in bargaining. Making the survey results public may also help assuage concerns of faculty who mistrust both management and the union. So, data from the survey will be made available to the KFA, University Administration and the University community at the same time. I shall have the results placed “on reserve” in Kwantlen’s four libraries and send an email notification to the Kwantlen community informing it that they are available. Also, I have committed to sharing the results of the study with all research participants.

#### Informed Consent

Participation in the web-based survey was voluntary. The consent form was incorporated into the web survey (See Appendix A – page 82). Also, participants had a choice to withdraw their consent during and upon completion of their survey responses.

Interview subjects read the consent form (See Appendix C – page 91) prior to the interview and had the choice to end the interview at any time during the interview

process. None did so. If interview subjects had chosen to withdraw from the study, their responses would have been destroyed. Each interview subject had the opportunity to review her/his interview transcript and to correct transcription errors.

#### Confidentiality/Anonymity

A research assistant administered the web survey, not as part of her work but on her own time and paid for by me. She sent the invitation to complete the web survey to all faculty members at Kwantlen and although she could identify who responded to the survey (in order to avoid duplicate responses), she kept this information confidential. Participants' responses were anonymous to me. She followed Research Ethics Board and institutional practices that maintain respondent confidentiality.

Interview subjects' names were not use in this research report and descriptions of interview subjects were written in a way that ensured that their identities were protected.

During the research, recordings and transcripts of interviews were secured on my password protected laptop computer. In addition, individual files were password protected and encrypted. In addition, transcript file names and transcript files did not include information that could identity interview participants.

When my research is completed, all recordings and transcripts and data files will be sent to the Office of Research and Scholarship (ORS) for secure storage. On or before December 31, 2010, I shall destroy all other copies of interview recordings, interview transcripts and data files.

#### Research Outcomes

It is my goal that this research on one dual sector university presents a close look at academic identities at this relatively new type of institution. The findings may provide evidence about changing identities. For instance, are identities complex and individual? Do disciplinary or departmental groups share common identities? Are there a number of distinct academic identities at Kwantlen, or are academic

identities more fluid or more of a continuum? Finally, I hope that my IFS research will form a foundation for work on my thesis.

## E. Research Findings

### Secondary Data Analysis

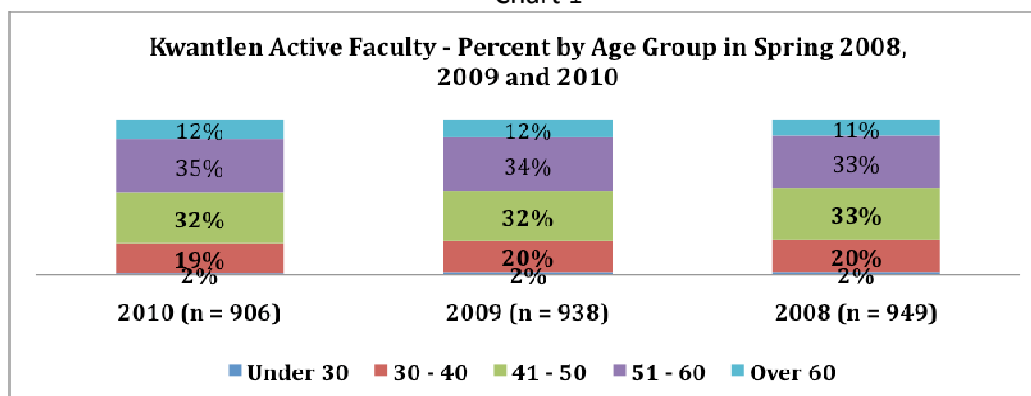
As discussed earlier in this report, the university colleges including Kwantlen had stated to the Provincial Government that their re-designation as universities was simply a change in name. They argued at the time, that they were already universities in every way but name. Kwantlen stated quite clearly in its campaign to become a university, that it was not seeking a change in mandate. This however, seems to have been forgotten, when in 2009, the new President established a Task Force to develop a new mission and mandate (Kwantlen Polytechnic University, 2009).

The literature on academic drift suggests that these institutions will continue to change and will over time become more like traditional research universities. Is this happening at Kwantlen? I have reviewed secondary data sources to see if there is evidence that isomorphism and/or polymorphism are at work at Kwantlen.

### Faculty Changes

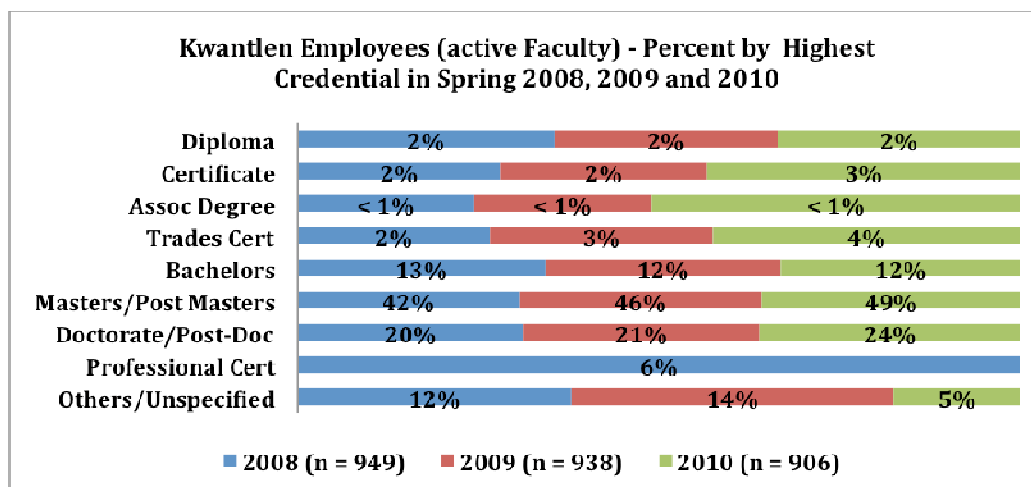
Has the faculty changed? As of March 2010, Kwantlen had 906 faculty members. This number consists of full time regular faculty and part-time and contract instructors. Faculty head count has declined since 2008, when Kwantlen became a polytechnic university, from 949 (Kwantlen Polytechnic University, 2010, p. 11). In addition to a decline in numbers, the faculty is aging. There has been a reduction in the number of instructors under the age of 50 from 532 to 480 and a slight increase in instructors over 50 years old from 417 to 426. See Chart 1.

Chart 1



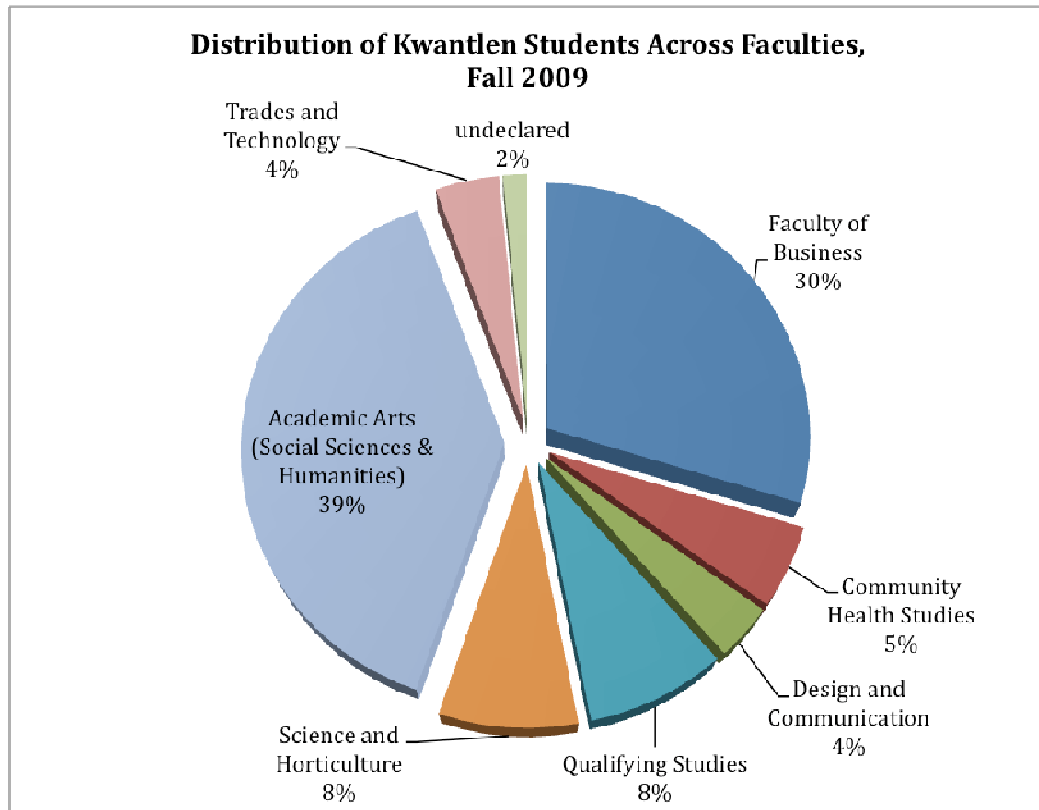
Faculty qualifications have also changed between 2008 and 2010. The percentage of doctorally qualified faculty has increased from 20% to 24%. Also, the percentage of faculty with a master's degree or who have undertaken some doctoral studies has increased from 42% to 49% (Kwantlen Polytechnic University, 2010, p. 10). See Chart 2.

Chart 2



Kwantlen instructors teach approximately 14,000 students at 4 campuses located in the southern suburbs of the Metropolitan Vancouver region. Students are enrolled in academic arts (humanities and social sciences), business, science and horticulture, qualifying studies (now called academic and career advancement) community and health studies, trades and technology as well as design and communications (Kwantlen Polytechnic University, 2010, p. 5). See Chart 3.

Chart 3



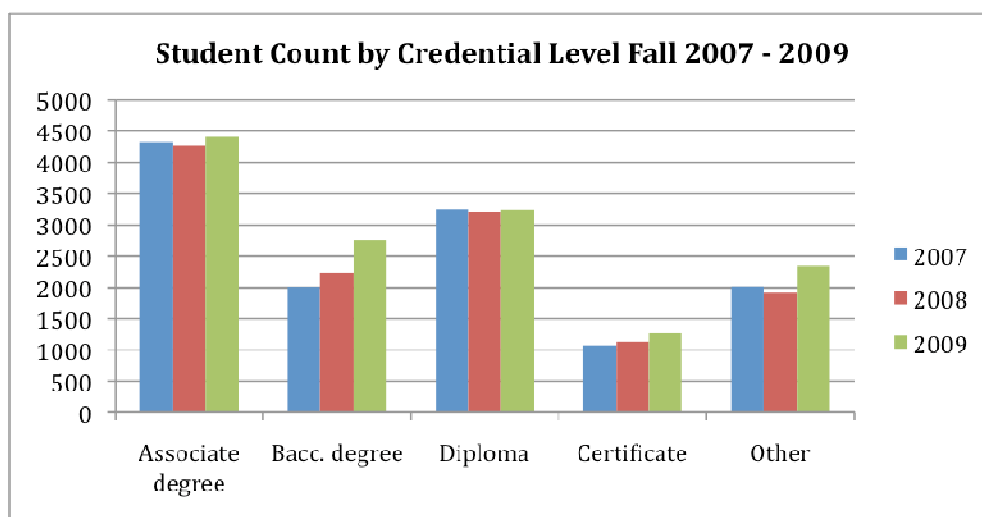
#### Enrolments and Programmes

Institutional data indicates that student head count has increased from 12,665 in 2007 to 14,008 in 2009. All Faculties except Science and Horticulture experienced between 14 and 17% growth during this period. These students are enrolled in certificate, diploma, associate degree (first 2 years of university studies), baccalaureate degree (third and fourth year studies), and post-graduate diploma programmes. 56% of student enrolment growth (an increase of 751 students) is from growth in the number of third and fourth year degree students.

It is interesting to note that the balance of institutional enrolment growth came from students attending one year certificate programmes and other shorter programmes - an increase of 522 students (Kwantlen Polytechnic University, 2010, p. 10). See Chart 4.



Chart 4



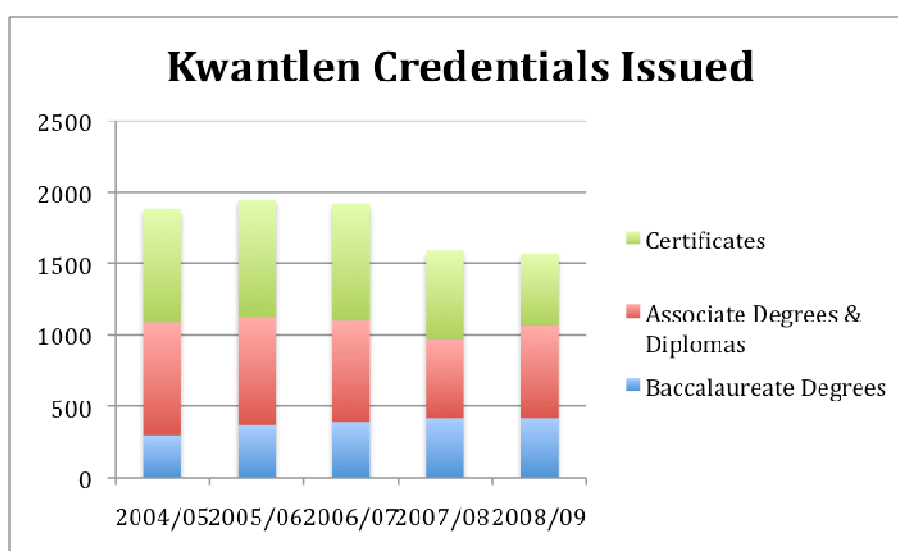
This demonstrates that Kwantlen's degree studies are growing. Indeed, as of September 2010, the university had submitted 11 new degree proposals and had received recent approval to offer 5 new degrees (Atkinson, 2010a). As Kwantlen offers more degrees, the number of students transferring to other universities to complete their baccalaureate programmes has declined. Between 2007 and 2009 student retention rates increased by 4% from 52% to 56% and transfers to other institutions decreased by 3% from 15% to 12% (Kwantlen Polytechnic University, 2010, p. 7).

With the planned new growth in new degree programmes will come an increase in the number of new doctorally qualified faculty and perhaps, over time, academic drift leading to changes in organisational culture, values and academic identities.

Although, the number of students enrolled in certificate and other short-term programmes is increasing, the number of credentials issued tells a different story. Many of these students are enrolled in certificate programs to undertake academic upgrading in order to enter university degree studies. Data compiled from annual reports to the provincial government (Kwantlen Polytechnic University, 2010, p. 24; Kwantlen University College, 2008, p. 29) support this claim. Between 2004 and 2009, baccalaureate degrees awarded increased and the number of associate degrees, diplomas and certificates declined. See Chart 5.

If these trends continue, eventually Kwantlen will look more like a traditional undergraduate university with almost all its students enrolled in degree programmes. Is this kind of academic drift a ‘fait accompli’, or can community college programming be sustained? The University’s 2009 Mission and Mandate Statement states “Kwantlen’s history and purpose as a polytechnic institution integrates college, trades, and university experiences” (Kwantlen Polytechnic University, 2009). This suggests that Kwantlen intends to maintain its dual sector mandate.

Chart 5



### Governance Changes

The development of university bicameral governance including a working Senate and Academic Councils for each Faculty are activities that have engaged many instructors over the past two years. It is the stated intention of the President (Atkinson, 2010b) that these governance structures should lead to more faculty authority over academic matters than existed under the College and Institute Act (Province of British Columbia, 2010a).

One of the most controversial issues that Senate addressed in its first year of operation was the disenfranchisement of librarians and counsellors in the new governance structure. The University Act did not provide for their representation

on Senate (Province of British Columbia, 2010b, p. Section 35.2 (2)). As a university college under the College and Institute Act, librarians and counsellors were represented on Education Council and could vote to elect their representatives. So for them, university status meant a loss in status and voice in governance. Supported by the faculty union, librarians and counsellors developed a proposal to create a new Faculty. They asserted that they were faculty members and that a new Faculty would give them representation on Senate. However, Senate decided in the end not to recommend the creation of this new Faculty. So for these groups, university status perhaps meant less authority over academic matters than they had previously.

Recently, Senate decided to strike a task force to investigate academic rank and advancement (Atkinson, 2010c) and this task force is currently meeting. The faculty union has expressed its concern that academic rank and advancement are matters for collective bargaining and that Senate should not be engaged in such discussions (Kwantlen Faculty Association, 2010b). The union argues for a continuation of Kwantlen's "single rank system" that "avoids the inequities that most faculty face at other Canadian universities".

In the case of the librarians and counsellors and in the issue of rank and advancement, it is possible that the 'college' value of 'equality of all faculty' is in conflict with the University Act on one hand, and the 'university' value of merit based promotion through faculty ranks on the other.

#### Changing Discourse

In a paper I presented at the 2009 SRHE Annual Research Conference, I described a research study in which I had analysed the discourse in a number of institutional strategic planning documents (Lee, 2009). In this paper, I compared the discourse in the 2009 Mission and Mandate Statement to previous institutional strategic planning documents (Kwantlen University College, 2003; Kwantlen University College, 2007). Table 1 provides evidence that number of references related to 'college discourse' had declined by approximately 41% while 'university discourse'

references had increased. However, most striking is the growth in differentiated dual sector university references.

Indeed, the 2009 Mission and Mandate Statement seems to conflate university and college discourse. For example it combines ‘open access’ with ‘academic excellence’ and espouses a mixed set of values drawn from both university and college cultures (Kwantlen Polytechnic University, 2009). These include a focus on applied learning and broad-based university education, a commitment to scholarship coupled with community engagement, support for ‘emerging and experimental teaching methods and research-driven pedagogy’, integration of ‘college, trades and university experiences’, commitment to ‘transitions programs, multiple entry points ... and bridging opportunities’, and response to regional ‘economic, social and cultural issues’ (Kwantlen Polytechnic University, 2009). I suggest that these statements could be evidence of an emerging dual sector discourse.

Table 1

	2003 Strategic Plan	2007 Creating Our Future	2009 Mission and Mandate
College discourse	96	124	27
% of Total	66.21%	66.31%	25.2%
University discourse	34	29	32
% of Total	23.45%	15.51%	29.9%
Dual Sector discourse	15	34	48
% of Total	10.34%	18.18%	44.9%

In a similar vein, the President in his year-end report wrote: “Simply put, if Kwantlen calls itself a university, it must look and behave like one. But we also have a commitment to retain our traditional college as well as trades and technical school mandate, which is so important to our role as a regional institution serving the needs of the South Fraser. It must remain a cornerstone of the institution” (Atkinson, 2010a). In summary, there have been a number of changes at Kwantlen since it became a university in 2008.

## Primary Research

### Survey Response Characteristics

As of Spring 2010, Kwantlen had 906 faculty members. Of these, 537 have permanent (regular) appointments and the rest are on temporary or semester-long contracts (See Table 2). Table 2 shows that the majority (59%) of permanent faculty members are over 50 years of age and 91% are over 40 years old. Of the total faculty, 49.1% are more than 50 years of age and 80.2% are over 40. It is likely that there will be a significant number of faculty retirements in the next 10 years and these may have an effect on academic identities. Many instructors, who began their careers at the institution when it was a college, will retire and their replacements will be hired into a university. Moreover, if the survey data suggest that younger instructors' identities are already different from their more mature colleagues, this may further influence organizational change. The elimination of mandatory retirement in Canada may reduce the rate of faculty retirements to some extent and with it the rate of institutional change.

Table 2

#### SPRING 2010 ACTIVE REGULAR FACULTY AGE DISTRIBUTION (AGE IS AS AT 31-AUG-2010)

AGE GROUP	FACULTY COUNT	PERCENT
30 - 40	49	9%
41 - 50	171	32%
51 - 60	234	44%
Over 60	83	15%
<b>TOTAL</b>	<b>537</b>	<b>100%</b>

#### SPRING 2010 ACTIVE NON REGULAR FACULTY AGE DISTRIBUTION (AGE IS AS AT 31-AUG-2010)

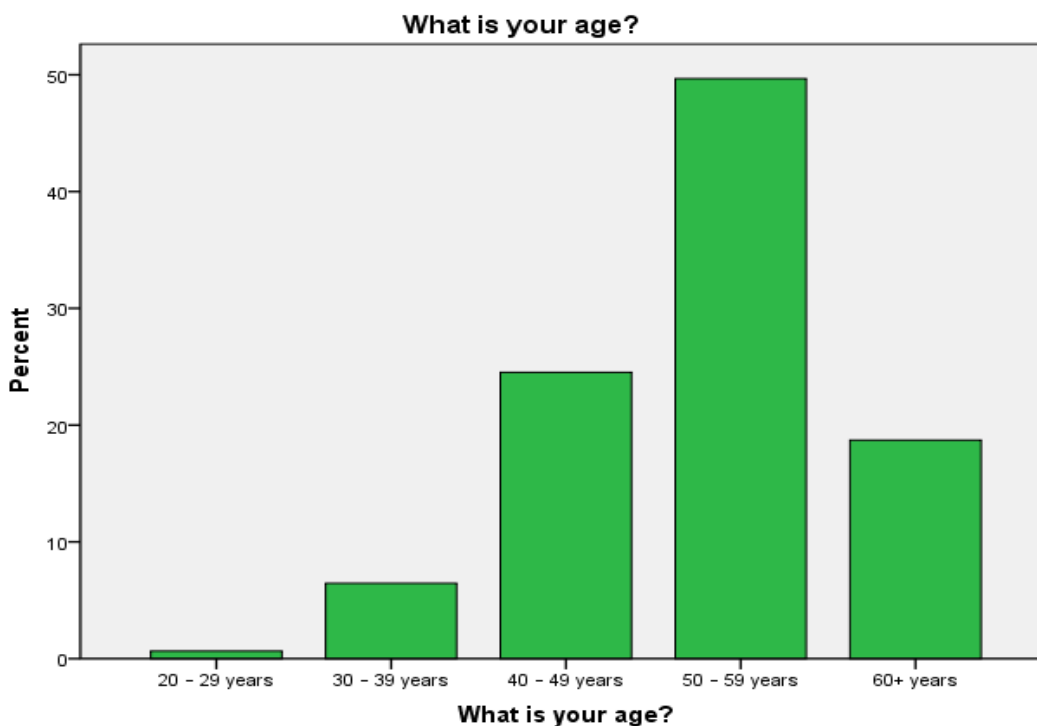
AGE GROUP	FACULTY COUNT	PERCENT
Under 30	10	3%
30 - 40	120	32%
41 - 50	111	30%
51 - 60	85	23%
Over 60	43	12%
<b>TOTAL</b>	<b>369</b>	<b>100%</b>

Source: Institutional Analysis and Planning, Kwantlen Polytechnic University

### Representativeness of the Sample

There were 155 valid responses to the web survey representing 17.1% of the population. However, in reviewing respondent demographics, it became clear that the age distribution of the sample was not reflective of the population. 31.6% of respondents are under 50 years of age (Chart 6), whereas 50.9% of the population is under 51 years of age (Table 2).

