

New Staff Perceptions on an Academic Staff Induction Programme at a South African University: Lessons for Educational Development

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ABSTRACT This study reports on the perceptions of new academic staff on a new staff induction programme at a South African university. Using the descriptive survey design an evaluation instrument with semi-structured and open-ended questions was administered to participants to collect data. For data analysis, emerging themes were identified from the data using content analysis. The study concludes that the induction programme is of great value to the University and its teaching staff, because it serves to inform new staff on good teaching practice and connects the new staff to the needed resources to navigate administrative, financial, human resources and support service responsibilities. The study recommends the issuing of a staff manual upon new staff arrival before induction takes place, the appointment of mentors to work with new staff in their departments and a networking and reflective forum for new staff to share experiences and practice .

INTRODUCTION

Most organisations usually put in place some form of training, induction or orientation for their new employees to help them settle into the organisation (Ards and Jansen 2001; Mlindazwe 2010; Wadesango and Machingambi 2011; Hendricks and Louw- Potgieter 2012). Most definitions of induction in the literature seem to focus on the purpose of induction (Wong 2004; Kearney 2010; Nkoana 2010; Wadesango and Machingambi 2011). According to Wadesango and Machingambi (2011:1) for example, “A new staff induction programme involves those practices used to help new and beginning lecturers become competent and effective professionals in the classroom.” Kleynhans et al. (2006) view the process of induction as the process by which employees are made aware of the organisation’s goals, policies, procedures and values, as well as introduced to their co-workers.

This study is premised on the TPI-Theory of induction (Adam 2010). Induction training should, according to TPI-Theory, include development of theoretical and practical skills. In addition to these skills requirements according to TPI-Theory, induction should also meet other needs of the workers specifically interaction needs that exist among the new employees through the necessary socialization processes

leading ultimately to employee integration. The ‘T’ in TPI-Theory represents Theoretical knowledge while the ‘P’ Practical knowledge and the ‘I’ represents the Interaction and integration needs of employees.

Theoretical Knowledge (T) versus Practical Knowledge (P)

Weiler (2005:1) distinguishes between theoretical knowledge and practical knowledge arguing that theory traditionally represents a kind of knowledge that is the generalized distillation of observations for the purpose of explaining other observations, “its principal purpose lies in the constant perfection of its own explanatory power. Theoretical knowledge is rated by how well it explains as wide a range of phenomena as possible”. Practical knowledge, by contrast, according to Weiler (2005) is conventionally predicated on a more instrumental conception of knowledge; it represents knowledge that helps to accomplish things, and that proves its worth by how well it does help to accomplish whatever needs to be accomplished. Meanwhile for Katajavuori et al. (2006:440), “Practical knowledge manifests itself as skills or “knowing-how”. As it occurs and develops in those concrete situations where it is learnt, it is contextual and social in nature”. Furthermore, Katajavuori et al.

(2006) note that the development of expertise is a long process, during which theoretical, practical and metacognitive elements of expert knowledge are integrated into a coherent whole.

A literature review on induction shows that such programmes seem to be essentially centred on practical knowledge and skills rather than theoretical knowledge. Hendricks and Louw-Potgieter (2012) for example isolate two kinds of information that are required in an induction programme: firstly, general information about employees' work routines and secondly, a review of the organization's history and mission and the way new employees would be expected to contribute to the latter. For Wadesango and Machingambi (2011:1) induction enables new staff to, "understand the culture of the university and how they can be most effective in it; become familiar with departmental practices, policies and guidelines; appreciate and understand fully the expectations of their role and understand the duties and activities of the job and to begin to perform them effectively". In the same vein, Nkoana (2010) sees the main purpose of an induction programme as imparting the new entrants with the basic knowledge and skills they need for an intelligent performance of definite tasks. From these authorities views on the purpose of induction, theoretical knowledge, a key tenet of TPI-Theory, does not seem to be foregrounded.

