

## Developing New Academics: So What Difference Does It Make?

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**Abstract :** Given the dynamic nature of the higher education landscape, induction programmes for new academics has become the norm nowadays to support academics negotiate these rough terrain. This study investigates an induction programme for new academics in a higher education institution to establish what difference it has made to participants. The findings revealed that the benefits ranged from creating safe spaces for collaboration and networking to fostering reflective practice and contributing to the scholarship of teaching and learning. The study also revealed that some of the intentions of the programme may not have been achieved, for example transformative learning. This led to questioning whether this intention is an appropriate one given the short duration of the programme and the long, drawn out process of transformation. It may be concluded that the academic induction programme in this study serves to sow the seeds for transformative learning through fostering critically reflective practice. Recommendations for further study could include long term impact of the programme on student learning and success, these being the core business of higher education. It is also recommended that in addition to an induction programme, the university invests in a mentoring programme for new staff and extend the support for academics in order to sustain critical reflection and which may contribute to transformative educational practice.

**Keywords :** induction programme, reflective practice, scholarship of teaching, transformative learning

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