Chart 6

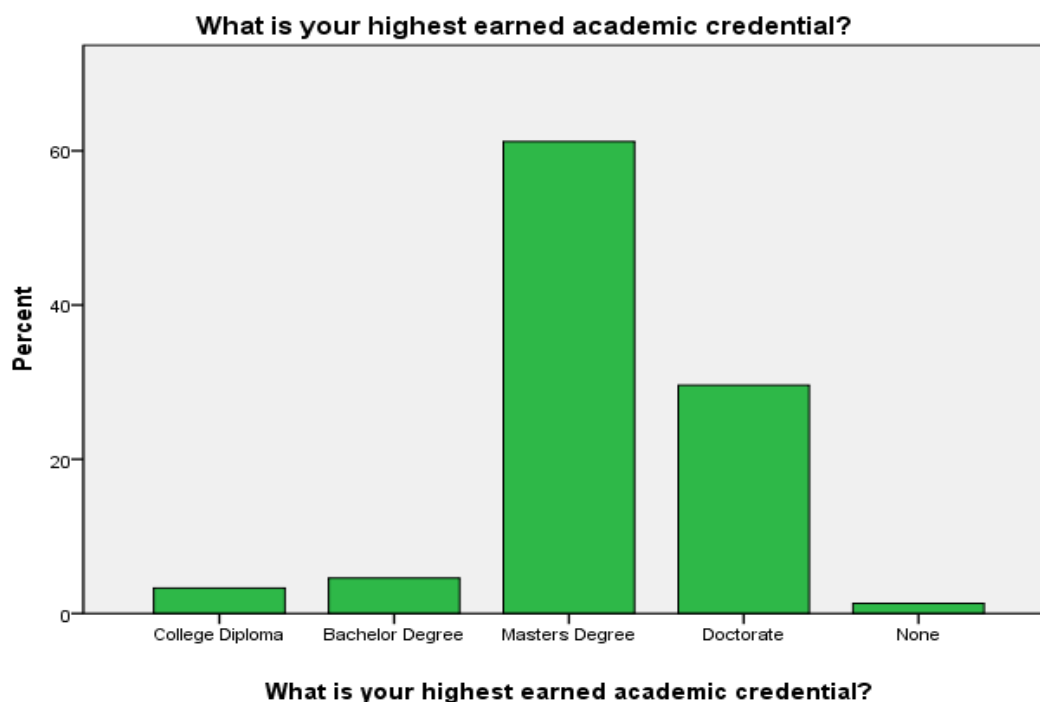


There are two possible explanations for this difference, and they are not mutually exclusive. First, since I have been at the institution for 24 years and am better known to older instructors, they may have been more likely to respond to my invitation to complete the survey. Alternately, because of the nature of the questions, permanent faculty members may have responded in greater numbers than temporary, part-time or sessional instructors. Indeed, comparing the age distribution in the sample to the age distribution of permanent faculty members, one finds that the percentage of faculty under 51 year is much closer - 41% in the population, versus 31.6% in the sample.

To test out these possibilities, my research assistant looked at respondents and determined that 92.3% were permanent (regular) faculty. Based on this information, my sample is more representative of regular faculty than of non-regular faculty. Since 143 permanent instructors responded out of a population of 537, the response rate of regular faculty members is 26.6%.

How well does the sample reflect the total population in other ways? With respect to highest academic credential, the sample over represents doctorally qualified faculty (29.6% versus 24% of all faculty) and those with a master degree (60% versus 49%). As well, it under represents instructors with a baccalaureate or less (7.9% versus 21%). See Charts 2 and 7.

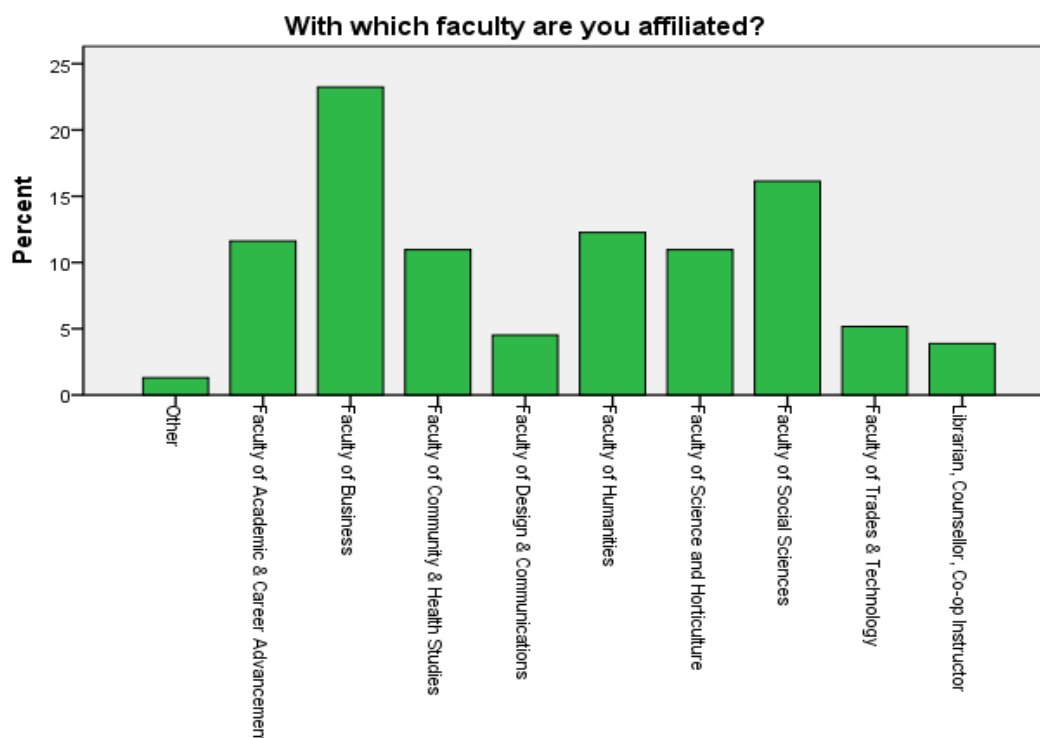
Chart 7



Is the sample reflective of instructors from the different Faculties? Comparing the proportion of students in each of the faculty areas (Chart 3) to the percentages of faculty responding to the survey (Chart 8), it is evident that the percentage

differences are fairly small and can be explained, at least partially, by smaller class sizes in humanities, health, and college programmes.

Chart 8



Finally, with respect to gender, 82 (52.9%) of respondents were female and 73 (47.1%) were male. Of the permanent faculty, 14 work part time and of these 10 (71.4%) are female. In looking at the 12 non-permanent faculty, 11 work part time and 8 (72.8%) of these are women. This study did not address the over-representation of women in part time positions, however, this could be an interesting topic for further research.

In conclusion, the sample data better represents permanent faculty who are older and have a higher level of academic credentials than the total population of instructors at the institution. Finally, the sample is fairly reflective of instructors across the university.



### Interview Data

8 interviews were undertaken as part of this research. My objective was to elicit more in-depth information on how faculty are creating their academic identities, whether they are responding to institutional changes and/or leading them, and to provide another source of data to compare to the survey results. Of the 8 interviewees, three have earned doctorates; the balance holds master's degrees. One of the latter has completed all course work and the comprehensive examination for his doctorate. Interview subjects were drawn from different faculties across the university and the following were represented: Faculty of Business, Faculty of Humanities, Faculty of Social Sciences, Faculty of Trades and Technology, Faculty of Science, Faculty of Academic and Career Advancement (2) and a librarian. For the purposes of this research report, I have given them pseudonyms and as well, I have generalized any information that may identify them.

Scott has been at the institution for more than 20 years and has more than 30 years of teaching experience in community colleges. He is over 60 years old. He teaches in the Academic and Career Advancement or 'college prep' faculty. Scott holds an undergraduate degree in engineering and a master in education. He also has a teaching certificate. He describes his early professional identity as "an entry level college teacher, not as somebody with a devotion to a discipline, my main attention being the success of the student". At that time, he reports that he identified with the 'college values' except for meeting provincial government goals.

When Kwantlen became a university his concern was the institution would attract a lot of faculty who saw research as more important than teaching. Scott is encouraged that Kwantlen has been given a polytechnic mandate and that this will allow it to expand in the technologies, sciences and engineering areas. Since Kwantlen became a university he still thinks of himself as a college teacher and doesn't feel the change in institutional designation has influenced his professional identity, although he's considering professional development that would support him in teaching in new degree programmes. Scott sees that the institution is moving towards university values and this concerns him. After 30 years at

Kwantlen, he still supports the college values, especially open access. Although he has no problem with high academic standards, faculty autonomy and academic freedom, he is against merit based salary increases and promotion.

As for the future, he stated, “It’s real tough with a bunch of UBC (University of British Columbia) wannabes trying to turn us into an old style university. I want us to be a new style university not something that is a Xerox of UBC or Cambridge”.

Sara began work at Kwantlen 6-10 years ago after working at a small community college and is between 50 and 59 years old. She was attracted to Kwantlen because it offered degrees and she wanted to teach more than first and second year courses. Sara is a member of the Faculty of Social Sciences and holds a doctorate in her area of study. She shared that her initial career aspirations included both teaching and research and stated, “I do my best to be the best teacher I can be and also I very much like research”. Student learning, teaching excellence, serving the community and equality of all faculty are the values with which she identifies. Sara is an active researcher who has won a number of research grant awards in the past, so she sees her self as both an academic and an educator and her disciplinary identity, she believes is more important to her than her institutional role.

Since Kwantlen became a university, Sara has appreciated the development of policies and processes that support research and thinks there is more of a focus on research now than before. However, she is concerned that changes are happening too quickly without enough time to reflect. Her current activities outside of the classroom include a major research project, participation in committees related to her subject area and work with community groups. Sara remarked that institutional changes have had a “huge” influence on her professional identity and that “it has really added to my pride and joy as a professional”. “When you go to professional conferences and meetings”, she observed, “and you say you’re from a university ... it does make a difference”. As well, Sara feels that her research identity as an academic has been validated through the re-designation. However, she expressed a measure of ambivalence about the potential adoption of academic ranks. On one hand she stated that she likes “non-hierarchical structure”, while on the other, she struggles with what she calls the faculty union abhorrence for

recognition based on merit. Finally, Sara hopes that Kwantlen is able to steer its own course and to evolve into an excellent and a unique institution.

Bill was a Kwantlen student prior to becoming a vocational instructor. He has worked at Kwantlen for between 10 and 15 years, first part-time, and later full-time. He is 50-59 years old. Bill shared that when he began working at the institution, his professional identity was still related to his industry and he didn't see himself an educator. He saw himself more as a trainer or a substitute teacher who took over others' classes when they were away. However, the longer Bill worked at institution, the more his identity evolved to that of an educator. The institutional values that were most important to Bill initially were open access, focus student learning, focus on teaching and serving the community which to him meant serving industry by providing it with skilled workers.

When Kwantlen became a polytechnic university he had mixed feelings about the change. He questioned what it meant to his area since it doesn't have degrees and industry contacts told him that they didn't understand the change. Bill sees the potential to "embrace the technology side of things and ... engineering" and stated he would strongly support such initiatives. He shared that "being a university carries a little higher status on the educational side of things, so when I talk to other institutions, I think it carries more weight."

Bill recently completed a master degree and remarked, "I figured, if I'm going to teach at a university I should probably get some better credentials" ... I think if we (Kwantlen) had stayed a college, I probably wouldn't have done it." He is active in two professional associations and is just beginning his term as chair of one. Bill's scholarship is focused on using technology to improve teaching and learning. On the subject of faculty rank he doesn't know how this might affect him, although he mused that industry people "might throw me out of the room if I were flaunting that" (a faculty rank such as associate professor).

Elizabeth has taught at Kwantlen between 15 and 20 years. She is 40-49 years old. An instructor in the Faculty of Science, she holds a PhD and has done post-doctoral

work as a research associate at a large university. She chose to come to Kwantlen because she wanted to teach and not engage in research. At that time, Kwantlen didn't have degrees in science and she only got to teach first and second year courses, which she found a bit frustrating – not as academically stimulating as she was used to at a research university. However, she decided that she would focus her energy on “being really good at first and second year” teaching. She remarked that the ‘college values’ that she most identified with were focus on student learning, focus on teaching excellence, equality of all faculty members and open access. Elizabeth told the story of a time she went to a party at her former research university. When people asked her what she was doing now and she said she was “teaching at a college, that was the end of the conversation”. Elizabeth found that “really frustrating because the answer wasn't, “I'm working on this problem” so you really felt not as valued by that community because for them, their research is everything, and a lot of them see teaching as a secondary career”. When asked if she identified more with her discipline at that time or more with her institution role, she stated, “probably more as a college instructor”.

When the announcement was made that Kwantlen was to become a university, Elizabeth said she felt “frustrated and disappointed”. “I was quite aware that you can't have a real university on a college budget”. (Part of the agreement between the government and the new universities was they would not ask for any more money.) Her hope for the re-designated institution was “that we would figure out a way to do it respectably” and “that I could still be proud of working at Kwantlen”. In the interview, she went on to say she thought “the word polytechnic thrown in there actually helped me because I saw that as meaning we can't lose the trades and we can't lose all these other things because “polytechnic” is in our name so that means something different”.

Elizabeth is concerned about division in the union caused, in her view, by “a very small number of faculty who have been hired in the last five years who really want this to be a research institution ... and they're angry, and they're frustrated and they take it out on everybody ... and say that it's our fault - that we've getting in the way”. Elizabeth still holds fundamentally to the institution's ‘college values’ including open access, equality of all faculty members, focus on student learning

and focus on teaching. She is very much opposed to rank and advancement and to merit based student admission. Although, today, she still sees herself as an educator more than an academic, she realizes that with the introduction of science degrees, she is going to have “to be a bit more of an academic in terms of currency”. As well as teaching third and fourth year courses, Elizabeth sees herself supervising fourth year student research projects. So, when asked about her professional development plans for the future, she spoke about doing some graduate level courses to bring her knowledge of her discipline up-to-date. Finally, her greatest fear for Kwantlen is “we’re going to become a real university with all those things that we don’t really want to be”.

Harry teaches in the business school (Faculty of Business) and has worked at Kwantlen for 6 - 10 years. He has a master’s degree and has completed all his doctoral course work as well as his comprehensive exam. When he started working at Kwantlen he was looking forward to a career in post-secondary teaching. The institutional values that were most important to him at the time were focus on student learning, addressing labour market needs, focus on teaching excellence, and serving the community. Harry’s early professional development included working on his doctorate and attending workshops on improving teaching and learning. He described his identity at the time as being a college instructor and much more an educator than an academic. Also, he identified slightly more with his institutional role as a college instructor than with his role as a business professional.

When Kwantlen became a polytechnic university, Harry’s concern was the institution “going down the university road”. He stated that the designation as a polytechnic university was a benefit and an opportunity to differentiate itself from traditional research universities. He hoped the Kwantlen would maintain the “positives of the college’s values” which for him were student centeredness and open access. Harry doesn’t believe there has been much change to his professional identity. He still sees himself as an educator although he would like to complete his doctorate and is planning to undertake some community-based applied research projects. If Kwantlen adopts academic ranks, Harry stated, “I think my own sense

of self-worth would be impacted”. Finally, when asked about his hopes and fears for the future of Kwantlen, he said, “My ideal outcome would be an institution that is known for excellence in learning, teaching, excellence in working with students at the undergraduate level and below that”.

Linda has worked at Kwantlen for 6-10 years. She holds a master’s degree, teaches English as a Second Language (ESL) in the Faculty of Academic and Career Advancement, and is between 40 and 49 years old. Her career aspiration, when she started to work at Kwantlen was to have a permanent full time position. The institutional values she identified with included focus on student learning, serving the community, equality of all faculty, focus on teaching excellence and later, addressing labour market needs. Her early professional development activities included presenting at conferences within the ESL field. As well, she described her professional identity as a Kwantlen instructor and saw herself more as an educator than as an academic.

When Kwantlen became a polytechnic university, Linda stated that she “was a little bit confused” and she “didn’t know what that meant in terms of our division’s status within the university structure because traditionally universities do not have our department within the traditional university structure”. She went on to say, “I didn’t know what my role would be”, and “I didn’t know if I would be pressured to do research”. She had hoped “that we would be recognized as an academic division within the university ... that we wouldn’t get marginalized”. Linda still sees herself as an educator who identifies more with her institutional role than with her discipline.

In response to the question about how the adoption of academic ranks would affect her professional identity, she reiterated her concern that her department and would be marginalized. Finally, Linda’s main hope “is that we continue to be good at what we’re doing and that we don’t try to stretch ourselves too thin so that we’re not good at anything”.

John has worked at Kwantlen for 10 – 15 years and in post-secondary education, between 15 -20 years. His previous experience was at teaching-focused universities. He is between 50 and 59 years old and has a PhD in English. His career aspirations when he started to work at Kwantlen were “economic survival and then “job security”. Previously, he had applied for a number of tenure-track positions at universities but there “was not a lot of hiring going on at that time”.

The institutional values that John identified with were focus on teaching excellence and then focus on student learning. He stated that in principle, open access was a good thing but under-prepared students were a problem. As well, he thought that equality of all faculty members was fine until the English department started working on its degree programme. John’s early professional development activities included completing the manuscript for a book and attending workshops to improve his teaching skills. Interestingly, he stated that in the English Department his “PhD was sort of a liability and you had to kind of apologize for it in some respect”. John saw himself at this time as more of an educator than an academic and reported he identified more with his institutional role as an instructor than with his discipline.

When Kwantlen became a polytechnic university John stated, “I was kind of bemused in a sense, because I never really understood the ‘polytechnic’ (adjective) ... I think there was a certain validation in it.” His hope at this time is the institution will create “first-class undergraduate programmes” and that they will be well resourced. His concern is that Kwantlen is “going to be spread too thin” and that things would not be done “as well as they should be done”. He is encouraged that academic governance is “moving progressively towards a greater sense of autonomy”.

John shared a story about degree development in the English department that relates directly to ‘university’ and ‘college’ values. The dispute concerned who would be assigned to teach upper year courses. Some instructors felt strongly that any faculty member could teach these courses, whereas others believed that a scholarly background in a subject area was crucial to the quality of courses and of

the degree programme. This suggests a clash between the 'college value' of equality of all faculty and the 'university' value of academic excellence.

On reflection, John thought that being called a professor of English "would go a long way to making me feel like I'm part of a university" and that it would make a difference. Finally, he mused, "there is an opportunity (at Kwantlen) to create a new identity. I don't think that's easy because ... the old models ... need to be, if not tossed, modified. The default position is going to be a version of the old. But there is a loss to it as well, because it has with it certain limitations and inflexibility."

Mary is a librarian and has worked at Kwantlen for 6 to 10 years. She holds a master's degree in library science and is between 40 and 49 years of age. Before coming to Kwantlen, she worked in the public library system. Her career aspirations were, she said, "more focused on life at that point and on raising a child". The institutional values that Mary identified with included focus on student learning, teaching excellence and serving the community, in that order. With respect to her professional identity, she suggested that it was "a little bit muddled ... between a public librarian, who provides information and an academic librarian, who teaches students how to find it themselves. She saw herself primarily as a librarian with an educator focus and she identified more with her professional identity than her institutional role.

When Kwantlen became a polytechnic university, Mary said she was shocked and hadn't expected to hear the word 'polytechnic'. She believes that there have been "huge governance changes ... and a lot more decentralization of decision-making." She stated, "there has been more open communication between administration and faculty" and she thinks, "faculty are more empowered". She has observed, "a growing divide and rift within the faculty, between faculty who feel themselves researchers first and teachers second" and others. As well she spoke about the disenfranchisement of librarians in the new governance structure. Mary sees an erosion of the 'college value' of equality of all faculty and is concerned that a move to a rank tenure system "would mean a devaluing of the role" (of librarian).



## Discussion

Four of the interviewees, Scott, Mary, Linda, Harry, seem to have clear college instructor identities. They support a continuation of many of the college values and see themselves marginalized if the university adopts merit based salary increases, merit based advancement through faculty ranks, and increases its focus on research. Even so, there are clear variations in how they see their identities, which suggests that academic identities are individual and vary along a continuum from college to university. As well, from what they say, changes in the institution are influencing them to make changes in their work life and to incorporate some amount of scholarship in it.

The other four interviewees, Sara, Elizabeth, Bill and John fit more into the dual sector identity. They don't wish to embrace all of the values of a research university and still wish to hold on to values related to the importance of teaching and learning. They are more active in research and scholarship than the other interviewees, and yet they have tailored their scholarship in most cases to enhance student learning. Of the four, Elizabeth could be described as the most reluctant about institutional change and in the interview, I perhaps sensed the emotional turmoil of her changing academic identity. Bill is interesting. As a vocational instructor, he has embraced the changes more so than Elizabeth and seems to me, less conflicted about them. The way he has constructed his academic identity, perhaps mirrors Le Gallais's findings about construction lecturers at a UK FE College (Le Gallais, 2006). Finally Sara and John, based on their interviews chose to work at a dual sector university because, I assert, it fit with their academic identities. In their interviews, these 'dual sector' faculty, advocated strongly for differentiating Kwantlen from more traditional universities - clearly a call for polymorphism.

## Survey Data

### Early Identity

The initial questions in the web survey asked respondents about their career aspirations when they began work at the institution, how they identified themselves to others, whether they saw themselves more as academics or educators and whether they identified more with their profession/discipline or with their institutional role.