Interaction (I) Leading to Integration through Socialization

One of the tenets of TPI-Theory (Adam 2010) as already shown is the need for new employees to interact both among themselves and with existing employees as a prerequisite for integration. Such interaction occurs through various socialisation processes initiated by the organisation. As Kunene (2009) shows, starting a new job is considered to be one of the most stressful life experiences and a proper induction process that is sensitive to the anxieties and uncertainties, as well as the needs of a new employee, is therefore of utmost importance. Ards and Jansen (2001) see socialisation as the learning process by which newcomers develop attitudes and behaviours that are necessary to function as fully fledged members of the organisation. They further argue that the more effective and efficient the socialisation is, the sooner a newcomer can be productive for the organisation.

Various employee integration strategies are provided in the literature. Hendricks and Louw-Potgieter (2012) suggest that induction programmes should foster employee integration through the establishment of employee social networks. In the same vein, Steyn and Nikerk (2002) cited in Wadesango and Machingambi (2011) assert that the hallmark of induction is to have experienced and newly recruited teachers working together, continuously improving their practice and becoming part of a community of learners. If the new member at this stage feels valued and respected, he or she will have more confidence and competence to complete the task successfully (Mlindazwe 2010). The 'right' person can be lost in the first few days if they experience the 'wrong' induction. After making the investment in good recruitment, it's essential that a similar investment is made in high quality induction (Linked Consulting 2008). This study sought to find out the perceptions of the new staff on the extent to which the induction programme had equipped them with both theoretical and practical knowledge and the extent to which the programme would help them integrate into the University of Higher Learning (UHL).

Background, Rationale, Objectives and Organisation of the Programme Under Study

Through external funding, the university under study, referred to as the University of Higher Learning (UHL) developed and piloted an induction programme for new academic staff. This study reports on the perceptions of new staff members who attended the inaugural 4 day programme, whether or not they had benefited and how they felt it could have been enriched. The aim of the induction programme was; to develop a committed body of academic staff who are properly equipped to teach effectively and to cooperate in research and social outreach. Specifically the objectives of the programme were to;

- ♦ orientate / induct new academic staff so that they would quickly feel at home in positions and the UHL environment;
- ♦ introduce new academic staff to the ethos of the University;
- ♦ facilitate best practice of teaching and learning and by so doing promote the dissemination of such practice throughout the University so that new staff will soon contribute effectively;

- ♦ provide needed resources to navigate administrative, financial, human resources and support service responsibilities;
- ♦ help new academic staff to network and
- ♦ promote a culture of research and scholarship.

Objectives of this Study

In lieu of the objectives of the induction programme given above, the objectives of this study were to;

- ♦ find out the perceptions of the new staff on the extent to which the induction programme had equipped them with both theoretical and practical knowledge and the extent to which the programme would help them integrate into the University;
- ♦ Allow for systemic evaluation in order to ensure continued programme quality and effectiveness;
- ♦ Promote a culture of reflection on practice by educational development practitioners
- ♦ Consolidate and grow confidence in the areas viewed positively by participants and improve on the weaker areas;
- ♦ Share experiences with other educational development practitioners elsewhere through the Scholarship of Teaching and Learning (SoTL).

METHODOLOGY

Designed in the qualitative research approach (Denzin and Lincoln 2005) this study used a semi-structured evaluation instrument comprising semi-structured and open-ended questions (Ndebele et al. 2013) to collect data and describe the perceptions of new staff who had attended a four day new staff induction programme, making it essentially a descriptive study. According to Assan and Lumadi (2013:83), "The purpose of a descriptive study is to provide the opinions of the respondents regarding the phenomenon studied". In this case, the phenomenon being studied was the perceptions held by new staff members on academic induction programme. A 4 day induction workshop was used to collect data for this study. A total of 16 new staff attended the new staff induction programme and thus constituted the sample. These were identified and invited to the workshop with assistance of the human resources department

which kept records of all new staff. A detailed semi-structured evaluation instrument was developed. Daily evaluation was done session by session. Capturing and analysis of evaluation feedback was done at the end of each day and some of the feedback fed into the improvement of subsequent sessions. On the final day an evaluation of the whole programme was conducted. Content analysis was used to identify emerging themes from the data and some verbatim responses are presented in the results section under the identified themes for illustrative purposes as examples.