With respect to career aspirations, 34.8% of respondents stated that their initial career aspiration was to be a college instructor, 27% indicated that they aspired to be a university college educator and 25.5% answered that they wished to be a university professor. 12.8% stated that they had other career aspirations. Of the 25 'other' responses, 9 wrote that their career aspiration was to teach. As well, some remarked that they aspired to be librarians or counsellors.

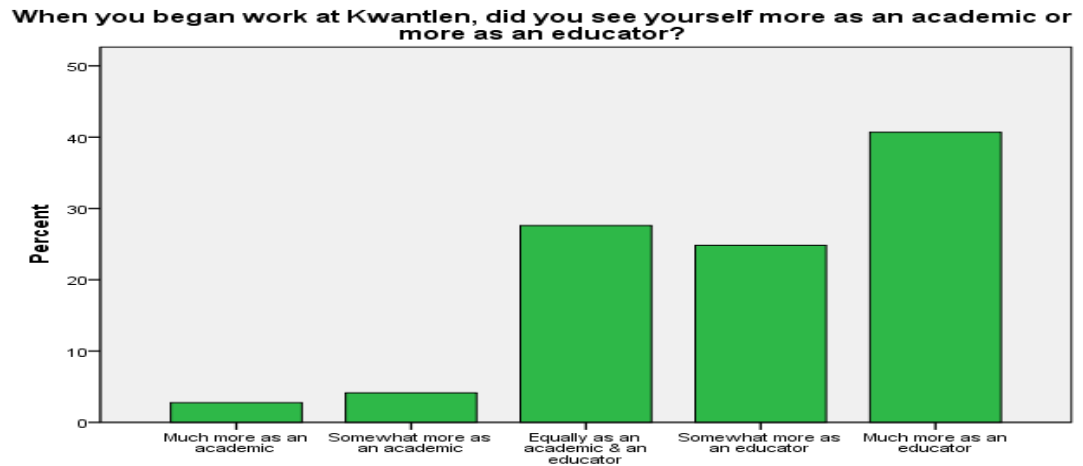
When asked how they identified themselves to others, 51.8% responded 'college instructor', 28.1% - university college faculty member and 7.2% university professor. Of those who responded 'other', 24 provided more information. 5 stated they identified with their discipline as well as their role at the institution, e.g. nursing instructor, chemistry instructor, etc., two wrote they were 'college professors' and others responded that they introduced themselves as teacher, faculty, lecturer, librarian, or counsellor.

In general, respondents saw themselves much more as educators (65.5%) when they began work at the institution than as academics (only 6.9%). Whereas, 44.8% indicated that they identified more with their profession/discipline than with their position at the institution. A further 31.5% suggested that they identified equally with profession/discipline and their institutional position (See Chart 9).

Respondents offered further comments about their early sense of identity. A few remarked that they had worked as tenure track faculty members at research universities, however, for personal reasons or because they found they preferred teaching to research they chose to work at Kwantlen. Others wrote that they have

the ambition to become a dean, vice president or president, and one stated he/she had previously been an administrator and that “working for the dark side was not good for the soul”.

Chart 9



#### Values

The survey then asked respondents two questions about educational values. The first queried them on whether they agreed with or disagreed with the ‘community college values’ (Dennison, 1995) discussed earlier in this report. These values have been stated institutional values at Kwantlen in the past (Fleming and Lee, 2009; Lee, 2009). For respondents, the values with which they most agreed with were: Focus on student learning (97.2%), Focus on Teaching excellence (95.9%), Open access (83.4%), Serving the community (80.6%) and Equality of all faculty members (72.9%).

When asked to rate Kwantlen’s commitment to a list of community college and university values (Clark, 1983) they responded that the institution was most committed to open access (92.3% strong or moderate commitment), focus on student learning (90.3% strong or moderate commitment) meeting provincial goals (79.3%), addressing labour market needs (75.2%) faculty autonomy (75.1%) and focus on teaching excellence (74.2%). Also, they thought that that the institution had the least commitment to merit based promotion through ranks

(15.5%), merit based salary increases (17.8%), selective student entry (19.3%), focus on research (19.3%), reducing socio-economic inequality (43.5%) and focus on 'research, teaching and service' (43.7%).

The data provide evidence that faculty perceive that Kwantlen, as a college and as a university college had a strong commitment to 'community college values' consistent with Dennison's and Clark's research. As well, responses about their own values suggest that, for the most part, faculty values were congruent with past institutional values.

#### Professional Development Activities

The final question about Kwantlen before it became a polytechnic university asked research subjects to indicate what types of professional development activities they had engaged in after they had worked at the institution for a year or two. Pre-test feedback had suggested that for the first couple of years, instructors spent most of their time preparing for classes and teaching their courses and had little time for professional development. In response to this question, the most popular professional development activities were: Improving teaching and learning (16.9%), maintaining currency in my discipline (16.0%), attending conferences (15.1%) and curriculum development (14.9%). Fewest responses were received for writing and editing books (4.5%), writing journal articles (4.9%), earning an academic credential (5.4%) and industry liaison (5.6%).

These data suggest that faculty activities in the past focused primarily on teaching and learning and this is consistent with the values of a community college. However, the data also demonstrate that some faculty members were engaged in scholarly activities that are expected of university professors, such as writing books and journal articles.

### Kwantlen as a Polytechnic University

The web survey next asked research subjects to respond to questions related to the period after September 2008 (when the institution was re-designated a polytechnic university).

#### Effects on Faculty

First, the survey asked faculty whether Kwantlen becoming a polytechnic university supported their professional career prospects. 20% responded that the re-designation 'strongly supported' their career prospects, while 27.7% indicated that it 'somewhat supports'. 35.5% think this change 'neither supports or hinders' their careers and 16.8% responded that the change hinders their career prospects. Open-ended comments were interesting and numerous. 88 respondents out of 155 provided written comments. Some wrote that there was a lack of institutional clarity about what it meant to be a polytechnic university. One shared the following: "There seems to be no coherent idea of just what a polytechnic university is or how we intend to become one or how this will serve to attract students in an increasingly competitive market". Others intimated that working at a university may afford them higher status and recognition in the academic community. For example, one stated: "People in my discipline will take my contributions more seriously if they think they are coming from someone at a university". A number wrote that becoming a university gave them more scope to engage in research. For example one stated, "We are now allowed to engage in aspects of academic work in addition to teaching. I believe in pursuing all three pillars (research, teaching and service) and am encouraged by the prospects of a Kwantlen that recognises contributions in all three". Another remarked that the change has "reinvigorated my interest in my discipline because I can now teach 3<sup>rd</sup> and 4<sup>th</sup> year level courses" and that "it's a heck of a lot more fun now". Others were more cautious. One commented, "I cannot do research and teach 4 courses", and another remarked, "there is still almost no support for research".

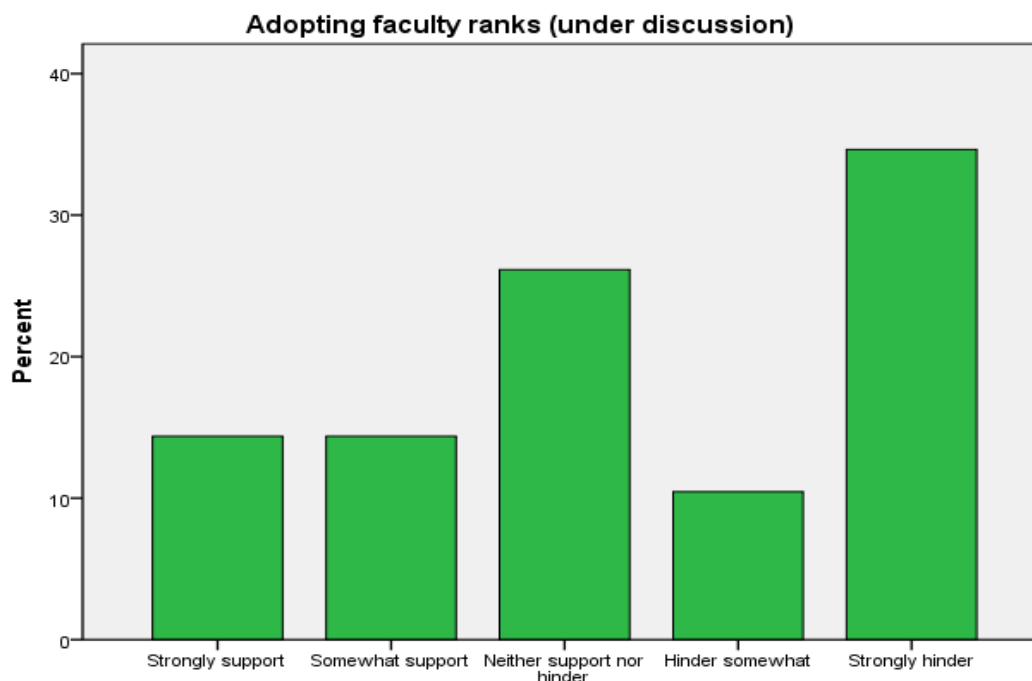
Some respondents expressed concern for the future. One wrote, "I fear that instructors with MA degrees whose focus is on teaching will not be valued by the

institution". Another worried that the change "will de-professionalise my area and harm me professionally". A number suggested that this change could lead Kwantlen to attempt to become a traditional research university. One wrote, "I fear that Kwantlen is in the process of turning itself into a full-fledged, merit-based university where faculty without terminal degrees are segregated, looked down upon, and relegated to contract positions". Another, expressed concern that "there is now less support for teaching excellence due to an increased emphasis on research". In contrast, an instructor wrote that he/she thought that becoming a polytechnic university suggested "recognition and development of trades education", and another mused that it would create "opportunities for technology programs". Finally, a number of respondents remarked that Kwantlen becoming a polytechnic university could hinder their career prospects unless they earned higher academic credentials.

Survey respondents were next asked which changes at Kwantlen they thought would support or hinder their professional career development. Changes that supported their career development included (in ranked order), development of new degree programmes (63.6% - 'strongly support' or 'somewhat support'), allocation of more resources to degree programmes (61.8%), growth in support for research and scholarship (58.1%) and funding for earning academic credentials (51.6%). Changes that respondents indicated would hinder their professional development were adopting faculty ranks (54.1% - 'hinder somewhat' or 'strongly hinder'), instituting a tenure system (43.8%), a senate with more authority than the previous education council (28.4%) and bicameral governance (20.3%). The distribution of responses indicates that some instructors are in favour of faculty ranks and a tenure system and others are strongly opposed (See Chart 10).

The data provide evidence that although faculty think that some institutional changes to be more 'university like' will support their professional career development, university merit and promotion systems and faculty governance are more controversial.

Chart 10



Survey respondents were next asked to indicate the individual actions they have taken to deal with this institutional change. In descending order, 16.6% stated that they focused more time on improving student learning, 15.6% participated more in university activities, 14.4% undertook new initiatives in research and scholarship, 14.1% increased their involvement in institutional service, 9.7% increased their participation in conferences and 8.2% began or continued studies towards an academic credential.

Comparing these responses to those elicited earlier about professional development activities, I found there is evidence of increased activity in the area of research and scholarship.

#### Changing Values

Since Kwantlen became a university, has its commitment to community college and university values changed? To ascertain this, faculty were asked to rate the

institution's commitment. In ranked order, survey respondents indicated they perceived the university is most committed to open access (78.0% - 'strong' or 'moderate commitment'), focus on student learning (75.4%), high academic standards (74.5%), addressing labour market needs (72.3%), meeting provincial goals (72.0%) and academic freedom (71.8%). In contrast, according to respondents, the university's commitment to the following values was 'weak' or there was 'no commitment': Selective student entry (68.7% - 'no commitment' or 'weak commitment'), merit based salary increases (68.2%), merit based promotion through the ranks (64.9%), reducing socio-economic inequality (61.3%) and equality of all faculty members (59.7%).

Comparing these responses to those elicited earlier in the survey, it would seem that faculty perceive that 'university values' have not replaced 'college values' since Kwantlen became a university. The importance of open access and focus on student learning have endured as have meeting provincial government goals and addressing labour market needs. The data, however, indicate that there has been some change in commitment to certain 'university values' such as merit based promotion and salary increases and selective student entry. For example, before Kwantlen became a university, 15.5% of respondents thought Kwantlen had a moderate or strong commitment to merit based promotion through the ranks. After university status was achieved, this number has increased to 35.1%. Statistical analysis of the responses provides some evidence that faculty think the institution's commitment to some of these values has changed. Appendix E – Statistical Analysis - Pairwise Comparisons (page 100) – documents this.

### Status and Identity

Respondents were asked a number of questions about changes in their status and identity since Kwantlen became a polytechnic university. First, they were queried if they thought their professional status had been enhanced or eroded. 53.9% indicated that they thought their professional status had been enhanced, 30.5% responded that their status had not changed, and 15.6% replied that their professional status had been eroded. An open-ended question asked why



respondents thought their professional status had been enhanced or eroded. A number remarked that the 'university' designation connotes a greater degree of status, recognition and legitimacy. However, some respondents wrote that without a doctorate they will be viewed as second class, with restricted opportunities to teach upper level courses, and to undertake research, and that they will be left behind.

As for how they identify themselves to others since Kwantlen became a polytechnic university, 18.1% now identify themselves as university professors, 45.1% see themselves as university educators and 9% refer to themselves as college instructors. 40 respondents (27.8%) chose 'other' and when asked how they identify themselves, wrote that they identify themselves as university instructor, teacher or lecturer, or that they include their discipline or profession in their description (nurse educator, physics teacher, etc.). Some respondents were counsellors or librarians and responded that they identified themselves to others as such. Finally, a few remarked that they say 'faculty' or 'faculty member' when asked about their work.

A Pearson Chi-Square Test was undertaken to determine if there had been a change between respondents' initial self-identification and the current ways in which they identify themselves. Of those respondents who initially identified themselves to others as 'college instructors', 13 still saw themselves as such, while 34 now identified themselves as 'university educators' and 6 as 'university professors'. For faculty who initially identified as 'university college faculty members', 1 now identifies as a 'college instructor', 35 as 'university educators' and 5 as 'university professors'. Finally, for faculty who initially saw themselves as 'university professors', all these respondents still identified themselves as such. Results of the analysis indicate that there may have been a change in how faculty identify themselves and the analysis suggests that the change is statistically significant (See Appendix E: Statistical Analysis (page 102) – Pairwise Comparisons).

Respondents were requested to elaborate on how they perceive their academic identity now. A number wrote that they didn't think their identity had changed since Kwantlen became a university. One stated: "My academic identity has not changed – I am primarily an educator". However, another commented, "if you do not use the title professor at conferences and other professional engagements, you are ignored or thought to be not worth talking to". Finally, a trades instructor remarked that his/her identity was "unchanged, trade instructors take pride in being practical rather than academic".

As to whether they identified more with their profession/discipline than with their institutional position, 40.3% indicated that they identified more with their discipline/profession, 32.5% suggested that they identified equally with their profession/discipline and their institutional position and 27.1% marked that they identified more with their position at the university. The response distribution to this question was compared to responses elicited from the same question asked earlier in the survey about pre-university identities. Again, the Chi-Square test provides statistically significant evidence that there may have been a shift in how respondents see themselves, with more identifying themselves now as academics than previously. See Appendix E: Statistical Analysis – Pairwise Comparisons (page 104).

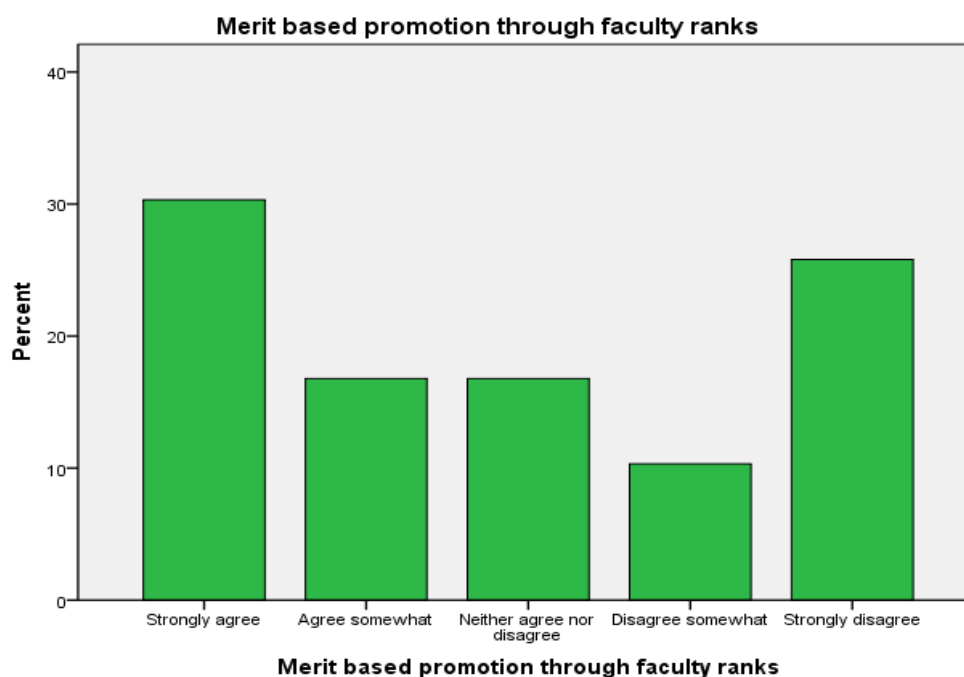
Respondents were asked to what extent they perceived their academic identities are being supported or not supported by the change to university status. 31.2% indicated that their academic identity was being supported, 39.6% responded that their academic identity was 'neither supported nor unsupported' and 29.2% perceived that their academic identity was 'unsupported'. Next, subjects were asked to comment on specific changes that they feel have affected their academic identities. Some wrote that they feel their areas are being marginalized in the move to become a university. One remarked. "trades programs are not promoted and developed". Another wrote that there is little interest in his/her faculty and its programs. This respondent commented, "this is reflected in our space and office allocation, for example, and the fact that in the many years I have been at Kwantlen, the base budget (student FTEs) has remained the same".

Finally, respondents were asked whether they now see themselves more as academics or educators. 19.5% see themselves more as academics, 31.8% responded that they see themselves equally as an academic and an educator and 48.7% indicated that they see themselves more as educators. When this data is compared to responses to the same question asked in the context of respondents 'early identities' at Kwantlen, there are some differences. 12.6% more respondents now consider themselves to be academics and 16.8% fewer indicated that they see themselves more as educators. Statistical analysis indicates that the differences are significant. See Appendix E: Statistical Analysis – Pairwise Comparisons (page 106).

#### Values for the future

The last question asked to what extent respondents agreed or disagreed that certain values should inform Kwantlen's future as a university. In rank order, the values that respondents agreed with most often were: Focus on student learning (98.1% - 'strongly agree' or 'somewhat agree'); focus on teaching excellence (98.1% agreement), faculty authority to make academic decisions (96.1%); high academic standards (95.5%); faculty autonomy (94.8%); and, academic freedom (93.5%). In contrast, the values that respondents disagreed with most often were: Merit based promotion (36.1% - 'disagree somewhat' or 'strongly disagree'); merit based salary increases (34.2%); focus on research (19.4%); and, selective student entry (18.4%). Merit based promotion was supported by 47.1% while the majority of respondents agreed with the other values. Chart 11 shows the differences of opinion on the issue of merit-based promotion. This broad range of opinion on a number of 'university values' suggests that there isn't consensus on these amongst survey respondents. See Appendix F – page 108.

Chart 11



Also, the data would suggest that respondents still strongly support a number of key 'college values' such as the importance of teaching and learning. Respondents clearly embrace faculty autonomy and academic freedom. However, differences with respect to the 'university values' of merit, focus on research and selective student entry are evidence of diversity of academic identities at Kwantlen. This is consistent with comments from some, that the institution is not supporting their research, and from others, that they feel marginalized.

#### Institutional Changes

The data presented to this point support a conclusion that change has occurred in the institution since it became a university. The secondary data shows growth in degree students, degree enrolments and doctorally qualified faculty. As well, previous research has provided evidence of a change from a predominantly 'college discourse', a growth in 'university discourse' and the possible emergence of a 'dual sector discourse'. Finally, the survey data presents evidence that faculty identities are changing, as are faculty perceptions of the institution's value commitments. However, while a number of these changes are statistically significant, the diversity of survey responses in some areas, coupled with planned

future growth in degree programmes and enrolments, suggest that more change may occur in the future. One might speculate that the present state of academic identities and institutional values reflect liminal states and that academic drift through isomorphic behaviours may continue to move both identities and values to be more characteristic of traditional universities.

### Crosstabs

Is change in the university occurring differentially across age, faculty and credential groupings? Do doctorally qualified faculty respond differently than others? Do age and/or years of service make a difference in how subjects answered? To address these questions, statistical analysis was carried out on a number of data subsets.

### Age

To ascertain if older faculty responded differently than younger ones, crosstabs by age ('under fifty' and '50 and older') were run using SPSS. For nominal data a Pearson Chi-Square test was administered and for scaled data, t-tests were used. With a few exceptions, there were no significant differences (0.05 level) in the responses of 'under fifty' and '50 and older' faculty. The exceptions were:

- Faculty under 50 years of age were less supportive of the 'college value' of meeting provincial government goals.
- As well, they thought that the institution was less committed to selective student entry than older faculty.
- Faculty under 50 were less likely to participate in professional development than their older counterparts in the following areas: curriculum development, maintaining currency in my discipline, attending conferences, presenting papers at conferences, undertaking research, and improving teaching and learning.

These findings suggest that faculty younger than 50, are somewhat less engaged in professional development than those over 50. Possible explanations for these differences may include different stages in the life course, and the possibility that more faculty respondents under 50 were not permanent faculty and would therefore be less likely to be engaged in professional development activities.

### Faculty Groupings

It is possible that research subjects from traditional academic disciplines may have responded differently than those from professional faculties and those who teach in college programmes. If so, this could be evidence of distinctive academic identities at the institution. In order to test this out, respondents were coded by Faculty Groupings. The Academic Group included instructors from Humanities, Social Sciences, and Sciences. Those in the Professional Group were from the Faculties of Business, Design and Community and Health Studies. Finally, the College Group consisted of those from the Faculties of Trades and Technology and Academic and Career Advancement as well as librarians, counsellors, etc. Again, statistical significance tests were administered using SPSS. Analytical methods included Pearson Chi-Square tests and Analysis of Variance (ANOVA).

A number of statistically significant differences were identified.

- Respondents from the Academic Group were more likely to identify themselves as academics while those from the College Group were more likely to identify as educators. The Professional Group's responses were closer to the total sample mean. See Appendix G – page 118.
- Groups also responded differently to the survey question that asked them about their support for 'college values'. Addressing labour market needs was, not surprisingly, supported more strongly by the Professional Group, while reducing socio-economic inequality was more strongly supported by the College Group. Equality of all faculty members received more support from the College Group and the least from the Professional Group with the Academic Group somewhere in between (although not statistically different from the Professional Group). See Appendix G – page 120.
- Faculty groups rated Kwantlen's commitment to certain values differently. The College Group perceived the institution had a weaker commitment to open access, student learning and serving the community than the other groups. Whereas, the Academic Group rated the institution's commitment to equality of all faculty members higher than either of the others. Finally, this group perceived the institution's commitment to selective student

entry as weaker than the College and Professional Groups. See Appendix G – page 121.

- Not surprisingly, when asked about their early professional development activities, Academic Group faculty were less likely to have been involved in industry liaison, earning an academic credential and were more likely to have been engaged in research and in presenting papers at conferences. See Appendix G – page 123.
- When asked which changes at Kwantlen do you think will support or hinder your professional career development, the Academic and Professional Groups responded similarly. However, there were significant differences between their responses and those of the College Group in the following areas: new degrees, more resources for degrees, growth in support for research, adopting faculty ranks and instituting a tenure system. See Appendix G – page 133.
- As well, faculty groups' answers to the question: *What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?* were, in some cases, significantly different. The Professional and College Groups were more likely to have begun or continued studies toward an academic credential, whereas, the Academic Group was more likely to have undertaken new initiatives in research and scholarship. In addition, the Professional Group was more likely to have been engaged in increasing participation in industry related activities and focusing more time on improving student learning. Finally, the College Group participated more actively with the faculty association. If, as some of the data suggest, college instructors are feeling marginalized, this would make sense. See Appendix G – page 136.
- Perceptions of Kwantlen's commitment to community college and university values varied between faculty groupings. The College Group rated the university's commitment to the following values lower than the others: Open access, serving the community, and addressing labour market needs. In addition, this group thought that the university had a higher commitment to research, focus on excellence in research, teaching and service, and selective student entry, than the Academic and Professional

Groups. This finding may indicate that instructors who teach in college programmes perceive that college values are becoming less important and that university values are on the ascendancy. See Appendix G – page 141.

- Academic and Professional Groups were significantly more likely to respond that their professional status had been enhanced by Kwantlen becoming a polytechnic university and that their academic identity is being supported by the change. See Appendix G – page 144.
- Finally, the analysis flagged significant differences in responses to the question: *To what extent do you agree or disagree that each of these values should inform Kwantlen's future as a polytechnic university?* The Academic and Professional Groups agreed more strongly than the College Group that faculty autonomy should inform the institution's future, whereas the College Group was more likely to agree that focus on student learning should inform Kwantlen's future than the Professional Group (the Professional Group rated this higher than did the Academic Group). Not surprisingly, the Professional Group ranked meeting labour market needs higher than the others. With respect to merit based salary increases and merit based promotion through faculty ranks, the Professional Group was most in favour of this, followed by the Academic Group. The College Group was clearly opposed to these concepts. Quite consistently, equality of all faculty was more strongly supported by the College Group, and there was no significant difference on this value between the Professional and Academic Groups. Responses of Professional and College Groups differed significantly on selective student entry, and finally, the Professional Group responded that meeting provincial government goals was more important than the Academic Group. See Appendix G – page 146.



## Credentials

Do survey responses of faculty with doctorates differ significantly from others? Given the finding from the secondary data that the percentage of faculty with doctorates is increasing and as well, that degree programming is scheduled to grow, these faculty and their identities may have greater influence on the shape of the university in the future. In order to address this question, responses were coded by credential and statistical significance tests were administered using SPSS. Analytical methods included Pearson Chi-Square tests and Analysis of Variance (ANOVA).

A number of statistically significant differences were identified.

- Respondents with doctorates were more likely to have joined Kwantlen with the career aspiration of becoming a university professor. As well, they were more likely to have seen themselves more as an academic than an educator. See Appendix H – pages 151-152.
- Also, when they came to Kwantlen they did not agree with the values of ‘service to the community’ and ‘equality of all faculty’ to the same extent as those with master’s degrees or less. In addition, doctorally qualified faculty rated the institution’s commitment to values differently than the others. Their responses indicated they believed the institution is less committed to high academic standards, faculty autonomy, excellence in research, teaching and service and selective entry than other faculty. As well, the t-tests demonstrated that they rate the institution’s commitment to serving the community and meeting provincial government goals higher than others. See Appendix H – pages 153-155.
- Faculty with doctorates were also more likely to engage in research, present papers at conferences and write journal articles than were faculty with master’s or lower credentials. Also, they were less likely to be engaged in industry liaison. See Appendix H – pages 156 - 159.
- In many ways, respondents with doctorates think the changes at Kwantlen are more supportive of their professional career development. These changes include: development of new degree programmes, allocation of more resources to degree programmes, growth in support for research and

scholarship, bicameral governance, a Senate with more authority over academic matters, adopting faculty ranks, and instituting a tenure system. Faculty without doctorates indicated that PD (professional development) funding support for earning academic credentials would support their career development more than doctorally qualified faculty did. See Appendix H – page 160.

- When asked about the individual actions they have taken since Kwantlen became a polytechnic university to deal with institutional change, responses of doctorally qualified faculty varied significantly from faculty with master's and lower qualifications. Doctorally qualified faculty were more likely to have engaged in research and scholarship and less likely to have been involved in studies towards an academic credential, industry liaison, and improving teaching and learning. See Appendix H – pages 162 - 165.
- As well, doctorally qualified faculty were more likely to identify themselves as university professors and to see themselves as academics. See Appendix H – pages 166 - 167.
- Finally, doctorally qualified instructors were less supportive of “equality of all faculty members” and “focus on teaching excellence”. They more strongly agreed that “focus on research” should inform the institution’s future. See H H – pages 168 – 169.

## F. Conclusions

The survey data provides empirical evidence that academic identities are changing at Kwantlen, that they have been affected by the institutional re-designation, and that they may be influencing changes in the evolving institution. As well, the data suggest that the changes in academic identities vary across Faculties and earned academic credentials.

Overall, the changes to date have been modest and there is still faculty consensus on a number of important values. Clearly, the data indicate that focus on student learning and teaching excellence are values shared by most faculty. There is more

diversity in faculty views on research, university rank and tenure, and selective student entry.

The survey data suggest, and this is confirmed by the interviews, that there is a small but growing number of faculty members who embrace university identities and are impatient for institutional changes that support their identity construction. However, based on the data, there are, at this point, more faculty who are resisting these changes and who see the evolution to a university marginalizing their status in the institution. Also, the conflation of college and university values in the survey data and in institutional documents may indicate that faculty and administration are attempting to embrace a dual sector identity for the university. Moreover, this survey data and the interviews provide some evidence to support my assertion that a 'dual sector' identity may be emerging.

As well, the research indicates that both isomorphism and polymorphism are a work in the institution and within individual academic identities. From the data, it seems clear that some faculty are reacting to the change to university status by becoming more active in research and scholarship, by earning advanced academic credentials and by undertaking professional development activities to bring themselves up-to-date in their field.

Where will this end? Will the university choose an isomorphic path and become more like a traditional university, or, can a dual sector university take the polymorphic 'road less travelled' and establish its own identity in higher education. A number of researchers have asserted that dual sector institutions challenge the boundaries in higher education (Bathmaker et al., 2008; Garrod and Macfarlane, 2009; Parry, 2009; Young, 2006). I would suggest that challenging boundaries may be both difficult and problematic and that the problems may indeed be 'wicked' ones.

Empirical data from the survey indicate that 'university identities' are more prevalent in academic Faculties. A growth in degree programming and in enrolments in these areas may very well change the balance of academic identities

at Kwantlen and may lead the university to become more like a research university. However, if Kwantlen fully embraces a polytechnic mandate, it may have more of a chance to maintain and grow its dual sector identity, as professional Faculties, at least based on the survey data, seem to be less wedded to traditional university forms and structures. The UK experience with the polytechnics may be instructive here. Watson and Bowden, present strong quantitative evidence that in the former polytechnics, academic drift did not occur when they became universities - that they “have by and large, played their part in this design, by sticking to their portfolios, their missions and their markets.” (Watson and Bowden, 2002). So, programming may play a role in academic drift. I would add that government control over finances, mandate, and faculty salaries may have an influence as well, This is supported by Garrod and Macfarlane who, after studying both unitary duals that “integrate structures and processes to maximize integration between further and higher education” and binary duals that “maintain separate structures and operations” (Garrod and Macfarlane, 2007, p. 591), conclude that regulatory context exerts considerable influence on the structures and practices adopted by these institutions (Garrod and Macfarlane, 2007, p. 594).

I would suggest that the regulatory context, government policy and whether dual sector institutions are effective institutions that address issues of widening access to higher education and promoting transitions between further education and higher education are interesting topics for additional research. In fact, it is my intention to explore this empirical field in my thesis.

In summary, the current research was a small exploratory study that looked at academic identities, how they are being constructed and how they are affected by and are affecting institutional change. It provides partial evidence relating to isomorphism and polymorphism at one institution. The conclusions that one can draw from it, although tentative suggest that at least in this case, neither isomorphism nor polymorphism is dominant, nor is there a trend to one or the other. Indeed what may be occurring is what Pedersen and Dobbin term ambimorphism (Pedersen and Dobbin, 2006) - a combination of isomorphic and

polymorphic behaviour - on one hand seeking legitimation by becoming more like a traditional university and on the other attempting to differentiate the university from others.

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**Appendix A****Web Survey**

### **Changing Academic Identities in a Dual Sector University**

Dear Faculty Member:

The survey should take you about 15 minutes to complete. If you provide written comments, it may take more time. As well, for faculty who began working at Kwantlen after September 1, 2008, there is a shorter list of questions.

If you wish to participate in this web survey, please proceed to respond to the questions.

When you reach the end of the survey, you will be given a choice to confirm or withdraw your consent to participate in this study. If at that time you choose to withdraw your consent, any responses you have entered will be deleted.

Thank you for your participation. If you choose not to respond to the survey, thank you for your time and for considering my invitation to participate.

Gordon Lee

Principal Investigator, Vice President Finance and Administration and EdD (International)  
Student at the Institute of Education, University of London

### **Research Consent Information**

Dear Faculty Member,

(Please read carefully before doing this survey.)

This research has been reviewed by, and has received research ethics approval from, the Institute of Education, University of London and Kwantlen Polytechnic University's Research Ethics Board.

Your responses to this web survey are anonymous to me. I will not be able to identify who responded or what responses they provided.

The online administration of this survey, and preparation of the resulting data, will be handled by an independent research assistant. Participants' anonymity is assured, and all responses will be kept strictly confidential. Data will be securely stored on a server within Canada. If you have any questions about data collection and handling please contact Danielle Baxter at [d.r.baxter@shaw.ca](mailto:d.r.baxter@shaw.ca) or 604-882-8078.

Institutional Analysis and Planning has provided me with access to Kwantlen's web survey software on the same basis as it has been provided to other Kwantlen researchers.

Survey results will be made available to you and all other members of the Kwantlen community. I shall place a copy of the results 'on reserve' in Kwantlen's four libraries. As well, the Kwantlen Faculty Association and the University's Senior Administration will receive the survey results on an equal basis.

Your participation in this research project is completely voluntary. You have the right to withdraw from the research study at any time. Even if you do not want to join the study or if you withdraw from the study, you will still receive the same opportunities as other employees receive. Your decision will not jeopardize your employment or income at Kwantlen. If you have any questions about this study, please email me at [gordon.lee@kwantlen.ca](mailto:gordon.lee@kwantlen.ca). You may ask me questions in the future if you do not understand something that is being done. I will share with you any new findings that may develop while you are participating in this study.

If you want to talk to anyone about this research study because you think you have not been treated fairly or think you have been hurt by joining the study, or you have any other questions about the study, you should call me at 604-599-2099 or call the Kwantlen Office of Research and Scholarship at 604-599-2373.

Gordon Lee

Principal Investigator, Vice President Finance and Administration and EdD (International)  
Student at the Institute of Education, University of London

**1) With which faculty are you affiliated?**

- ☐ Faculty of Academic & Career Advancement
- ☐ Faculty of Business
- ☐ Faculty of Community & Health Studies
- ☐ Faculty of Design & Communications
- ☐ Faculty of Humanities
- ☐ Faculty of Science and Horticulture
- ☐ Faculty of Social Sciences
- ☐ Faculty of Trades & Technology
- ☐ Librarian, Counsellor, Co-op Instructor
- ☐ Other (please specify)

If you selected other please specify: \_\_\_\_\_

**2) Did you work at Kwantlen before it became a polytechnic university, or did you begin working at Kwantlen after September 1, 2008?**

- ☐ Worked at Kwantlen before it became a polytechnic university
- ☐ Began work at Kwantlen after September 1, 2008 (If selected, respondent is routed directly to Q.13)

**3) Career History/Career Development**

*The following questions ask you about when you first came to work at Kwantlen.*

**When you began work at Kwantlen, what was your career aspiration? (Please check one)**

- ☐ To be a College Instructor
- ☐ To be a University College Educator
- ☐ To be a University Professor
- ☐ Other (please specify)

If you selected other please specify: \_\_\_\_\_

**4) Any further comments on career aspirations:**

\_\_\_\_\_

**5) When you began work at Kwantlen, how did you identify yourself to others? (Please check one.)**

- ☐ As a College Instructor
- ☐ As a University College Faculty Member
- ☐ As a University Professor
- ☐ Other (please specify)

If you selected other please specify: \_\_\_\_\_

**6) When you began work at Kwantlen, did you see yourself more as an academic or more as an educator?**

- ☐ Much more as an academic
- ☐ Somewhat more as an academic
- ☐ Equally as an academic & an educator
- ☐ Somewhat more as an educator

☐ Much more as an educator

**7) At that time, did you identify more with your profession/discipline (philosopher / accountant / biologist / welder, etc.), or with your position at the institution (college instructor / university college educator / university professor)?**

- ☐ Much more with my profession/discipline  
☐ Somewhat more with my profession/discipline  
☐ Equally with my profession/discipline and my position at the institution  
☐ Somewhat more with my position at the institution  
☐ Much more with my position at the institution

**8) Any further comments on your sense of identity when you first began working at Kwantlen:**

---

**9) After you had worked at Kwantlen long enough to get to know the institutional culture, with which of these stated institutional values (from past Kwantlen strategic plans) did you agree, and with which ones did you disagree?**

*These values have been identified by John Dennison, Professor Emeritus at UBC as common to Canadian community colleges: Dennison, J. D. (1995), 'Values in the Canadian Community College: Conflict and Compromise'. In J. D. Dennison (ed.), Challenge and Opportunity: Canada's Community Colleges at the Crossroads (pp. 169-183). Vancouver: UBC Press.*

	Strongly agreed	Agreed somewhat	Neither agreed nor disagreed	Disagreed somewhat	Strongly disagreed
Open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on teaching excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing labour market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing socio-economic inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality of all faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting provincial government goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in 'Comments' field)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10) Again, after you had worked at Kwantlen long enough to get to know the institutional culture, how strong did Kwantlen's commitment to enacting each of the following values seem to you?** Some of these values are more important in community colleges and some are more prevalent in universities.

	No commitment	Weak commitment	Moderate commitment	Strong commitment
High academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on teaching excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing labour market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Merit based salary Increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting provincial government goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit based promotion through faculty ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing socio-economic inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty authority to make academic decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality of all faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on excellence in research, teaching and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective student entry (based on merit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11) Any further comments you wish to make on institutional values when you began at Kwantlen:**

---

**12) After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved? Please check all that apply.**

- ☐ Curriculum development
- ☐ Industry liaison
- ☐ Maintaining currency in my discipline
- ☐ Earning an academic credential
- ☐ Attending conferences
- ☐ Presenting papers at conferences
- ☐ Research
- ☐ Improving teaching and learning
- ☐ Writing journal articles
- ☐ Writing and/or editing books
- ☐ Other (please specify)

If you selected other please specify:

---

**13)**

**Kwantlen as a Polytechnic University (2008- present)**

***The following questions ask you about your experiences and actions since September 2008 when Kwantlen became a polytechnic university.***

**Does Kwantlen becoming a polytechnic university support your professional career prospects as an academic/educator?**

- ☐ Strongly supports my career prospects
- ☐ Somewhat supports my career prospects
- ☐ Neither supports nor hinders my career prospects
- ☐ Somewhat hinders my career prospects
- ☐ Strongly hinders my career prospects

**14) How does Kwantlen becoming a polytechnic university support or hinder your career prospects?**

---

**15) At this time, which changes at Kwantlen do you think will support or hinder your professional career development?**

	Strongly support	Somewhat support	Neither support nor hinder	Hinder somewhat	Strongly hinder
Development of new degree programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocation of more resources to degree programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growth in support for research and scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD funding support for earning academic credentials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicameral governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Senate with more authority over academic matters than Education Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of Faculty Councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting faculty ranks (under discussion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instituting a tenure system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in 'Comments' field)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16) Any further comments you wish to make on the effect of changes at Kwantlen on your career prospects or development:**

---

**17) What individual actions have you taken since Kwantlen became a polytechnic university to deal with this institutional change? Please check all that apply.**

- ☐ Began or continued studies towards an academic credential
- ☐ Began or continued studies towards a professional credential
- ☐ Applied for but did not pursue an academic credential
- ☐ Undertook new initiatives in research & scholarship
- ☐ Increased my participation in industry related activities
- ☐ Increased my participation in conferences related to my discipline/profession
- ☐ Focused more of my time on improving student learning
- ☐ Increased my involvement in institutional service
- ☐ Participated more actively in the KFA
- ☐ Participated more actively in university activities (Senate, Faculty Council, etc)
- ☐ Other (please specify)

If you selected other please specify:

---

**18) What factors motivated you to take these actions?**

---

**19) Since Kwantlen became a university, how strong does the institution's commitment to enacting each of the following values seem to you? Some of these values are more important in community colleges and some of which are more prevalent in universities.**

	No commitment	Weak commitment	Moderate commitment	Strong commitment
High academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on teaching excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing labour market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit based salary Increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting provincial government goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit based promotion through faculty ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing socio-economic inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty authority to make academic decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality of all faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on excellence in research, teaching and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective student entry (based on merit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20) Any further comments you wish to make on values at Kwantlen as it becomes a university:**

---

—

**21) Now that Kwantlen is a polytechnic university do you think that your professional status as an academic or educator will be enhanced or eroded?**

- ☐ Greatly enhanced
- ☐ Somewhat enhanced
- ☐ Neither enhanced nor eroded
- ☐ Somewhat eroded
- ☐ Greatly eroded

**22) Why do you think that your professional status will be enhanced, or eroded?**

---

**23) Today, how do you identify yourself to others?**

- ☐ As a College Instructor
- ☐ As a University Educator
- ☐ As a University Professor
- ☐ Other (please specify)

If you selected other please specify:

---

**24) Please elaborate on how you perceive your academic identity now.**

---



**25) At this time, do you identify more with your profession or discipline (philosopher / accountant / biologist / welder, etc.), or with your position at the institution (college instructor / university educator / university professor)?**

- ☐ Much more with my profession/discipline
- ☐ Somewhat more with my profession/discipline
- ☐ Equally with my profession/discipline and with my position at the university
- ☐ Somewhat more with my position at the university
- ☐ Much more with my position at the university

**26) Since Kwantlen became a polytechnic university, to what extent do you perceive that your academic identity is being supported or not supported by this change?**

- ☐ Strongly Supported
- ☐ Supported
- ☐ Neither Supported nor Unsupported
- ☐ Unsupported
- ☐ Strongly Unsupported

**27) What specific changes do you feel have affected your academic identity, and how?** \_\_\_\_\_

**28) Now, do you see yourself more as an academic or more as an educator?**

- ☐ Much more as an academic
- ☐ Somewhat more as an academic
- ☐ Equally as an academic and an educator
- ☐ Somewhat more as an educator
- ☐ Much more as an educator

**29) To what extent do you agree or disagree that each of these values should inform Kwantlen's future as a polytechnic university?**

	Strongly agree	Agree somewhat	Neither agree nor disagree	Disagree somewhat	Strongly disagree
High academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on teaching excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing labour market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit based salary increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit based promotion through faculty ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing socio-economic inequality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty authority to make academic decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality of all faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on excellence in research, teaching and service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective student entry (based on merit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Meeting provincial government goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### 30) Demographic Information

*The following questions ask you about your academic credentials, your professional qualifications, and your service at Kwantlen.*

#### How long have you worked at Kwantlen?

- ☐ 0 – <3 years
- ☐ 3 – <6 years
- ☐ 6 – <10 years
- ☐ 10 – <15 years
- ☐ 15 – <20 years
- ☐ 20 or more years

#### 31) What is your age?

- ☐ 20 – 29 years
- ☐ 30 – 39 years
- ☐ 40 – 49 years
- ☐ 50 – 59 years
- ☐ 60+ years

#### 32) What is your highest earned academic credential?

- ☐ College Diploma
- ☐ Bachelor Degree
- ☐ Masters Degree
- ☐ Doctorate
- ☐ None

#### 33) What is your highest professional qualification?

- ☐ Trades Qualification
- ☐ Other Professional Qualification (eg. Accounting, Nursing, Law, etc.)
- ☐ Not Applicable

**34) Thank you very much for your time and for sharing your thoughts. Now that you are fully aware of the nature of the questionnaire, please confirm your consent to participate.**

**Or, if you prefer, you may now withdraw your consent. If you withdraw your consent, any data you have entered will be deleted.**

**Do you confirm your consent to participate, and give permission for inclusion of your responses in the study?**

- ☐ Yes, I wish to participate, and give permission for my responses to be used in the study.
- ☐ No, I do not wish to participate.