RESULTS

The results are presented according to the emerging themes with the support of narratives from participants.

Eligibility for Induction

One issue that emerged from the induction programme which related to the composition of the group of inductees is that what made the group peculiar was that half of the inductees were senior staff members, including five professors and two others with doctorates. This raised the question on the first day relating to whether senior academics should be expected to attend the Induction Programme. At the end of the second day, the participants were asked to comment (anonymously, in writing) on this issue. The 'seniors' felt that they had benefitted directly from the programme; the 'juniors' indicated that, although they may sometimes have been a bit intimidated by the more senior staff, their presence in group discussions proved to be invaluable, as they could draw on years of experience. To limit this possible 'intimidation', the inductees were divided into four discussion groups based on their seniority, for the group sessions on the third day, and their subsequent participation in the plenary discussions indicated that this fear had largely dissipated.

Introduction and Vice Chancellor (VC)'s Welcome

All the participants commented very favourably on the fact that they were able to meet members of the top Management of the University. They felt the VC's welcome had adequately cov-

ered the history and context of the university. The fact that the VC took time to shake hands with each of the participants was really appreciated. One participant stated, *It was a very good day for me. Shaking hands with the new Vice-Chancellor was a beautiful thing for me.* In addition, participants felt quite welcomed by the VC's speech. The following verbatim quotations from the evaluations capture the general feeling of participants on the welcome speech;

VC touched on almost all issues concerning university life in a simple and straightforward way. I feel proud to be associated with UHL It was important to meet the top management and to be welcomed by them

Inspiring humble man as VC. Impressed by his humane approach and caring attitude.

Great inter- personal skills displayed

Warm welcome which made me feel important and appreciated

Presentation on Quality Assurance (QA) Processes

The session of quality assurance had a mixed reaction from the participants with some participants' seeing it as beneficial and having clearly articulated to them quality assurance processes in the university as shown in the following quotes;

Clear understanding of how QA functions at UHL.

Good informative presentation. Learned a lot about QA.

I have learned that QA starts with ME and my commitment to the Faculty.

Those who had reservations on the presentation also gave their impressions which included the need to simplify jargon and explain acronyms, for example;

Presentation tended to be too formalised and serious with very little effort to simplify some of the jargon in this area.

A fair presentation but too many acronyms which made it difficult for me to relate to the QA in response to general challenges of universities in RSA.

Still not sure as to what it is that they do!

Human Resources (HR) Presentation

The HR presentation was generally well received and described as clear, precise and informative. The participants lauded the HR for

giving them the names and contact details of HR officials they could contact for queries. There were however sentiments calling for more in-depth discussion on conditions of employment and the need to be able to explain issues clearly rather than refer participants to the university website. The following capture some of the positive comments;

I learned a lot about the role of HR in relation to my job and presence at UFH.

A good overview of the HR Dept.

Closely linked to the HR presentation was a presentation on financial services in the university. About half the participants found the finance presentation beneficial while the other half had reservations. Among the satisfied, were those who who indicated that they found the presentation insightful and enlightening. There was a also feeling that the issue of total cost to company had been clarified, for example;

Put my mind at ease regarding cost to company vs basic plus benefits since there seems to be no difference in the end.

I have learned so much related to finance – UHL is a business and has structures and procedures that are pretty stringent to follow.

Those who were not satisfied with the presentation felt the presentation had been rather technical and difficult to follow for people without accounting backgrounds;

Presentation was rather too technical and hence I did not understand most of the things

I appreciated the presentation because this is generally a very technical area.