***Thank you very much for participating in this survey.***

## **Appendix B**

### **Interview Questions**

#### **Changing Academic Identities in a Dual Sector University**

##### **Career History/Career Development**

1. What attracted you to join Kwantlen?
2. Please tell me about your career aspirations when you started to work at Kwantlen?
3. Which institutional values did you identify with?
4. What institutional values did you think were problematic?
5. Tell me about an experience during your early time at Kwantlen that, in your mind, best reflects your educational values.
6. Tell me about your professional development activities during your first few years at the institution.
7. How would you describe your professional identity during those years?
8. Did you see yourself more as an educator or as an academic?
9. Did you identify more with your discipline/profession or more with your institutional role?

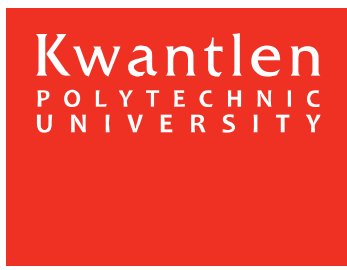
##### **Kwantlen Polytechnic University**

1. When Kwantlen became a polytechnic university, how did you feel?
2. What hopes and concerns did you have?
3. What institutional changes did you observe?
4. What institutional changes encouraged or concerned you?
5. Tell me about an experience during this time that in your mind epitomizes the changes that were happening.
6. Were there changes in institutional values? If so, what were they?
7. How did Kwantlen becoming a polytechnic university affect your professional status?
8. Tell me about your professional development activities in the past two years.
9. Since Kwantlen became a polytechnic university, in what external activities have you been engaged?
10. What influence did institutional changes have on your professional identity?
11. Now do you see yourself more as an educator or as any academic?
12. Now do you identify more with your discipline/profession or more with your institutional role?
13. If Kwantlen adopts academic ranks, how do you think that will affect your professional identity?
14. What are your hopes and fears for the future of Kwantlen?
15. What are your professional development plans now?

##### **Demographic Questions**

1. How many years have you worked at Kwantlen?
2. How many years have you worked in post-secondary education?
3. What is your highest credential?
4. What is your age?

## Appendix C



### ***RESEARCH CONSENT FORM***

**Title of Research Project:** Changing Academic Identities in a Dual Sector University

**Principal Investigator:** Gordon Lee, Vice President Finance & Administration and EdD (International) Student at Institute of Education, University of London

**Application # 2010-019**

**Voluntary participation:**

Your participation in this research project is completely voluntary. You have the right to withdraw from the research study at any time. Even if you do not want to join the study or if you withdraw from the study, you will still receive the same quality of instruction benefits and opportunities that other employees receive. Your decision also will not jeopardize your employment or income at Kwantlen. You should ask the principal investigator listed below any questions you may have about this research study. You may ask him/her questions in the future if you do not understand something that is being done. The investigator will share with you any new findings that may develop while you are participating in this study.

This consent form explains the research study you are being asked to join. Please review this form carefully and ask any questions about the study before you agree to join. You may also ask questions at any time after joining the study. See below for persons to contact.

The research is part of a required component of my studies for a Doctor in Education (EdD) at the Institute of Education, University of London. It is not part of my work as Vice President Finance & Administration or as a member of the Administration's Faculty Bargaining Committee. However, I am undertaking this research as an 'insider researcher'.

**Purpose of Research Project:** This research project forms a component of my Doctor in Education studies at the Institute of Education, University of London. The research is designed to look at if and how the change in Kwantlen's status from

‘university college’ to ‘polytechnic university’ is influencing how faculty are constructing their academic identities.

**Procedures:** Semi-structured Interviews

If you sign this Research Consent Form agreeing to participate in an interview, I shall begin the interview and ask you a number of questions about the following topics:

- Your career history and career development
- Your views on institutional values
- Your professional identity
- Your feelings, thoughts, hopes, concerns and responses to Kwantlen’s evolution from a college to a university college to a polytechnic university.
- Your thoughts on how adoption of an academic rank system may impact your professional identity
- Your career plans for the future

I ask you to respond to the questions in a manner that best reflects your views and experiences. Since this is a semi-structured interview, I may ask supplementary questions on these topics.

If at any time, you wish to end the interview and withdraw your consent to participate in this research, you are free to do so. Your responses will be destroyed. No electronic copies or notes from your interview will be kept.

I shall use a digital voice recorder to record this interview. The recording will be transcribed and you shall have an opportunity to review the transcript within 2 weeks of this interview to ensure that it reflects what you said.

The interview will last approximately 45 minutes.

**Risks of harm/Discomforts/Inconvenience:** None

**Benefits [including compensation if any]:** None

**Alternatives to Participation for Similar Benefits:** N/A

**Confidentiality:** The information you provide during the interview will be kept confidential. Interview subjects’ identities will not be disclosed in the research report. Pseudonyms and/or generic descriptors will be used instead. Interview recordings and transcripts will be kept encrypted and password protected and after the research is completed, they will be stored securely in the Office of Research and Scholarship. On or before December 31, 2010, I shall destroy all other copies of interview recordings, interview transcripts and data files.

**Persons to Contact:**

If you want to talk to anyone about this research study because you think you have not been treated fairly or think you have been hurt by joining the study, or you have any other questions about the study, you should call the principal investigator, Gordon Lee at 604-671-6630 or call the Kwantlen Office of Research and Scholarship at 604-599-2373

Once you have read this document, or the document has been read and explained to you, and you have been given the chance to ask any questions, please sign or make your mark below if you agree to take part in the study.

Print Name of Subject: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Person Obtaining Consent

\_\_\_\_\_  
Date

**Signed copies of this consent form must be 1) retained on file by the principal investigator and 2) given to the subject.**

**Appendix D  
Research Ethics Application  
Kwantlen Research Ethics Board**

Form #8



**Kwantlen Polytechnic University  
RESEARCH ETHICS BOARD**

**Application for Ethics Review**

**Cover Page**

Application # \_\_\_\_\_  
(For REB use only)  
(Please submit your application via e-mail to [research@kwantlen.ca](mailto:research@kwantlen.ca))

**Title of Project:** Changing Academic Identities in a Dual Sector University

**Principal Investigator:** Gordon Lee

**Position:** Vice President Finance and Administration

**Department:** Finance and Administration

**Contact telephone numbers:** Work: 604-599-2099; Mobile: 604-671-6630

**Email:** [gordon.lee@kwantlen.ca](mailto:gordon.lee@kwantlen.ca)

**Other contact methods (optional):** Click here to enter text.

**Fax:** 604-599-2235 **Pager:** None

**Preferred address to receive correspondence and/or approval if other than email:** Click here to enter text.

**Co-investigator(s) (Name, Position and Department):** None

**Additional assistants and their roles:** Danielle Baxter, Institutional Analysis and Planning – Survey Administration and data compilation. . I shall pay her privately to manage survey administration and to provide me with the final data set.

**4 key words:** Academic Identity, Dual-sector Universities

**Proposed Start Date:** June 1, 2010

**Proposed End Date:** September 30, 2010

**(Expect a minimum of 6 – 8 weeks for a response from the Research Ethics Board.)**

**Signature:** \_\_\_\_\_

**Principal Investigator:** Gordon Lee

**Date:** May 9, 2010

**Full title of research:** Changing Academic Identities in a Dual Sector University

1. Describe the purpose of the research.

The proposed study will research changing academic identities at Kwantlen Polytechnic University. It will study a group of faculty individually and collectively experiencing organizational change as the institution evolves from a college to a dual sector university. The research is a component of my doctoral studies at the Institute of Education, University of London. This component, the Institution Focused Study (IFS) is required to be a piece of 'insider research'. As such, it presents both methodological and ethical dilemmas that I shall address in this application. My reflections on these dilemmas, how I address them, how the institution reacts to my research, and how I respond to these responses are integral parts of the study.

2. **Describe the research question or hypothesis to be tested if known.**

My research question is: How is the institutional change in status from 'university college' to 'university' influencing academic identities at Kwantlen Polytechnic University?

3. **Describe the methodology of the research study/project.**

The research utilizes a social constructionist epistemology consistent with some of the recent research on academic identities (Barnett and Di Napoli, 2008; Gordon and Whitchurch, 2010; Henkel, 2000). These researchers and others assert that academics construct their identities reflexively (Giddens, 1991, p. 5) within academic communities that shape individual identities (Henkel, 2000, p. 250). My methodology is grounded on these assumptions and can best be described as ethnographic interpretivism.

Research methods include a short questionnaire targeted at all instructors across the institution and more detailed personal interviews with 8-10 individual faculty members. The research will incorporate a review of relevant institutional data and an analysis of the external context that may have influenced both internal organizational changes and academic identities within the institution.

4. **Describe the method(s) of recruiting participants.**

Questionnaire – I plan to survey instructors using a web-based survey. Instructors will be invited to participate in survey through email communications. All Kwantlen instructors will be invited to take part in the web survey and the recruitment advertisement will be provided to the REB (See attached).

Interviews – I shall conduct select semi-structured interviews with 8-10 instructors from Kwantlen's Faculties. I plan to approach these instructors personally and invite their participation. As well, in the questionnaire, I shall ask respondents to contact me if they may be interested in being interviewed. The final selection of interview subjects will be made based on ensuring that interviewees have different demographic characteristics including:

- Number of years service at Kwantlen
- Faculty
- Gender

Interview subjects will sign a consent form prior to the interview and will have the choice to end the interview at any time during the interview process. If interview subjects choose to withdraw from the study, their responses will be destroyed.



**5. Describe the participant groups in this study.**

Questionnaire/Interviews - Kwantlen instructors from across the university.

**6. Will the study involve any potential risks to the participants? If so, please describe the risks.**

The research will be undertaken under the Ethical Guidelines for Educational Research (British Educational Research Association, 2004). A number of strategies will be used to mitigate any potential risks to participants.

Particular attention will be paid to my role as an 'insider researcher' who works at Kwantlen Polytechnic University. Specific issues that I shall address include confidentiality of research subjects and my possible knowledge of confidential internal plans and information. I shall address these concerns in a number of ways. First, I shall do so through restrictions on disclosure that I shall include in research release forms. As well, I shall not attribute statements to specific individuals or institutions. Where required, for example for interview subjects, I shall use pseudonyms or generic descriptors.

I have already discussed the proposed web-based survey with both the University's President and the President of the Kwantlen Faculty Association. At this point, they are willing to support me in administering the survey to Kwantlen instructors. Last month, the University and the Union commenced their first negotiations as a 'university' management and a 'university' union. The Presidents acknowledge that some of the topics I plan to ask faculty about may be discussed at negotiations, however, they agree that the research findings will, in their view, not provide a bargaining advantage to either management or the union.

In my current position as Vice President Finance and Administration, no faculty members report to me or to my Directors. So, I do not make decisions about individual faculty who may choose to be interview subjects in this research. Moreover, their identities, pursuant to Research Consent Agreement, will be kept confidential. Therefore, information obtained during interviews will not affect decisions made about individual faculty members.

**Disclosure of Survey Results – Alternative Option**

In conversations with the Presidents, I suggested that one option to deal with potential controversy concerning this survey would be for me to embargo the data and the IFS until bargaining concluded. They both thought this unnecessary. However, if this required, I am prepared to utilize this option.

I remain concerned about the possible impact on survey responses if I choose this route. As I am a member of the senior administration, even if I promised not to share the survey results with management, respondents could find this promise unbelievable. This may affect their willingness to participate and/or the responses they provide.

**Disclosure of Survey Results – Preferred Option**

The option agreed upon by the Presidents and me was to provide the survey results to management, to the union and to the University community. In that way, all have the data and no one party has an advantage in bargaining. Making the survey results public may also help assuage concerns of faculty who mistrust both management and the union. Results from the survey will be made available to the KFA, University Administration and the University Community at the same time. I'll have the results placed "on reserve" in Kwantlen's 4 libraries and send an email notification to the Kwantlen community informing it that they are available there.

In the 'Preferred Option', I shall commit to sharing the results of the study with all research participants. In this way, these participants can use the information and findings however they wish. If Option B is untenable for any reason, I shall revert to the 'Alternative Option'.

7. **Describe your informed consent procedures where applicable. Include a copy of your informed consent with application. Where it is not applicable, explain why it is not, e.g. where one is studying the public activities of politicians who have agreed to publicity, consent is already given. (Be sure to consider all of the elements of the Requirement for Free and Informed Consent in the guidelines.)**

Questionnaire – Participation in the web-based survey is voluntary. The consent form will be incorporated into the web survey. Participants will have the choice to withdraw their consent during and upon completion and before submission of their survey responses. Participants' responses will be anonymous to me. Danielle Baxter from the Institutional Analysis & Planning (IAP) Office will be able to identify respondents to ensure that there are no duplicate responses included in the data set. She will follow IAP practices that maintain respondent confidentiality. This is consistent with practice in IAP with all web-based surveys.

Interviews - Interview subjects will sign a consent form prior to the interview and will have the choice to end the interview at any time during the interview process. If interview subjects choose to withdraw from the study, their responses will be destroyed. No electronic copies or transcripts of such interviews will be kept.

8. **Where deception is used, please include your rationale and debriefing procedures.**

Deception will **not** be used in this research study.

9. **What provisions are made for informing participants, for follow-up with participants?**

See my response to Question 6 above. In short, I shall make provide the Kwantlen community with a report on the data elicited from the web survey. As well, interview transcripts will submitted to interviewees for their review to ensure accuracy.

10. **How do you plan to handle the requirement of confidentiality and/or anonymity where applicable?**

The web survey will be administered through Institutional Analysis and Planning. IAP will provide me with the data collected through the survey. In this way, confidentiality of respondents will be maintained. IAP will provide me with access to these resources and services on the same basis as other Kwantlen researchers.

Interview subjects' names will not be used in the research report. Any descriptions of interview subjects will be general enough to ensure that their identities are protected.

During the research, recordings and transcripts of interviews will be password protected on my laptop computer. The individual files will be password protected and encrypted. As well, my computer is password protected. In addition, transcripts file names and transcript files will not include information that could identify interview participants.

When my research is completed, all recordings and transcripts and data files will be sent to the Office of Research and Scholarship (ORS) for secure storage. On or before December 31, 2010, I shall destroy all other copies of interview recordings, interview transcripts and data files.

11. **Describe any potential conflict of interest of anyone involved in the research.**

See my response to Question 6 above. I am cognizant of the fact that this is 'insider research'. Indeed, this is a key requirement of this component of my Doctor in Education programme. As such, I may be seen to have a potential conflict of interest as a member of senior administration. My research disclosure options have been designed to eliminate the possibility of a conflict of interest and to minimize the possible perception of a conflict of interest.

**12. Describe any provisions for compensation of participants if applicable.**

None

**13. To what purposes will this research be put? Will it be published or presented to an audience outside Kwantlen?**

The research is a component of my doctoral studies. When completed, a copy of the research study will be placed in the library of the Institute of Education, 20 Bedford Way, London WC1H 0AL.

**14. List any funders who are supporting this project.**

None

**15. Please notify the REB when your research is complete. Please submit an annual succinct status report to let us know if there are any changes from what was described in this application.**

This form must be resubmitted after approval if there are major changes to your study. See part C of the Kwantlen Polytechnic University policy on post approval monitoring. Major changes include changes in protocol, consent, risks, participant groups, recruitment, compensation, deception, confidentiality, anonymity, researchers involved, or other ethically sensitive matters. Please highlight changes on the resubmitted form.

**Are you requesting Expedited Review:** ☒ Yes ☐ No

**Please Provide Your Rationale for Expedited Review:** [Guidelines for Application for Expedited Review \(.zip\)](#)

I have already obtained research ethics approval from the Institute of Education, University of London. As well, the interview and questionnaire subjects are 'fully competent adult participants'.

**Date:** June 12, 2010

**Signature:** \_\_\_\_\_

Barnett, R. and Di Napoli, R. (eds) (2008), *Changing Identities in Higher Education*. Abingdon: Routledge.

Giddens, A. (1991), *Modernity and Self-Identity*. Cambridge: Polity Press.

Gordon, G. and Whitchurch, C. (eds) (2010), *Academic and Professional Identities in Higher Education*. Abingdon: Routledge.

Henkel, M. (2000), *Academic Identities and Policy Change in Higher Education*. London: Jessica Kingsley Publishers Ltd.

Appendix E  
Statistical Analysis – Pairwise Comparisons

Q9 and Q18 Paired Samples Test						
		Paired Differences				
		Mean	Std. Dev	t	df	Sig. (2-tailed)
Pair 1	Initial_Kwantlen_high_acad_stds10 - Consequent_Acad_Stds19	0.04	0.78	0.63	148	0.53
Pair 2	Initial_Kwantlen_open_access10 - Consequent_open_access19	0.51	0.76	8.19	149	0.00
Pair 3	Initial_Kwantlen_faculty_autonomy10 - Consequent_faculty_autonomy19	0.29	0.90	3.98	150	0.00
Pair 4	Initial_Kwantlen_student_learning_focus10 - Consequent_student_focus19	0.43	0.81	6.50	151	0.00
Pair 5	Initial_Kwantlen_academic_freedom10 - Consequent_academic_freedom19	0.10	0.84	1.46	148	0.15
Pair 6	Initial_Kwantlen_teaching_excellence10 - Consequent_teaching_excellence19	0.28	0.88	3.80	148	0.00
Pair 7	Initial_Kwantlen_research10 - Consequent_research19	-0.75	0.98	9.47	150	0.00
Pair 8	Initial_Kwantlen_serving_community10 - Consequent_community_service19	0.02	0.85	0.29	148	0.77
Pair 9	Initial_Kwantlen_labour_market10 - Consequent_labour_market19	0.05	0.96	0.68	150	0.50
Pair 10	Initial_Kwantlen_salary10 - Consequent_merit_increases19	-0.35	1.17	3.50	141	0.00
Pair 11	Initial_Kwantlen_prov_gov_goals10 - Consequent_provgov_goals19	-0.06	0.76	0.88	143	0.38
Pair 12	Initial_Kwantlen_merit_promotion10 - Consequent_merit_promo19	-0.52	1.18	5.29	143	0.00
Pair 13	Initial_Kwantlen_reducing_socioeco_inequality10 - Consequent_reducing_socioeco_inequality19	0.14	0.90	1.93	147	0.06
Pair 14	Initial_Kwantlen_faculty_authority10 - Consequent_faculty_authority19	0.06	1.08	0.68	147	0.50
Pair 15	Initial_Kwantlen_faculty_equality10 - Consequent_faculty_equality19	0.57	1.13	6.04	143	0.00
Pair	Initial_Kwantlen_excellence10 - Consequent_excellence19	-0.10	1.02	-	145	0.22

16					1.22			
Pair 17	Initial_Kwantlen_selective_student_entry10 - Consequent_selective_student_entry19	-0.29	0.83	-	4.23	143	0.00	

Q5 and Q23		initial_self_identification * current_self_identification Crosstabulation				
Initial_self_identification		current_self_identification				
Other		Other	As a College Instructor	As a University Educator	As a University Professor	Total
	Count	10	0	3	2	15
	Expected Count	4.24	1.52	6.74	2.5	15
	% within initial_self_identification	66.67	0	20	13.33	100
	% within current_self_identification	25.64	0	4.84	8.70	10.87
	% of Total	7.25	0	2.17	1.45	10.87
As a College Instructor	Count	20	13	34	6	73
	Expected Count	20.63	7.41	32.80	12.17	73
	% within initial_self_identification	27.40	17.81	46.58	8.22	100
	% within current_self_identification	51.28	92.86	54.84	26.09	52.90
	% of Total	14.49	9.42	24.64	4.35	52.90
As a University College Faculty Member	Count	9	1	25	5	40
	Expected Count	11.30	4.06	17.97	6.67	40
	% within initial_self_identification	22.5	2.5	62.5	12.5	100
	% within current_self_identification	23.08	7.14	40.32	21.74	28.99
	% of Total	6.52	0.72	18.12	3.62	28.99
As a University Professor	Count	0	0	0	10	10
	Expected Count	2.83	1.01	4.49	1.67	10
	% within initial_self_identification	0	0	0	100	100
	% within current_self_identification	0	0	0	43.48	7.25
	% of Total	0	0	0	7.25	7.25
Total	Count	39	14	62	23	138
	Expected Count	39	14	62	23	138
	% within initial_self_identification	28.26	10.14	44.93	16.67	100
	% within	100	100	100	100	100

	current_self_identification							
	% of Total		28.26	10.14	44.93	16.67		100
	Value	df	Asymp. Sig. (2- sided)					
Pearson Chi-Square	74.88	9	1.66891E-12	SIGNIFICANT				



Q7 and Q25 initial_professional_identity * current_professional_identity Crosstabulation							
		current_professional_identity					
initial_professional_identity		Much more with my profession/discipline	Somewhat more with my profession/discipline	Equally with my profession/discipline and with my position a	Somewhat more with my position at the university	Much more with my position at the university	Total
Much more with my profession/discipline	Count	25	8	12	1	4	50
	Expected Count	11.92	8.94	15.56	7.62	5.96	50
	% within initial_professional_identity	50	16	24	2	8	100
	% within current_professional_identity	69.44	29.63	25.53	4.35	22.22	33.11
	% of Total	16.56	5.30	7.95	0.66	2.65	33.11
Somewhat more with my profession/discipline	Count	3	12	1	2	0	18
	Expected Count	4.29	3.22	5.60	2.74	2.15	18
	% within initial_professional_identity	16.67	66.67	5.56	11.11	0	100
	% within current_professional_identity	8.33	44.44	2.13	8.70	0	11.92
	% of Total	1.99	7.95	0.66	1.32	0	11.92
Equally with my profession/discipline and my position at the	Count	5	3	28	8	4	48
	Expected Count	11.44	8.58	14.94	7.31	5.72	48
	% within initial_professional_identity	10.42	6.25	58.33	16.67	8.33	100
	% within current_professional_identity	13.89	11.11	59.57	34.78	22.22	31.79
	% of Total	3.31	1.99	18.54	5.30	2.65	31.79

Somewhat more with my position at the institution	Count	1	2	3	7	1	14
	Expected Count	3.34	2.50	4.36	2.13	1.67	14
	% within initial_professional_identity	7.14	14.29	21.43	50	7.14	100
	% within current_professional_identity	2.78	7.41	6.38	30.43	5.56	9.27
	% of Total	0.66	1.32	1.99	4.64	0.66	9.27
Much more with my position at the institution	Count	2	2	3	5	9	21
	Expected Count	5.01	3.75	6.54	3.20	2.50	21
	% within initial_professional_identity	9.52	9.52	14.29	23.81	42.86	100
	% within current_professional_identity	5.56	7.41	6.38	21.74	50	13.91
	% of Total	1.32	1.32	1.99	3.31	5.96	13.91
Total	Count	36	27	47	23	18	151
	Expected Count	36	27	47	23	18	151
	% within initial_professional_identity	23.84	17.88	31.13	15.23	11.92	100
	% within current_professional_identity	100	100	100	100	100	100
	% of Total	23.84	17.88	31.13	15.23	11.92	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	107.345569	16	1.43026E-15

SIGNIFICANT

Q6 and Q28 initial_academic_vs_educator * current_academic_vs_educator Crosstabulation									
		current_academic_vs_educator							
			Much more as an academic	Somewhat more as an academic	Equally as an academic and an educator	Somewhat more as an educator	Much more as an educator	Total	
initial_academic_vs_educator	Count		3	0	1	0	0	4	
	Expected Count		0.24	0.47	1.26	0.87	1.16	4	
	% within initial_academic_vs_educator		75	0	25	0	0	100	
	% within current_academic_vs_educator		33.33	0	2.08	0	0	2.63	
	% of Total		1.97	0	0.66	0	0	2.63	
Somewhat more as an academic	Count		2	3	1	0	0	6	
	Expected Count		0.36	0.71	1.89	1.30	1.74	6	
	% within initial_academic_vs_educator		33.33	50	16.67	0	0	100	
	% within current_academic_vs_educator		22.22	16.67	2.08	0	0	3.95	
	% of Total		1.32	1.97	0.66	0	0	3.95	
Equally as an academic & an educator	Count		4	7	28	1	2	42	
	Expected Count		2.49	4.97	13.26	9.12	12.16	42	
	% within initial_academic_vs_educator		9.52	16.67	66.67	2.38	4.76	100	
	% within current_academic_vs_educator		44.44	38.89	58.33	3.03	4.55	27.63	
	% of Total		2.63	4.61	18.42	0.66	1.32	27.63	
Somewhat more as an educator	Count		0	5	12	18	5	40	
	Expected Count		2.37	4.74	12.63	8.68	11.58	40	

	% within initial_academic_vs_educator	0	12.5	30	45	12.5	100
	% within current_academic_vs_educator	0	27.78	25	54.55	11.36	26.32
	% of Total	0	3.29	7.89	11.84	3.29	26.32
Much more as an educator	Count	0	3	6	14	37	60
	Expected Count	3.55	7.11	18.95	13.03	17.37	60
	% within initial_academic_vs_educator	0	5	10	23.33	61.67	100
	% within current_academic_vs_educator	0	16.67	12.5	42.42	84.09	39.47
	% of Total	0	1.97	3.95	9.21	24.34	39.47
Total	Count	9	18	48	33	44	152
	Expected Count	9	18	48	33	44	152
	% within initial_academic_vs_educator	5.92	11.84	31.58	21.71	28.95	100
	% within current_academic_vs_educator	100	100	100	100	100	100
	% of Total	5.92	11.84	31.58	21.71	28.95	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	140.26	16	6.405E-22

SIGNIFICANT

## Appendix F

## Frequency Responses

‘To what extent do you agree or disagree that each of these values should inform Kwantlen’s future as a polytechnic university?’

<b>High Academic Standards</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	112	72.3	72.3	72.3
	Agree somewhat	36	23.2	23.2	95.5
	Neither agree nor disagree	5	3.2	3.2	98.7
	Disagree somewhat	1	.6	.6	99.4
	Strongly disagree	1	.6	.6	100.0
	Total	155	100.0	100.0	

<b>Open Access</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	69	44.5	44.5	44.5
	Agree somewhat	55	35.5	35.5	80.0
	Neither agree nor disagree	14	9.0	9.0	89.0
	Disagree somewhat	14	9.0	9.0	98.1
	Strongly disagree	3	1.9	1.9	100.0
	Total	155	100.0	100.0	

<b>Faculty Autonomy</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	92	59.4	60.1	60.1
	Agree somewhat	53	34.2	34.6	94.8
	Neither agree nor disagree	7	4.5	4.6	99.3

Missing Total	Strongly disagree	1	.6	.7	100.0
	Total	153	98.7	100.0	
	System	2	1.3		
	Total	155	100.0		

Focus on Student Learning		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	133	85.8	86.4	86.4
	Agree somewhat	18	11.6	11.7	98.1
	Neither agree nor disagree	2	1.3	1.3	99.4
	Strongly disagree	1	.6	.6	100.0
Missing Total	Total	154	99.4	100.0	
	System	1	.6		
	Total	155	100.0		

Academic Freedom		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	112	72.3	72.3	72.3
	Agree somewhat	33	21.3	21.3	93.5
	Neither agree nor disagree	6	3.9	3.9	97.4
	Disagree somewhat	2	1.3	1.3	98.7
	Strongly disagree	2	1.3	1.3	100.0
	Total	155	100.0	100.0	

Focus on Teaching Excellence		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	129	83.2	83.8	83.8
	Agree somewhat	22	14.2	14.3	98.1
	Neither agree nor disagree	2	1.3	1.3	99.4
	Strongly disagree	1	.6	.6	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

Focus on Research		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	21.9	22.1	22.1
	Agree somewhat	64	41.3	41.6	63.6
	Neither agree nor disagree	26	16.8	16.9	80.5
	Disagree somewhat	17	11.0	11.0	91.6
	Strongly disagree	13	8.4	8.4	100.0
Missing	Total	154	99.4	100.0	
	System	1	.6		
Total		155	100.0		



<b>Serving the Community</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	76	49.0	49.4	49.4
	Agree somewhat	61	39.4	39.6	89.0
	Neither agree nor disagree	14	9.0	9.1	98.1
	Disagree somewhat	2	1.3	1.3	99.4
	Strongly disagree	1	.6	.6	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

<b>Addressing labour market needs</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	31.0	31.2	31.2
	Agree somewhat	72	46.5	46.8	77.9
	Neither agree nor disagree	22	14.2	14.3	92.2
	Disagree somewhat	9	5.8	5.8	98.1
	Strongly disagree	3	1.9	1.9	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

<b>Merit based salary increases</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
	Strongly agree	45	29.0	29.0	29.0
	Agree somewhat	34	21.9	21.9	51.0
	Neither agree nor disagree	23	14.8	14.8	65.8
	Disagree somewhat	17	11.0	11.0	76.8
	Strongly disagree	36	23.2	23.2	100.0
	Total	155	100.0	100.0	

<b>Merit based promotion through faculty ranks</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
	Strongly agree	47	30.3	30.3	30.3
	Agree somewhat	26	16.8	16.8	47.1
	Neither agree nor disagree	26	16.8	16.8	63.9
	Disagree somewhat	16	10.3	10.3	74.2
	Strongly disagree	40	25.8	25.8	100.0
	Total	155	100.0	100.0	

<b>Reducing socio-economic inequality</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					
	Strongly agree	58	37.4	37.9	37.9
	Agree somewhat	57	36.8	37.3	75.2
	Neither agree nor disagree	31	20.0	20.3	95.4

Missing Total	Disagree somewhat				
	Total	7	4.5	4.6	100.0
	System	153	98.7	100.0	
	Total	2	1.3		
		155	100.0		

Faculty authority to make academic decisions		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	108	69.7	70.1	70.1
	Agree somewhat	40	25.8	26.0	96.1
	Neither agree nor disagree	5	3.2	3.2	99.4
	Strongly disagree	1	.6	.6	100.0
Missing Total	Total	154	99.4	100.0	
	System	1	.6		
	Total	155	100.0		

Equality of all faculty members		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	85	54.8	54.8	54.8
	Agree somewhat	36	23.2	23.2	78.1
	Neither agree nor disagree	8	5.2	5.2	83.2
	Disagree somewhat	15	9.7	9.7	92.9
Missing Total	Strongly disagree	11	7.1	7.1	100.0
	Total	155	100.0	100.0	

Focus on excellence in research, teaching and service		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	88	56.8	58.7	58.7
	Agree somewhat	40	25.8	26.7	85.3
	Neither agree nor disagree	16	10.3	10.7	96.0
	Disagree somewhat	1	.6	.7	96.7
	Strongly disagree	5	3.2	3.3	100.0
Missing	Total	150	96.8	100.0	
	System	5	3.2		
Total		155	100.0		

Selective Student entry (based on merit)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	15.5	15.6	15.6
	Agree somewhat	66	42.6	42.9	58.4
	Neither agree nor disagree	34	21.9	22.1	80.5
	Disagree somewhat	17	11.0	11.0	91.6
	Strongly disagree	13	8.4	8.4	100.0
Missing	Total	154	99.4	100.0	
	System	1	.6		
Total		155	100.0		

<b>Meeting provincial government goals</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	11.0	11.2	11.2
	Agree somewhat	65	41.9	42.8	53.9
	Neither agree nor disagree	49	31.6	32.2	86.2
	Disagree somewhat	11	7.1	7.2	93.4
	Strongly disagree	10	6.5	6.6	100.0
Missing Total	Total	152	98.1	100.0	
	System	3	1.9		
		155	100.0		

Appendix G  
Statistical Analysis – Crosstabs by Faculty Groups

Coding

Academic Group – Faculties of Humanities, Social Sciences and Science

Professional Group – Faculties of Business, Design and Community and Health Studies

College & Other Group – Faculties of Trades and Technology, Academic & Career

Advancement and others (librarians, counsellors, etc.

**Q6 When you began work at Kwantlen, did you see yourself more as an academic or more as an educator?**

		recode_Faculty_areas * initial_academic_vs_educator Crosstabulation					
		initial_academic_vs_educator					
		Much more as an academic	Somewhat more as an academic	Equally as an academic & an educator	Somewhat more as an educator	Much more as an educator	Total
Academic	Count	4	4	17	19	16	60
	Expected Count	1.55	2.32	16.26	15.87	24.00	60.00
	% within recode_Faculty_areas	6.67	6.67	28.33	31.67	26.67	100.00
	% within initial_academic_vs_educator	100.00	66.67	40.48	46.34	25.81	38.71
	% of Total	2.58	2.58	10.97	12.26	10.32	38.71
Professional	Std. Residual	1.97	1.10	0.18	0.79	-1.63	
	Count	0	1	18	15	23	57
	Expected Count	1.47	2.21	15.45	15.08	22.80	57.00
	% within recode_Faculty_areas	0.00	1.75	31.58	26.32	40.35	100.00
	% within initial_academic_vs_educator	0.00	16.67	42.86	36.59	37.10	36.77
College & other	% of Total	0.00	0.65	11.61	9.68	14.84	36.77
	Std. Residual	-1.21	-0.81	0.65	-0.02	0.04	
	Count	0	1	7	7	23	38
	Expected Count	0.98	1.47	10.30	10.05	15.20	38.00
	% within recode_Faculty_areas	0.00	2.63	18.42	18.42	60.53	100.00
Total	% within initial_academic_vs_educator	0.00	16.67	16.67	17.07	37.10	24.52
	% of Total	0.00	0.65	4.52	4.52	14.84	24.52
	Std. Residual	-0.99	-0.39	-1.03	-0.96	2.00	
	Count	4	6	42	41	62	155
	Expected Count	4.00	6.00	42.00	41.00	62.00	155.00
	% within recode_Faculty_areas	2.58	3.87	27.10	26.45	40.00	100.00
	% within initial_academic_vs_educator	100.00	100.00	100.00	100.00	100.00	100.00
	% of Total	2.58	3.87	27.10	26.45	40.00	100.00

	Value	df	Asymp. Sig. (2-sided)	SIGNIFICANT
Pearson Chi-Square	18.08207765	8	0.020619486	



Q8. After you had worked at Kwantlen long enough to get to know the institutional culture, with which of these values (from past Kwantlen strategic plans) did you agree, and with which ones did you disagree?

<b>Descriptives</b>				
	Faculty Groups	N	Mean*	Std. Deviation
Initial_value_open_access	Academic	59	0.86	1.02
	Professional	58	0.91	0.90
	College & other	38	0.71	1.09
	Total	155	0.85	0.99
Initial_value_student_learning	Academic	59	0.22	0.53
	Professional	58	0.17	0.50
	College & other	38	0.11	0.31
	Total	155	0.17	0.47
Initial_value_teaching_excellence	Academic	59	0.25	0.48
	Professional	58	0.47	0.78
	College & other	38	0.32	0.70
	Total	155	0.35	0.66
Initial_value_community_service	Academic	59	1.05	1.01
	Professional	57	0.86	0.97
	College & other	38	0.58	0.76
	Total	154	0.86	0.95
Initial_value_labour_market	Academic	58	1.60	1.04
	Professional	58	0.72	0.72
	College & other	37	0.89	0.94
	Total	153	1.10	0.99
Initial_value_reducing_inequality	Academic	59	1.31	1.05
	Professional	58	1.33	0.96
	College & other	37	0.68	0.82
	Total	154	1.16	1.00
Initial_value_equality_faculty	Academic	58	1.09	1.23
	Professional	58	1.41	1.35
	College & other	37	0.57	0.96
	Total	153	1.08	1.26
Initial_value_meeting_provgov_goals	Academic	59	1.93	0.85
	Professional	58	1.72	1.01
	College & other	37	1.62	0.83
	Total	154	1.78	0.91

Q8. After you had worked at Kwantlen long enough to get to know the institutional culture, with which of these values (from past Kwantlen strategic plans) did you agree, and with which ones did you disagree?

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Initial_value_open_access	Between Groups	0.98	2	0.49	0.49	0.61
	Within Groups	151.30	152	1.00		
	Total	152.28	154			
Initial_value_student_learning	Between Groups	0.31	2	0.15	0.69	0.51
	Within Groups	33.99	152	0.22		
	Total	34.30	154			
Initial_value_teaching_excellence	Between Groups	1.36	2	0.68	1.57	0.21
	Within Groups	65.83	152	0.43		
	Total	67.19	154			
Initial_value_community_service	Between Groups	5.15	2	2.57	2.92	0.06
	Within Groups	132.99	151	0.88		
	Total	138.14	153			
Initial_value_labour_market	Between Groups	24.50	2	12.25	14.93	0.00
	Within Groups	123.03	150	0.82		
	Total	147.53	152			
Initial_value_reducing_inequality	Between Groups	11.55	2	5.77	6.17	0.00
	Within Groups	141.39	151	0.94		
	Total	152.94	153			
Initial_value_equality_faculty	Between Groups	16.18	2	8.09	5.42	0.01
	Within Groups	223.72	150	1.49		
	Total	239.90	152			

Initial_value_meeting_provgov_goals	Between Groups	2.48	2	1.24	1.51	0.22	NOT SIGNIFICANT
	Within Groups	124.02	151	0.82			
	Total	126.49	153				

Q9. Again, after you had worked at Kwantlen long enough to get to know the institutional culture, how strong did Kwantlen's commitment to enacting each of the following values seem to you? Some of these values are more important in community colleges and some are more prevalent in universities.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Initial_Kwantlen_high_acad_stds10	Between Groups	0.33	2	0.17	0.28	0.76
	Within Groups	90.14	150	0.60		
	Total	90.47	152			
Initial_Kwantlen_open_access10	Between Groups	3.99	2	2.00	4.81	0.01
	Within Groups	62.24	150	0.41		
	Total	66.24	152			
Initial_Kwantlen_faculty_autonomy10	Between Groups	2.44	2	1.22	1.75	0.18
	Within Groups	104.50	150	0.70		
	Total	106.94	152			
Initial_Kwantlen_student_learning_focus10	Between Groups	3.94	2	1.97	4.04	0.02
	Within Groups	73.47	151	0.49		
	Total	77.40	153			
Initial_Kwantlen_academic_freedom10	Between Groups	3.33	2	1.66	2.04	0.13
	Within Groups	120.17	147	0.82		
	Total	123.50	149			
Initial_Kwantlen_teaching_excellence10	Between Groups	1.78	2	0.89	1.36	0.26
	Within Groups	96.68	148	0.65		
	Total	98.46	150			
Initial_Kwantlen_research10	Between Groups	2.77	2	1.39	2.39	0.10
	Within Groups	87.70	151	0.58		

	Total	90.47	153				
Initial_Kwantlen_serving_community10	Between Groups	3.48	2	1.74	3.13	0.05	SIGNIFICANT
	Within Groups	82.39	148	0.56			
	Total	85.87	150				
Initial_Kwantlen_labour_market10	Between Groups	3.49	2	1.75	2.85	0.06	NOT SIGNIFICANT
	Within Groups	92.40	151	0.61			
	Total	95.90	153				
Initial_Kwantlen_salary10	Between Groups	3.76	2	1.88	2.21	0.11	NOT SIGNIFICANT
	Within Groups	123.79	146	0.85			
	Total	127.54	148				
Initial_Kwantlen_prov_gov_goals10	Between Groups	1.20	2	0.60	1.08	0.34	NOT SIGNIFICANT
	Within Groups	81.26	146	0.56			
	Total	82.46	148				
Initial_Kwantlen_merit_promotion10	Between Groups	2.26	2	1.13	1.51	0.22	NOT SIGNIFICANT
	Within Groups	110.46	148	0.75			
	Total	112.72	150				
Initial_Kwantlen_educing_socioeco_inequality10	Between Groups	0.71	2	0.35	0.47	0.63	NOT SIGNIFICANT
	Within Groups	114.93	151	0.76			
	Total	115.64	153				
Initial_Kwantlen_faculty_authority10	Between Groups	1.83	2	0.92	1.08	0.34	NOT SIGNIFICANT
	Within Groups	127.04	150	0.85			
	Total	128.88	152				
Initial_Kwantlen_faculty_equality10	Between Groups	11.10	2	5.55	6.23	0.00	SIGNIFICANT
	Within Groups	131.71	148	0.89			
	Total	142.81	150				
Initial_Kwantlen_excellence10	Between Groups	0.94	2	0.47	0.58	0.56	NOT SIGNIFICANT

	Within Groups	120.33	148	0.81		
	Total	121.27	150			
Initial_Kwantlen_selective_student_entry10	Between Groups	7.71	2	3.86	5.99	0.00
	Within Groups	97.23	151	0.64		
	Total	104.94	153			
						SIGNIFICANT

Q11 After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved? Please check all that apply.

B. Industry Liaison				
		No	Yes	Total
Academic	Count	53	10	63
	Expected Count	44.51497006	18.48502994	63
	% within recode_Faculty_areas	84.12698413	15.87301587	100
	% within Initial_involvement_industry_liaison	44.91525424	20.40816327	37.7245509
	% of Total	31.73652695	5.988023952	37.7245509
	Std. Residual	1.271745871	1.973528034	-
Professional	Count	41	25	66
	Expected Count	46.63473054	19.36526946	66
	% within recode_Faculty_areas	62.12121212	37.87878788	100
	% within Initial_involvement_industry_liaison	34.74576271	51.02040816	39.52095808
	% of Total	24.5508982	14.97005988	39.52095808
	Std. Residual	0.825122474	1.280446331	-
College & other	Count	24	14	38
	Expected Count	26.8502994	11.1497006	38
	% within recode_Faculty_areas	63.15789474	36.84210526	100
	% within Initial_involvement_industry_liaison	20.33898305	28.57142857	22.75449102

	% of Total	14.37125749	8.383233533	22.75449102
	Std. Residual	-0.55006741	0.853608791	
Total	Count	118	49	167
	Expected Count	118	49	167
	% within recode_Faculty_areas	70.65868263	29.34131737	100
	% within Initial_involvement_industry_liaison	100	100	100
	% of Total	70.65868263	29.34131737	100

	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	8.863742489	2	0.011892216	<b>SIGNIFICANT</b>

Q11 After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved? Please check all that apply.

D.Earning an academic credential				
Academic	Count	No	Yes	Total
	Expected Count	55	8	63
	% within recode_Faculty_areas	46.4011976	16.5988024	63
	% within Initial_involvement_earning_credential	87.3015873	12.6984127	100
		44.71544715	18.18181818	37.7245509



	% of Total	32.93413174	4.790419162	37.7245509
	Std. Residual	1.262331367	-	
Professional	Count	40	26	66
	Expected Count	48.61077844	17.38922156	66
	% within recode_Faculty_areas	60.60606061	39.39393939	100
	% within Initial_involvement_earning_credential	32.5203252	59.09090909	39.52095808
	% of Total	23.95209581	15.56886228	39.52095808
	Std. Residual	-	2.064915786	
College & other	Count	28	10	38
	Expected Count	27.98802395	10.01197605	38
	% within recode_Faculty_areas	73.68421053	26.31578947	100
	% within Initial_involvement_earning_credential	22.76422764	22.72727273	22.75449102
	% of Total	16.76646707	5.988023952	22.75449102
	Std. Residual	0.002263744	-	
Total	Count	123	44	167
	Expected Count	123	44	167
	% within recode_Faculty_areas	73.65269461	26.34730539	100
	% within Initial_involvement_earning_credential	100	100	100
	% of Total	73.65269461	26.34730539	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.83716879	2	0.002689004

SIGNIFICANT

Q11 After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved? Please check all that apply.

G. Research				
		No	Yes	Total
Academic	Count	32	31	63
	Expected Count	39.61077844	23.38922156	63
	% within recode_Faculty_areas	50.79365079	49.20634921	100
	% within Initial_involvement_research	30.47619048	50	37.7245509
	% of Total	19.16167665	18.56287425	37.7245509
	Std. Residual	-	1.573697285	
Professional	Count	45	21	66
	Expected Count	41.49700599	24.50299401	66
	% within recode_Faculty_areas	68.18181818	31.81818182	100
	% within Initial_involvement_research	42.85714286	33.87096774	39.52095808
	% of Total	26.94610778	12.5748503	39.52095808
	Std. Residual	0.543789745	-	
College & other	Count	28	10	38
	Expected Count	23.89221557	14.10778443	38
	% within recode_Faculty_areas	73.68421053	26.31578947	100
	% within Initial_involvement_research	26.66666667	16.12903226	22.75449102
	% of Total	16.76646707	5.988023952	22.75449102
	Std. Residual	0.840387206	-	
Total	Count	105	62	167
	Expected Count	105	62	167
	% within recode_Faculty_areas	62.8742515	37.1257485	100
	% within Initial_involvement_research	100	100	100
	% of Total	62.8742515	37.1257485	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.637673298	2	0.036194915
SIGNIFICANT			

Q11 After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved? Please check all that apply.