A little bit "pie in the sky" but very helpful in terms of salaries and deductions.

e-Learning Presentation

The last three days of the programme concentrated on introducing participants to pedagogic issues in higher education. Participants were introduced to eLearning initiatives in the university and gave the following feedback on the session. Participants found the presentation enlightening and indicated they would be approaching the eLearning Unit for assistance on integrating eLearning into their teaching practice. One inductee commented, *So enlightening. Thank you! I surely will be contacting the eLU to get eLearning knowledge and skills.* The session was however affected by a power failure and most participants felt this had marred the presentation with one participant

commenting, *showed one of the key weaknesses of eLearning – power failure!*

A Humanising Pedagogy: Theory and Practice

As part of the induction process, participants were introduced to some of the theories underpinning teaching in higher education and one of these was the philosophy of a humanising pedagogy. In the session on a humanising pedagogy, participants felt it enabled them to reflect on values underpinning their approaches. The following verbatim quotes illustrate the sentiments of participants ;

A good way of introducing various methods of teaching and learning based on human values.

I would like to explore this philosophical paradigm further and deeper. Fascinating and essential for teaching and learning pedagogy.

Teaching Paradigms and Teaching Practice

Closely linked to the humanising pedagogy participants were then introduced to various teaching paradigms and perspectives and their impact on student learning. Participants found the presentation thought provoking and encouraging them to think about their own teaching paradigms as shown below;

Learning about different teaching styles was interesting and informative.

“Eye opener” to different ways of teaching.

Very informative and brought new light on different forms of teaching.

The Role of Student Academic Support Programmes

Participants were introduced to the student academic support programmes in the university which they could turn to when their students needed extra support. The initiatives included the supplemental instruction programme, language and writing assistance programmes and the tutor training assistance programme. The following was some of the feedback on the session;

I’m delighted to hear and know how the unit operates and how it helps the learners together with the staff to achieve quality teaching and learning.

This session proved to be an eye opener to me. I did not know that there were such support programmes for learners at UHL.

I will be making use of this facility. This is an important part of support that I was not aware of.

Evaluation of Teaching Practice

In order to promote critical reflection on their teaching practice a session was presented in the programme on evaluation of one’s teaching practice and the different lenses that one could use. Case studies illustrating ethics, tensions and issues in evaluation were reflected upon by the participants. In response to this session, participants felt the session had conscientised them on how to go about reflecting on their teaching practice and that the importance of evaluation was clarified and the support for conducting evaluations guaranteed by the educational development centre. The following comments serve to illustrate inductee satisfaction;

The process of evaluation and ethical issues was helpful and will have a bearing on how I do my evaluations.

Made me aware of different ways of evaluating and how these should be rotated.

Now I know the importance of evaluation and the difference between evaluation and assessment.

The use of case studies helped to illustrate many issues.

Clear exercise on how to handle ethical issues ensuing from evaluation.

Portfolio Development

Building on the session on evaluation of teaching practice and in order to document evidence of their teaching, participants were introduced to portfolio development and the role of the portfolio as a reflective tool. From the feedback forms, it came out that participants had been challenged to start thinking about their own teaching philosophies and beliefs about how students learn. They lauded the engagement opportunities afforded to them during the session and felt the session had helped them connect theory with practice. There was however a call for the provision of a template for an existing portfolio which participants could refer to as they started working on their own portfolios.

The following were some of the comments on the session;

I believe I can now develop my teaching philosophy.

I always wanted to know how to compile a portfolio and I'm looking forward to it

I did not know before what a portfolio was but now I am very confident of writing a portfolio.

The need to talk to the documents that I intend to put into my portfolio – thank you for telling me the reason for this.

Recommendation: provide a template of an existing portfolio.

Assessment

The session on assessment introduced participants to various types and forms of assessment and how assessment contributes to student learning. Participants indicated that the session had helped them reflect on their own assessment practices. The use of case studies during the session was applauded as they simulated real assessment situations.

Basics of assessment were effectively communicated to us.

A good presentation which made me realise how badly I sometimes assess students.

Quite informative and revealed to me some of the weaknesses in my own assessment patterns.

Interesting to hear just how many negative experiences regarding assessment staff have had as students.

Research and Postgraduate Studies Presentation

One of the objectives of the induction programme as already indicated was the promotion of a culture of research among the new academics. In this regard a presentation on research and post graduate studies in the university was delivered. Participants welcomed the presentation arguing that it had enlightened them on the research and funding procedures in the university as shown in the following responses;

Important for me to understand what funding channels/areas are available.