F. Presenting papers at conferences					
		Initial_involvement presenting_papers		Yes	Total
		No			
Academic	Count	32		31	63
	Expected Count	39.61077844		23.38922156	63
	% within recode_Faculty_areas	50.79365079		49.20634921	100
	% within				
	Initial_involvement_presenting_papers	30.47619048		50	37.7245509
	% of Total	19.16167665		18.56287425	37.7245509
	Std. Residual	-1.209267527		1.573697285	
Professional	Count	51		15	66
	Expected Count	41.49700599		24.50299401	66
	% within recode_Faculty_areas	77.27272727		22.72727273	100
	% within				
	Initial_involvement_presenting_papers	48.57142857		24.19354839	39.52095808
	% of Total	30.53892216		8.982035928	39.52095808
	Std. Residual	1.475203975		-1.919777417	
College & other	Count	22		16	38
	Expected Count	23.89221557		14.10778443	38
	% within recode_Faculty_areas	57.89473684		42.10526316	100
	% within				
	Initial_involvement_presenting_papers	20.95238095		25.80645161	22.75449102
	% of Total	13.17365269		9.580838323	22.75449102
	Std. Residual	-0.387117139		0.503780327	
Total	Count	105		62	167
	Expected Count	105		62	167
	% within recode_Faculty_areas	62.8742515		37.1257485	100

	% within Initial involvement presenting papers	100	100	100
	% of Total	62.8742515	37.1257485	100
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	10.20427749	2	0.006083721	<b>SIGNIFICANT</b>

Q14 At this time, which changes at Kwantlen do you think will support or hinder your professional career development?

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
change_new_degrees	Between Groups	23.51754184	2	11.75877092	11.72252428	1.77468E-05
	Within Groups	160.4947281	160	1.003092051		
	Total	184.0122699	162			
more_resources to degrees	Between Groups	28.3572567	2	14.17862835	10.64239663	4.61293E-05
	Within Groups	210.4998862	158	1.33227776		
	Total	238.8571429	160			
change_research	Between Groups	14.06610579	2	7.033052897	5.483695332	0.004966745
	Within Groups	206.4887723	161	1.282538958		
	Total	220.554878	163			
change_PD_funding	Between Groups	3.941025511	2	1.970512755	1.737428722	0.179296288
	Within Groups	180.3305794	159	1.134154588		
	Total	184.2716049	161			
change_bicameral	Between Groups	3.835708236	2	1.917854118	2.113312944	0.12432797
	Within Groups	139.7566485	154	0.907510704		
	Total	143.5923567	156			
change_senate	Between Groups	4.897595229	2	2.448797614	1.718098865	0.182700025
	Within Groups	228.04719	160	1.425294938		
	Total	232.9447853	162			
change_faculty_councils	Between Groups	0.791664937	2	0.395832468	0.346788862	0.707487947
	Within Groups	181.4861128	159	1.141422093		
	Total	182.2777778	161			
change_faculty_ranks	Between Groups	32.42596283	2	16.21298141	8.728113099	0.000253181
	Within Groups	295.3518149	159	1.857558585		
	Total	327.7777778	161			
change_tenure	Between Groups	19.16578483	2	9.582892416	5.300195093	0.005910674
	Within Groups	287.4761905	159	1.808026355		
	Total	306.6419753	161			

Q14 At this time, which changes at Kwantlen do you think will support or hinder your professional career development?

Multiple Comparisons on significant values using LSD					
Dependent Variable	(I) recode_Faculty_areas	(J) recode_Faculty_areas	Mean Difference (I- J)	Std. Error	Sig.
change_new_degrees	Academic	Professional	0.034778226	0.178471895	0.845744541
		College & other	0.923714037	0.208061289	1.67242E-05
	Professional	Academic	0.034778226	0.178471895	0.845744541
		College & other	0.888935811	0.206842716	2.9884E-05
		College & other	Academic	0.923714037	0.208061289
change_resources_into_degrees	Academic	Professional	0.888935811	0.206842716	2.9884E-05
		College & other	0.300717213	0.206536822	0.147377349
	Professional	College & other	1.109744991	0.242586757	9.59066E-06
		Academic	0.300717213	0.206536822	0.147377349
		College & other	0.809027778	0.240467369	0.000962809
change_research	Academic	Academic	1.109744991	0.242586757	9.59066E-06
		Professional	0.809027778	0.240467369	0.000962809
	Professional	Academic	0.374751984	0.200991125	0.064069104
		College & other	0.767910768	0.234565505	0.001299067
		Academic	0.374751984	0.200991125	0.064069104
change_faculty_ranks	College & other	College & other	0.393158784	0.233886482	0.094705529
		Academic	0.767910768	0.234565505	0.001299067
	Professional	Professional	0.393158784	0.233886482	0.094705529
		Academic	-	0.243814846	0.700481139





Q16 What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?

Began or continued studies towards an academic credential

	Count	No	Yes	Total
Academic	Count	57	6	63
	Expected Count	49.41916168	13.58083832	63
	% within recode_Faculty_areas	90.47619048	9.523809524	100
	% within actions_acad_credential	43.51145038	16.66666667	37.7245509
	% of Total	34.13173653	3.592814371	37.7245509
Professional	Count	48	18	66
	Expected Count	51.77245509	14.22754491	66
	% within recode_Faculty_areas	72.72727273	27.27272727	100
	% within actions_acad_credential	36.64122137	50	39.52095808
	% of Total	28.74251497	10.77844311	39.52095808
College & other	Count	26	12	38
	Expected Count	29.80838323	8.191616766	38
	% within recode_Faculty_areas	68.42105263	31.57894737	100
	% within actions_acad_credential	19.84732824	33.33333333	22.75449102
	% of Total	15.56886228	7.185628743	22.75449102
Total	Count	131	36	167
	Expected Count	131	36	167
	% within recode_Faculty_areas	78.44311377	21.55688623	100
	% within actions_acad_credential	100	100	100
	% of Total	78.44311377	21.55688623	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.926810723	2	0.011523056
SIGNIFICANT			

Q16 What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?

Undertook new initiatives in research and scholarship

	Count	No	Yes	Total
Academic	Count	32	31	63
	Expected Count	39.61077844	23.38922156	63
	% within recode_Faculty_areas	50.79365079	49.20634921	100
	% within actions_research	30.47619048	50	37.7245509
	% of Total	19.16167665	18.56287425	37.7245509
Professional	Count	46	20	66
	Expected Count	41.49700599	24.50299401	66
	% within recode_Faculty_areas	69.6969697	30.3030303	100
	% within actions_research	43.80952381	32.25806452	39.52095808
	% of Total	27.54491018	11.9760479	39.52095808
College & other	Count	27	11	38
	Expected Count	23.89221557	14.10778443	38
	% within recode_Faculty_areas	71.05263158	28.94736842	100
	% within actions_research	25.71428571	17.74193548	22.75449102
	% of Total	16.16766467	6.586826347	22.75449102
Total	Count	105	62	167
	Expected Count	105	62	167
	% within recode_Faculty_areas	62.8742515	37.1257485	100
	% within actions_research	100	100	100
	% of Total	62.8742515	37.1257485	100
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	6.34387257	2	0.041922346	<b>SIGNIFICANT</b>

Q16 What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?

Increased my participation in industry related activities

	No	Yes	Total
Count	58	5	63
Expected Count	49.80	13.20	63
% within recode_Faculty_areas	92.06	7.94	100
% within actions_participation_industry	43.94	14.29	37.72
% of Total	34.73	2.99	37.72
Count	43	23	66
Expected Count	52.17	13.83	66
% within recode_Faculty_areas	65.15	34.85	100
% within actions_participation_industry	32.58	65.71	39.52
% of Total	25.75	13.77	39.52
Count	31	7	38
Expected Count	30.04	7.96	38
% within recode_Faculty_areas	81.58	18.42	100
% within actions_participation_industry	23.48	20.00	22.75
% of Total	18.56	4.19	22.75
Count	132	35	167
Expected Count	132	35	167
% within recode_Faculty_areas	79.04	20.96	100
% within actions_participation_industry	100	100	100
% of Total	79.04	20.96	100
Value	df	Asymp. Sig. (2-sided)	
14.28328045	2	0.000791453	<b>SIGNIFICANT</b>

Q16 What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?

Focused more of my time on improving student learning

	Count	No	Yes	Total
Academic	Count	41	22	63
	Expected Count	34.70658683	28.29341317	63
	% within recode_Faculty_areas	65.07936508	34.92063492	100
	% within actions_student_focus	44.56521739	29.33333333	37.7245509
	% of Total	24.5508982	13.17365269	37.7245509
Professional	Count	28	38	66
	Expected Count	36.35928144	29.64071856	66
	% within recode_Faculty_areas	42.42424242	57.57575758	100
	% within actions_student_focus	30.43478261	50.66666667	39.52095808
	% of Total	16.76646707	22.75449102	39.52095808
College & other	Count	23	15	38
	Expected Count	20.93413174	17.06586826	38
	% within recode_Faculty_areas	60.52631579	39.47368421	100
	% within actions_student_focus	25	20	22.75449102
	% of Total	13.77245509	8.982035928	22.75449102
Total	Count	92	75	167
	Expected Count	92	75	167
	% within recode_Faculty_areas	55.08982036	44.91017964	100
	% within actions_student_focus	100	100	100
	% of Total	55.08982036	44.91017964	100
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	7.274362493	2	0.026326447	<b>SIGNIFICANT</b>

Q16 What individual actions have you take since Kwantlen became a polytechnic university to deal with this institutional change?

Participated more actively in the KFA (Kwantlen Faculty Association)

	Count	No	Yes	Total
Academic	Count	51	12	63
	Expected Count	52.43712575	10.56287425	63
	% within recode_Faculty_areas	80.95238095	19.04761905	100
	% within actions_KFA	36.69064748	42.85714286	37.7245509
	% of Total	30.53892216	7.185628743	37.7245509
Professional	Count	61	5	66
	Expected Count	54.93413174	11.06586826	66
	% within recode_Faculty_areas	92.42424242	7.575757576	100
	% within actions_KFA	43.88489209	17.85714286	39.52095808
	% of Total	36.52694611	2.994011976	39.52095808
College & other	Count	27	11	38
	Expected Count	31.62874251	6.371257485	38
	% within recode_Faculty_areas	71.05263158	28.94736842	100
	% within actions_KFA	19.42446043	39.28571429	22.75449102
	% of Total	16.16766467	6.586826347	22.75449102
Total	Count	139	28	167
	Expected Count	139	28	167
	% within recode_Faculty_areas	83.23353293	16.76646707	100
	% within actions_KFA	100	100	100
	% of Total	83.23353293	16.76646707	100
	Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	8.269976422	2	0.016002854	<b>SIGNIFICANT</b>

Q18 Since Kwantlen became a university, how strong does the institution's commitment to enacting each of the following values seem to you? Some of these values are more important in community colleges and some are more important in universities.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Consequent_open_access19	Between Groups	4.706839228	2	2.353419614	3.99529455	0.020291588
	Within Groups	93.06955829	158	0.589047837		
	Total	97.77639752	160			
Consequent_research19	Between Groups	5.828718104	2	2.914359052	4.184454646	0.016940487
	Within Groups	110.7391831	159	0.69647285		
	Total	116.5679012	161			
Consequent_community_service 19	Between Groups	8.854299976	2	4.427149988	7.755895587	0.00060967
	Within Groups	91.3297491	160	0.570810932		
	Total	100.1840491	162			
Consequent_labour_market19	Between Groups	3.528233151	2	1.764116576	3.382867248	0.036411434
	Within Groups	82.91621129	159	0.521485606		
	Total	86.44444444	161			
Consequent_excellence19	Between Groups	4.556942135	2	2.278471067	3.516495172	0.032095154
	Within Groups	100.4303996	155	0.647938062		
	Total	104.9873418	157			
Consequent_selective_student entry19	Between Groups	6.873625009	2	3.436812504	4.591641356	0.011592089
	Within Groups	113.0224789	151	0.748493238		
	Total	119.8961039	153			

Multiple Comparisons on significant values using LSD					
Dependent Variable	(I) recode_Faculty_areas	(J) recode_Faculty_areas	Mean Difference (I-J)	Std. Error	Sig.
Consequent_open_access19	Academic	Professional	-0.06	0.14	0.67
		College & other	0.38	0.16	0.02
	Professional	Academic	0.06	0.14	0.67
		College & other	0.43	0.16	0.01
	College & other	Academic	-0.38	0.16	0.02
		Professional	-0.43	0.16	0.01
Consequent_research19	Academic	Professional	-0.26	0.15	0.08
		College & other	-0.50	0.18	0.01
	College & other	Academic	0.50	0.18	0.01
		Professional	0.23	0.17	0.18
	Academic	Professional	-0.29	0.13	0.03
		College & other	0.32	0.16	0.04
Consequent_community_service19	Professional	Academic	0.29	0.13	0.03
		College & other	0.61	0.16	0.00
	College & other	Academic	-0.32	0.16	0.04
		Professional	-0.61	0.16	0.00
	Professional	Academic	0.16	0.13	0.20
		College & other	0.39	0.15	0.01
Consequent_labour_market19	College & other	Academic	-0.22	0.15	0.14
		Professional	-0.39	0.15	0.01
	Academic	Professional	-0.37	0.15	0.01
		College & other	-0.31	0.17	0.07
	Professional	Academic	0.37	0.15	0.01
		College & other	0.05	0.17	0.76
Consequent_selective_student_entry19	Academic	Professional	-0.20	0.16	0.21
		College & other	-0.57	0.19	0.00
	Professional	Academic	0.20	0.16	0.21
		College & other	-0.37	0.19	0.05

	College & other	Academic	0.57	0.19	0.00
		Professional	0.37	0.19	0.05



Q20 Now that Kwantlen is a polytechnic university, do you think that your professional status as an academic or educator will be enhanced or eroded?

Descriptives			
prof_status_enhance_vs_erode	N	Mean*	Std. Deviation
Academic	62	1.467741935	0.935944196
Professional	65	1.430769231	0.983762401
College & other	37	2.054054054	1.025939839
Total	164	1.585365854	1.002465911

\*higher means are associated with greater erosion; lower means with greater enhancement

ANOVA				
prof_status_enhance_vs_erode	Sum of Squares	df	Mean Square	F
Between Groups	10.53904075	2	5.269520374	5.535433043
Within Groups	153.2658373	161	0.951961722	
Total	163.804878	163		

SIGNIFICANT

Multiple Comparisons on significant values using LSD				
(I) recode_Faculty_areas	(J) recode_Faculty_areas	Mean Difference (I-J)	Std. Error	Sig.
Academic	Professional	0.036972705	0.173204464	0.831236098
	College & other	-0.586312119	0.004348737	0.004348737
Professional	Academic	-0.036972705	0.173204464	0.831236098
	College & other	-0.623284823	0.200933472	0.002270783
College & other	Academic	0.586312119	0.202689212	0.004348737
	Professional	0.623284823	0.200933472	0.002270783

NOT SIGNIFICANT

SIGNIFICANT

NOT SIGNIFICANT

SIGNIFICANT

SIGNIFICANT

SIGNIFICANT

\*. The mean difference is significant at the 0.05 level.

Q26 Since Kwantlen became a polytechnic university, to what extent do you perceive that your academic identity is being supported or not supported by this change?

Descriptives				
		N	Mean	Std. Deviation
current_id_support_vs_nonsupport	Academic	62	2.016129032	0.931980713
	Professional	65	1.723076923	0.943856655
	College & other	37	2.513513514	1.017120708
	Total	164	2.012195122	0.996852746

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
current_id_support_vs_nonsupport	Between Groups	14.73311093	2	7.366555465	8.054844486	0.000463422
	Within Groups	147.2424988	161	0.914549682		
	Total	161.9756098	163			

Multiple Comparisons on significant values using LSD					
Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
current_id_support_vs_nonsupport	recode_Faculty_areas	Academic	0.293052109	0.169766889	0.08622924
		College & other	0.497384481	0.198666455	0.013289577
	Professional	Academic	0.293052109	0.169766889	0.08622924
		College & other	-0.79043659	0.196945561	9.14746E-05
	College & other	Academic	0.497384481	0.198666455	0.013289577
	Professional	Professional	0.79043659	0.196945561	9.14746E-05

\*. The mean difference is significant at the 0.05 level.

Q29 To what extent do you agree or disagree that each of these values should inform Kwantlen's future as a polytechnic university?

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Consequent_values_faculty_autonomy	Between Groups	2.810439756	2	1.405219878	3.203183095	0.043285064
	Within Groups	69.31378385	158	0.438694834		
	Total	72.1242236	160			
Consequent_values_student_focus	Between Groups	1.646803351	2	0.823401675	3.618562025	0.029053205
	Within Groups	36.18035714	159	0.227549416		
	Total	37.82716049	161			
Consequent_values_labour_market	Between Groups	23.72451499	2	11.8622575	16.80254438	2.39875E-07
	Within Groups	112.2507937	159	0.705979834		
	Total	135.9753086	161			
Consequent_values_merit_increase	Between Groups	54.07173195	2	27.03586597	13.57667823	3.57922E-06
	Within Groups	318.6153846	160	1.991346154		
	Total	372.6871166	162			
Consequent_values_merit_promo	Between Groups	40.24830521	2	20.1241526	9.210344364	0.000163675
	Within Groups	349.5921856	160	2.18495116		
	Total	389.8404908	162			
Consequent_values_faculty_equality	Between Groups	11.32216005	2	5.661080024	3.701713994	0.026819511
	Within Groups	244.6901099	160	1.529313187		
	Total	256.0122699	162			
Consequent_values_selective_student_entry	Between Groups	9.770668837	2	4.885334419	3.808015327	0.024243039
	Within Groups	203.9824176	159	1.282908287		
	Total	213.7530864	161			
Consequent_values_provgov_goals	Between	6.787762417	2	3.393881208	3.486889258	0.032986176

	Groups				
	Within Groups	152.8122376	157	0.973326354	
	Total	159.6	159		

Multiple Comparisons on significant values using LSD						
Dependent Variable	(I) recode_Faculty_areas	(J) recode_Faculty_areas	Mean Difference (I- J)	Std. Error	Sig.	
Consequent_values_faculty_autonomy	Academic	Professional	0.119543651	0.117550061	0.310727413	
		College & other	0.356676004	0.140947506	0.012366205	
	Professional	Academic	0.119543651	0.117550061	0.310727413	
		College & other	0.237132353	0.140561005	0.093568537	
Consequent_values_student_focus	College & other	Academic	0.356676004	0.140947506	0.012366205	
		Professional	0.237132353	0.140561005	0.093568537	
	Academic	Professional	0.191964286	0.084660233	0.024708721	
		College & other	0.228571429	0.100564941	0.02437304	
	Professional	Academic	0.191964286	0.084660233	0.024708721	
		College & other	0.036607143	0.100283954	0.715570452	
	College & other	Academic	0.228571429	0.100564941	0.02437304	
		Professional	0.036607143	0.100283954	0.715570452	
Consequent_values_labour_market	Academic	Professional	0.83531746	0.149120636	9.13734E-08	
		College & other	0.66031746	0.177135207	0.000268163	
	Professional	Academic	-0.83531746	0.149120636	9.13734E-08	
		College & other	-0.175	0.176640277	0.323330513	
Consequent_values_merit_increase	College & other	Academic	-0.66031746	0.177135207	0.000268163	
		Professional	0.175	0.176640277	0.323330513	
	Academic	Professional	0.781684982	0.249489005	0.002057354	
		College & other				

		College & other	-	0.723809524	0.297496678	0.016076051
	Professional	Academic	-	0.781684982	0.249489005	0.002057354
		College & other	-	1.505494505	0.295857566	1.00101E-06
	College & other	Academic	0.723809524	0.297496678	0.297496678	0.016076051
		Professional	1.505494505	0.295857566	0.295857566	1.00101E-06
Consequent_values_merit_promo	Academic	Professional	0.644200244	0.261335795	0.014756786	0.014756786
		College & other	-	0.663492063	0.311623074	0.034772148
	Professional	Academic	-	0.644200244	0.261335795	0.014756786
		College & other	-	1.307692308	0.30990613	4.08755E-05
	College & other	Academic	0.663492063	0.311623074	0.311623074	0.034772148
		Professional	1.307692308	0.30990613	0.30990613	4.08755E-05
Consequent_values_faculty_equality	Academic	Professional	0.141391941	0.218638303	0.518757026	0.518757026
		College & other	0.695238095	0.260709561	0.008446676	0.008446676
	Professional	Academic	0.141391941	0.218638303	0.518757026	0.518757026
		College & other	0.553846154	0.259273133	0.034188125	0.034188125
	College & other	Academic	-	0.695238095	0.260709561	0.008446676
		Professional	-	0.553846154	0.259273133	0.034188125
Consequent_values_selective_student_entry	Academic	Professional	0.232967033	0.200251527	0.24642149	0.24642149
		College & other	-	0.428571429	0.241031575	0.07730333
	Professional	Academic	-	0.232967033	0.200251527	0.24642149
		College & other	-	0.661538462	0.239728278	0.006468107
	College & other	Academic	0.428571429	0.241031575	0.07730333	0.07730333
		Professional	0.661538462	0.239728278	0.006468107	0.006468107

Consequent_values_provgov_goals	Academic	Professional	0.456477215	0.176489197	0.01060536
		College & other	0.129493088	0.208586041	0.535622371
	Professional	Academic	-	0.176489197	0.01060536
		College & other	-	0.207987858	0.117933318
	College & other	Academic	-	0.208586041	0.535622371
		Professional	0.326984127	0.207987858	0.117933318

Appendix H  
Statistical Analysis – Crosstabs Academic Credentials

**Q3 When you began work at Kwantlen, what was your career aspiration?**

		Crosstab				
			Career_Aspiration			
		Other	To be a College Instructor	To be a University College Educator	To be a University Professor	Total
recode_credential						
MA or less	Count	14	44	25	18	101
	Expected Count	13.23	36.22	27.17	24.38	101
	% within recode_credential	13.86	43.56	24.75	17.82	100
	% within Career_Aspiration	73.68	84.62	64.10	51.43	69.66
	% of Total	9.66	30.34	17.24	12.41	69.66
Doctorate or more	Count	5	8	14	17	44
	Expected Count	5.77	15.78	11.83	10.62	44
	% within recode_credential	11.36	18.18	31.82	38.64	100
	% within Career_Aspiration	26.32	15.38	35.90	48.57	30.34
	% of Total	3.45	5.52	9.66	11.72	30.34
Total	Count	19	52	39	35	145
	Expected Count	19	52	39	35	145
	% within recode_credential	13.10	35.86	26.90	24.14	100
	% within Career_Aspiration	100	100	100	100	100
	% of Total	13.10	35.86	26.90	24.14	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.72185596	3	0.008399315

**SIGNIFICANT**



**Q6 When you began work at Kwantlen, did you see yourself more as an academic or more as an educator?**

		Crosstab					
recode_credentia		initial_academic_vs_educator					
		Much more as an academic	Somewhat more as an academic	Equally as an academic & an educator	Somewhat more as an educator	Much more as an educator	Total
MA or less	Count	0	0	25	27	54	106
	Expected Count	2.85	4.27	29.17	27.74	41.97	106
	% within recode_credentia	0	0	23.58	25.47	50.94	100
	% within initial_academic_vs_educator	0	0	60.98	69.23	91.53	71.14
	% of Total	0	0	16.78	18.12	36.24	71.14
Doctorate or more	Count	4	6	16	12	5	43
	Expected Count	1.15	1.73	11.83	11.26	17.03	43
	% within recode_credentia	9.30	13.95	37.21	27.91	11.63	100
	% within initial_academic_vs_educator	100	100	39.02	30.77	8.47	28.86
	% of Total	2.68	4.03	10.74	8.05	3.36	28.86
Total	Count	4	6	41	39	59	149
	Expected Count	4	6	41	39	59	149
	% within recode_credentia	2.68	4.03	27.52	26.17	39.60	100
	% within initial_academic_vs_educator	100	100	100	100	100	100
	% of Total	2.68	4.03	27.52	26.17	39.60	100
Value		df	Asymp. Sig. (2-sided)		SIGNIFICANT		
Pearson Chi-Square	38.73	4	0.00				

Q9 After you had worked at Kwantlen long enough to get to know the institutional culture, with which of these stated institutional values (from past Kwantlen strategic plans) did you agree, and with which ones did you disagree?

Group Statistics					
	recode_credential	N	Mean*	Std. Deviation	Std. Error Mean
Initial_value_open_access	MA or less	106	0.78	0.98	0.09
	Doctorate or more	43	1.12	1.03	0.16
Initial_value_student_learning	MA or less	106	0.14	0.45	0.04
	Doctorate or more	43	0.23	0.53	0.08
Initial_value_teaching_excellence	MA or less	106	0.35	0.70	0.07
	Doctorate or more	43	0.33	0.52	0.08
Initial_value_community_service	MA or less	105	0.70	0.84	0.08
	Doctorate or more	43	1.30	1.08	0.16
Initial_value_labour_market	MA or less	106	1.00	0.93	0.09
	Doctorate or more	42	1.36	1.10	0.17
Initial_value_reducing_inequality	MA or less	106	1.14	1.02	0.10
	Doctorate or more	43	1.23	1.00	0.15
Initial_value_equality_faculty	MA or less	106	0.94	1.20	0.12
	Doctorate or more	42	1.52	1.35	0.21
Initial_value_meeting_provgov_goals	MA or less	106	1.77	0.91	0.09
	Doctorate or more	43	1.86	0.91	0.14

Independent Samples Test				
t-test for Equality of Means				
	t	df	Sig. (2-tailed)	
Initial_value_open_access	-1.860	147	0.065	NOT SIGNIFICANT
Initial_value_student_learning	-1.070	147	0.286	NOT SIGNIFICANT
Initial_value_teaching_excellence	0.198	147	0.844	NOT SIGNIFICANT
Initial_value_community_service	-3.648	146	0.000	SIGNIFICANT

Initial value labour market	-2.003	146	0.068	NOT SIGNIFICANT
Initial value reducing inequality	-0.498	147	0.620	NOT SIGNIFICANT
Initial value equality faculty	-2.558	146	0.012	SIGNIFICANT
Initial value meeting provgov goals	-0.528	147	0.598	NOT SIGNIFICANT

Q10 Again, after you had worked at Kwantlen long enough to get to know the institutional culture, how strong did Kwantlen's commitment to enacting each of the following values seem to you?

Group Statistics					
	recode_credential	N	Mean*	Std. Deviation	Std. Error Mean
Initial_Kwantlen_high_acad_stds10	MA or less	105	2.03	0.71	0.07
	Doctorate or more	43	1.72	0.83	0.13
Initial_Kwantlen_faculty_autonomy10	MA or less	106	2.06	0.83	0.08
	Doctorate or more	42	1.95	0.88	0.14
Initial_Kwantlen_serving_community10	MA or less	103	1.82	0.75	0.07
	Doctorate or more	43	1.51	0.74	0.11
Initial_Kwantlen_prov_gov_goals10	MA or less	104	2.05	0.67	0.07
	Doctorate or more	40	1.73	0.85	0.13
	Doctorate or more	42	1.21	0.98	0.15
Initial_Kwantlen_selective_student_entry10	MA or less	106	0.94	0.85	0.08
	Doctorate or more	43	0.60	0.73	0.11

Independent Samples Test			
	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Initial_Kwantlen_high_acad_stds10	2.14	68.98	0.04
Initial_Kwantlen_faculty_autonomy10	0.68	146	0.50
Initial_Kwantlen_serving_community10	2.24	144	0.03
Initial_Kwantlen_prov_gov_goals10	2.16	58.97	0.03
Initial_Kwantlen_excellence10	1.98	144	0.05
Initial_Kwantlen_selective_student_entry10	2.30	147	0.02

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Q12 After you had worked at Kwantlen for a year or two, in what types of professional development activities were you involved?

G. Research					
Crosstab					
		Initial_involvement_research		Total	
		No	Yes		
MA or less	Count	83	30	113	
	Expected Count	72.04	40.96	113	
	% within recode_credential	73.45	26.55	100	
	% within Initial_involvement_research	81.37	51.72	70.63	
	Initial_involvement_research	51.88	18.75	70.63	
Doctorate or more	Count	19	28	47	
	Expected Count	29.96	17.04	47	
	% within recode_credential	40.43	59.57	100	
	% within Initial_involvement_research	18.63	48.28	29.38	
	Initial_involvement_research	11.88	17.5	29.38	
Total	Count	102	58	160	
	Expected Count	102	58	160	
	% within recode_credential	63.75	36.25	100	
	% within Initial_involvement_research	100	100	100	
	Initial_involvement_research	63.75	36.25	100	
	% of Total				
	Value	15.67		Asymp. Sig. (2-sided)	
Pearson Chi-Square		1	8E-05	SIGNIFICANT	

F. Presenting papers at conferences					
Crosstab					
		Initial_involvement_presenting_papers			
recode_credential		No	Yes	Total	
MA or less	Count	80	33	113	
	Expected Count	71.33	41.67	113	
	% within recode_credential	70.80	29.20	100	
	% within Initial_involvement_presenting_papers	79.21	55.93	70.63	
	% of Total	50	20.625	70.63	
Doctorate or more	Count	21	26	47	
	Expected Count	29.67	17.33	47	
	% within recode_credential	44.68	55.32	100	
	% within Initial_involvement_presenting_papers	20.79	44.07	29.38	
	% of Total	13.13	16.25	29.38	
Total	Count	101	59	160	
	Expected Count	101	59	160	
	% within recode_credential	63.13	36.88	100	
	% within Initial_involvement_presenting_papers	100	100	100	
	% of Total	63.13	36.88	100	
	Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square	9.73	1	0.00		
			SIGNIFICANT		

I. Writing journal articles		Crosstab			
			Initial_involvement_writing_journal		
recode_credential			No	Yes	Total
MA or less	Count		96	17	113
	Expected Count		87.58	25.43	113
	% within recode_credential		84.96	15.04	100
	% within				
	Initial_involvement_writing_journal		77.42	47.22	70.63
	% of Total		60	10.625	70.63
Doctorate or more	Count		28	19	47
	Expected Count		36.43	10.58	47
	% within recode_credential		59.57	40.43	100
	% within				
	Initial_involvement_writing_journal		22.58	52.78	29.38
	% of Total		17.5	11.88	29.38
Total	Count		124	36	160
	Expected Count		124	36	160
	% within recode_credential		77.5	22.5	100
	% within				
	Initial_involvement_writing_journal		100	100	100
	% of Total		77.5	22.5	100
	Value		df	Asymp. Sig. (2-sided)	SIGNIFICANT
Pearson Chi-Square	12.26		1	0.00	

B. Industry Liaison		Crosstab			
		Initial_involvement_industry_liaison			
recode_credential		No	Yes	Total	
MA or less	Count	72	41	113	
	Expected Count	80.51	32.49	113	
	% within recode_credential	63.72	36.28	100	
	% within Initial_involvement_industry_liaison	63.16	89.13	70.63	
	% of Total	45	25.625	70.63	
Doctorate or more	Count	42	5	47	
	Expected Count	33.49	13.51	47	
	% within recode_credential	89.36	10.64	100	
	% within Initial_involvement_industry_liaison	36.84	10.87	29.38	
	% of Total	26.25	3.13	29.38	
Total	Count	114	46	160	
	Expected Count	114	46	160	
	% within recode_credential	71.25	28.75	100	
	% within Initial_involvement_industry_liaison	100	100	100	
	% of Total	71.25	28.75	100	
	Value	df	Asymp. Sig. (2-sided)		
Pearson Chi-Square	10.66	1	0.00	SIGNIFICANT	



Q 15 At this time, which changes at Kwantlen do you think will support or hinder your professional career development?

Group Statistics					
	recode_credential	N	Mean*	Std. Deviation	Std. Error Mean
change_new_degrees	MA or less	111	1.30	1.11	0.11
	Doctorate or more	47	0.68	0.84	0.12
change_resources_into_degees	MA or less	112	1.53	1.29	0.12
	Doctorate or more	44	0.64	0.78	0.12
change_research	MA or less	113	1.55	1.19	0.11
	Doctorate or more	46	0.74	0.91	0.13
change_PD_funding	MA or less	112	1.25	1.11	0.10
	Doctorate or more	45	1.69	0.95	0.14
change_bicameral	MA or less	108	2.06	0.89	0.09
	Doctorate or more	44	1.64	1.06	0.16
change_senate	MA or less	112	2.14	1.13	0.11
	Doctorate or more	46	1.59	1.29	0.19
change_faculty_councils	MA or less	111	1.59	1.04	0.10
	Doctorate or more	46	1.37	1.08	0.16
change_faculty_ranks	MA or less	113	2.67	1.26	0.12
	Doctorate or more	44	1.52	1.50	0.23
change_tenure	MA or less	112	2.65	1.21	0.11
	Doctorate or more	45	1.53	1.46	0.22

Independent Samples Test				
	t-test for Equality of Means			
	t	df	Sig. (2-tailed)	
Does_kwantlen_Univ_support_career	1.85	158	0.07	NOT SIGNIFICANT
change_new_degrees	3.83	113.55	0.00	SIGNIFICANT
change_resources_into_degees	5.26	127.59	0.00	SIGNIFICANT
change_research	4.65	108.72	0.00	SIGNIFICANT
change_PD_funding	-2.33	155	0.02	SIGNIFICANT

change_bicameral		2.31	69.32	0.02	SIGNIFICANT
change_senate		2.69	156	0.01	SIGNIFICANT
change_faculty_councils		1.17	155	0.24	NOT SIGNIFICANT
change_faculty_ranks		4.85	155	0.00	SIGNIFICANT
change_tenure		4.94	155	0.00	SIGNIFICANT

Q 16 What individual actions have you taken since Kwantlen became a polytechnic university to deal with this institutional change?

“Undertook new initiatives in research & scholarship”

Crosstab				
recode_credential		actions_apply_acad_credential		Total
		No	Yes	
MA or less	Count	110	3	113
	Expected Count	110.88	2.12	113
	% within recode_credential	97.35	2.65	100
	% within actions_apply_acad_credential	70.06	100	70.63
	% of Total	68.75	1.88	70.63
Doctorate or more	Count	47	0	47
	Expected Count	46.12	0.88	47
	% within recode_credential	100	0	100
	% within actions_apply_acad_credential	29.94	0	29.38
	% of Total	29.38	0	29.38
Total	Count	157	3	160
	Expected Count	157	3	160
	% within recode_credential	98.13	1.88	100
	% within actions_apply_acad_credential	100	100	100
	% of Total	98.13	1.88	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.27	1	0.26
NOT SIGNIFICANT			

“Began or continued studies towards an academic credential”

Crosstab					
recode_credential			actions_acad_credential		Total
MA or less			No	Yes	
	Count		82	31	113
	Expected Count		87.58	25.43	113
	% within recode_credential		72.57	27.43	100
	% within actions_acad_credential		66.13	86.11	70.63
	% of Total		51.25	19.375	70.63
Doctorate or more	Count		42	5	47
	Expected Count		36.43	10.58	47
	% within recode_credential		89.36	10.64	100
	% within actions_acad_credential		33.87	13.89	29.38
	% of Total		26.25	3.125	29.38
Total	Count		124	36	160
	Expected Count		124	36	160
	% within recode_credential		77.5	22.5	100
	% within actions_acad_credential		100	100	100
	% of Total		77.5	22.5	100
	Value		df	Asymp. Sig. (2-sided)	
Pearson Chi-Square	5.37		1	0.02	<b>SIGNIFICANT</b>

“Increased my participation in industry related activities”

Crosstab				
		actions_participation _industry		
recode_credential		No	Yes	Total
MA or less	Count	85	28	113
	Expected Count	89.69	23.31	113
	% within recode_credential	75.22	24.78	100
	% within actions_participation_industry	66.93	84.85	70.63
	% of Total	53.13	17.5	70.63
Doctorate or more	Count	42	5	47
	Expected Count	37.31	9.69	47
	% within recode_credential	89.36	10.64	100
	% within actions_participation_industry	33.07	15.15	29.38
	% of Total	26.25	3.13	29.38
Total	Count	127	33	160
	Expected Count	127	33	160
	% within recode_credential	79.38	20.63	100
	% within actions_participation_industry	100	100	100
	% of Total	79.38	20.63	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.05	1	0.04
			<b>SIGNIFICANT</b>

“Focused more of my time on improving student learning”

Crosstab

recode_credential		actions_student_focus		Total
MA or less	Count	No	Yes	Total
	Expected Count	56	57	113
	% within recode_credential	62.15	50.85	113
	% within actions_student_focus	49.56	50.44	100
	% of Total	63.64	79.17	70.63
Doctorate or more	Count	35	35.63	70.63
	Expected Count	32	15	47
	% within recode_credential	25.85	21.15	47
	% within actions_student_focus	68.09	31.91	100
	% of Total	36.36	20.83	29.38
Total	Count	20	9.375	29.38
	Expected Count	88	72	160
	% within recode_credential	88	72	160
	% within actions_student_focus	55	45	100
	% of Total	100	100	100
	% of Total	55	45	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.60	1	0.03
<b>SIGNIFICANT</b>			

Q 22 Today, how do you identify yourself to others?

		current_self_identification				Total
		Other	As a College Instructor	As a University Educator	As a University Professor	
recode_credential						
MA or less	Count	29	9	56	12	106
	Expected Count	28.27	9.89	48.76	19.08	106
	% within recode_credential	27.36	8.49	52.83	11.32	100
	% within current_self_identification	72.5	64.29	81.16	44.44	70.67
	% of Total	19.33	6	37.33	8	70.67
Doctorate or more	Count	11	5	13	15	44
	Expected Count	11.73	4.11	20.24	7.92	44
	% within recode_credential	25	11.36	29.55	34.09	100
	% within current_self_identification	27.5	35.71	18.84	55.56	29.33
	% of Total	7.33	3.33	8.67	10	29.33
Total	Count	40	14	69	27	150
	Expected Count	40	14	69	27	150
	% within recode_credential	26.67	9.33	46	18	100
	% within current_self_identification	100	100	100	100	100
	% of Total	26.67	9.33	46	18	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.96	3	0.00

**SIGNIFICANT**

Q 28 Now, do you see yourself more as an academic or more as an educator?

Crosstab

		current_academic_vs_educator					Total
recode_credential		Much more as an academic	Somewhat more as an academic	Equally as an academic and an educator	Somewhat more as an educator	Much more as an educator	
MA or less	Count	2	9	36	25	40	112
	Expected Count	5.64	14.79	37.33	23.25	30.99	112
	% within recode_credential	1.79	8.04	32.14	22.32	35.71	100
	% within current_academic_vs_educator	25	42.86	67.92	75.76	90.91	70.44
	% of Total	1.26	5.66	22.64	15.72	25.16	70.44
Doctorate or more	Count	6	12	17	8	4	47
	Expected Count	2.36	6.21	15.67	9.75	13.01	47
	% within recode_credential	12.77	25.53	36.17	17.02	8.51	100
	% within current_academic_vs_educator	75	57.14	32.08	24.24	9.09	29.56
	% of Total	3.77	7.55	10.69	5.03	2.52	29.56
Total	Count	8	21	53	33	44	159
	Expected Count	8	21	53	33	44	159
	% within recode_credential	5.03	13.21	33.33	20.75	27.67	100
	% within current_academic_vs_educator	100	100	100	100	100	100
	% of Total	5.03	13.21	33.33	20.75	27.67	100

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.06	4	4.87E-05
SIGNIFICANT			



Q 29 To what extent do you agree or disagree that each of these values should inform Kwantlen's future as a polytechnic university?

Group Statistics					
	recode_credential	N	Mean	Std. Deviation	Std. Error Mean
Consequent_values_acad_stds	MA or less	112	0.40	0.61	0.06
	Doctorate or more	47	0.21	0.69	0.10
Consequent_values_open_access	MA or less	112	0.85	1.02	0.10
	Doctorate or more	47	0.98	1.05	0.15
Consequent_values_faculty_autonomy	MA or less	110	0.50	0.62	0.06
	Doctorate or more	47	0.43	0.80	0.12
Consequent_values_student_focus	MA or less	111	0.10	0.30	0.03
	Doctorate or more	47	0.30	0.75	0.11
Consequent_values_academic_freedom	MA or less	112	0.42	0.74	0.07
	Doctorate or more	47	0.32	0.75	0.11
Consequent_values_teaching_excellence	MA or less	112	0.11	0.34	0.03
	Doctorate or more	46	0.39	0.74	0.11
Consequent_values_research	MA or less	111	1.57	1.20	0.11
	Doctorate or more	47	1.04	1.04	0.15
Consequent_values_community_service	MA or less	111	0.57	0.67	0.06
	Doctorate or more	47	0.81	0.90	0.13
Consequent_values_labour_market	MA or less	111	0.93	0.89	0.08
	Doctorate or more	47	1.13	0.95	0.14
Consequent_values_merit_increase	MA or less	112	1.82	1.50	0.14
	Doctorate or more	47	1.53	1.53	0.22
Consequent_values_merit_promo	MA or less	112	1.95	1.50	0.14
	Doctorate or more	47	1.49	1.61	0.24
Consequent_values_socioeco_reduction	MA or less	111	0.89	0.87	0.08
	Doctorate or more	46	1.00	0.87	0.13
Consequent_values_faculty_authority	MA or less	111	0.40	0.58	0.05
	Doctorate or more	47	0.28	0.68	0.10
Consequent_values_faculty_equality	MA or less	112	0.66	1.04	0.10
	Doctorate or more	47	1.49	1.54	0.23
Consequent_values_excellence	MA or less	109	0.67	0.94	0.09

	Doctorate or more	45	0.53	0.92	0.14
Consequent_values_selective_student_entry	MA or less	111	1.54	1.12	0.11
Consequent_values_provgov_goals	Doctorate or more	47	1.53	1.14	0.17
	MA or less	110	1.54	0.92	0.09
	Doctorate or more	46	1.59	1.13	0.17

Independent Samples Test					
t-test for Equality of Means					
	t	df	Sig. (2-tailed)		
current_id_support_vs_nonsupport	0.48	157	0.63		NOT SIGNIFICANT
Consequent_values_acad_stds	1.63	77.41	0.11		NOT SIGNIFICANT
Consequent_values_open_access	-0.73	157	0.47		NOT SIGNIFICANT
Consequent_values_faculty_autonomy	0.63	155	0.53		NOT SIGNIFICANT
Consequent_values_student_focus	-1.76	52.36	0.08		NOT SIGNIFICANT
Consequent_values_academic_freedom	0.77	157	0.44		NOT SIGNIFICANT
Consequent_values_teaching_excellence	-2.48	52.80	0.02		SIGNIFICANT
Consequent_values_research	2.62	156	0.01		SIGNIFICANT
Consequent_values_community_service	-1.86	156	0.06		NOT SIGNIFICANT
Consequent_values_labour_market	-1.26	156	0.21		NOT SIGNIFICANT
Consequent_values_merit_increase	1.11	157	0.27		NOT SIGNIFICANT
Consequent_values_merit_promo	1.71	157	0.09		NOT SIGNIFICANT
Consequent_values_socioeco_reduction	-0.71	155	0.48		NOT SIGNIFICANT
Consequent_values_faculty_authority	1.13	156	0.26		NOT SIGNIFICANT
Consequent_values_faculty_equality	-3.37	64.37	0.00		SIGNIFICANT
Consequent_values_excellence	0.82	152	0.41		NOT SIGNIFICANT
Consequent_values_selective_student_entry	0.04	156	0.96		NOT SIGNIFICANT
Consequent_values_provgov_goals	-0.29	154	0.77		NOT SIGNIFICANT