More information came out of his presentation – know about research and where to go for guidance. All relevant information especial-

ly the area which deals with publications, supervision and research grants.

Very informative. Thank you! I have learned so much about research and the process involved in research funding.

Two participants felt the session could have been given more time and commented as follows;

Informative presentation which was quite inspiring, however, many areas needed more time for clarification for example, rating of researchers, late entrant into research.

Would have enjoyed more time so as to have more detailed information.

In addition to individual session evaluations, at the end of day 4, participants were asked to complete open ended questions relating to the entire programme. Responses from these open-ended questions converged with daily session evaluations in most cases. Participants felt the programme had been well organised and very comprehensive. The theories of teaching and learning and the practical tips of how to prepare a portfolio were again singled out as having been the key benefits of the programme.

In addition to the theoretical aspects and the knowledge and skills gained on how to teach at university, other key issues that emerged were the issues of networking with fellow inductees and the introduction to the norms practices and culture of the university leading hopefully to easy integration. The following verbatim quotations capture the sentiments in relation to networking and integration;

Useful programme from a networking perspective.

Interacting with colleagues during programme. Spirit of camaraderie that developed during programme.

Meeting and networking with all people from different faculties and departments. Developing friendships.

Introduction to the norms, practices and culture of UHL, which allowed me to be fully integrated into the system in so short a time. It also gave an insight into better methods of teaching.

In terms of concerns one key issue raised was that the university's strategic goals should have been shared with new staff in a session at the induction to enable them to appropriately align their work. One participant wrote, *There is need to include the University of Higher Learn-*

ing Strategic Goals in presentations. While there were participants who felt some team building activities should be built into the training, (which would make the induction programme even longer), there was also a feeling from others that the four day session was rather long and that the material covered could have been accommodated in three days as shown in the following responses;

Possibly reduce the number of days to three, for example, Wednesday, Thursday and ½ day Friday,

The full programme could be covered in 3 days.

DISCUSSION

What emerged from the study is that the induction programme was generally viewed positively. Many participants felt that the programme was well organised providing new staff members with guidelines and expectations with regards to their employment at UHL. All the participants commented very favourably on the fact that they were able to meet members of top Management of the University. They felt the VC's welcome remarks had adequately covered the history and context of the university. The fact that the VC took time to shake hands with each of the participants was really appreciated. These sentiments resonate well with the University of Kwa-Zulu Natal (2008:3) induction philosophy which is, "Making a new employee feel welcome and comfortable, and beginning the process of integrating them into the workplace". In the same vein, Mlindazwe (2010:3) argues that, "an inducted employee can strengthen the level of commitment in the organisation; new employees' perception of the organisation can be magnified and they can view the organisation as a good place to work in". Similarly Derven (2008) cited in Hendricks and Louw- Potgieter (2012) shows that induction reinforces a new employee's decision to join the organisation and fosters a feeling of belonging. Commitment to the induction programme by management is important and unless leaders and managers show their belief in the importance of induction, it may be ineffective (Kempen 2010).

While presentations by human resources, quality assurance and finance personnel were noted as being useful, some feedback indicated that some of presentations were lacklustre and presenters needed to be better prepared, focusing on key areas. Furthermore, it was noted that extensive knowledge in their subject areas is re-

quired of presenters rather than referring queries to the manual or the UHL website. In this regard, Mlindazwe(2010) recommends that induction must be presented in such a manner that it ensures that the new employees know where to go when they have grievances and need resolution. Furthermore one of the key elements of a successful induction programme according to Kempen (2010) is that, "It is well planned, its content is appropriate, clear, and complete". Presenters in these sessions therefore should have adequately prepared to equip the new employees with the necessary information to settle into the university.

One major issue from the results relates to the question of whether senior academics joining the university such as professors should attend induction. The feedback provided by participants regarding the relevance of the programme for senior academics revealed the need for all academics to be inducted into UHL regardless of age or rank as each institution comes with a more or less unique set of requirements and expectations regarding its employees. Furthermore, it was noted that senior academics provided insight and experience that junior academics would otherwise have not had access to. Similarly, senior academics can also learn from their young, enthusiastic counterparts. Wong (2004:51), argues that successful induction programmes, "Create learning communities where everyone, new teachers as well as veteran teachers, gain knowledge".

A session on developing a teaching portfolio foregrounded the importance of connecting theory with practice. From the feedback forms, it came out that participants had been challenged to start thinking about their own teaching philosophies and beliefs about how students learn. They lauded the engagement opportunities afforded to them during the session and felt the session had helped them connect theory with practice. Katajavuori et al. (2006:441) underscore the importance of integrating domain specific theoretical knowledge with practice when they write that, "An important challenge of higher education is to integrate the acquisition of domain-specific knowledge with practical knowledge and skill". There was however a call for the provision of a template for an existing portfolio which participants could refer to as they started working on their own portfolios. A practical activity where participants actually started drafting a portfolio would have contextualised the theoretical presentation, for, as Katajavuori et

al. (2006:445) show, "Practical knowledge is gained by working and participating in a working environment where it can be applied".

The sessions of teaching paradigms, teaching styles and assessment were said to have concientised the participants and enabled them to reflect on their own practice. Some participants honestly reflected that they had realised how they had been inappropriately and unfairly assessing their students. This foregrounds the importance of exposing all new staff to contemporary theories of teaching, learning and assessment. The issue of the importance of equipping the new staff with required knowledge and skills is emphasised by Nkoana (2010:24) who asserts that, "Universities tend to hire the new graduates who are fresh from the classroom with no knowledge whatsoever of presenting lectures, assessments, and evaluations of students. The skill, irrespective of which courses the graduates were studying, can better be acquired from the specified training programmes that would be tailor-made towards the cultural assumptions of the University".

In terms of concerns one key issue raised was that the university's strategic goals should have been shared with new staff in a session at the induction to enable them to appropriately align their work. Apparently at this workshop there had been no session that focused particularly on the university's strategic plan. Wade-sango and Machingambi (2011:1) emphasise that, "New employees also need to understand the organisation's mission, vision, goals, values and philosophy". Furthermore, Mlindazwe (2010:18) stresses that the induction process should, "...acquaint the new employee with the goals that should be attained so that the new employee is able to work towards achieving those goals".

In addition to the theoretical aspects and the knowledge and skills gained on how to teach at university, other key issues that emerged were the issues of networking with fellow inductees and the introduction to the norms practices and culture of the university leading hopefully to easy integration. As Wong (2004) shows, "There are shared experiences, shared practices, shared tools, and a shared language among all colleagues. And it is the function of the induction phase to engender this sense of group identity and treat new teachers as colleagues and cohorts". Armstrong (1999) cited in Mlindazwe (2010) believes that the social aspects of the

work relationship with colleagues are very important for many people and that a good induction programme will therefore, be able to introduce the new employee to colleagues.

The issue of how long an induction programme should be, came up in the results. Participants varied on their feedback regarding the length of the programme. While some felt the content should be compacted into 3 days, the vast majority noted that the programme should be lengthened with more gaps in order to allow the participants to "absorb" new content and strategies. These sentiments are in tandem with those of Kempen (2010:101) who argues that, "The induction programme should stretch over a longer period of time and should not give too much information too soon, as this could lead to information overload". Citing the Financial Express (2005) Nkoana (2010) reports that information overload is a common mistake that organizations make, where new employees are usually overloaded with information at once thus causing the whole programme to be dysfunctional and dull. Suggestions by those who wanted the programme shortened included shortening slots and grouping related topics, but this advice can only be considered in the light of availability of facilitators (One can only fit so many slots into 3 days and some presenters are only available at certain times because of other commitments).

CONCLUSION

This study concludes that the induction programme is of great value to the University and its teaching staff, because it serves to inform new staff on good teaching practice at UHL and connects the new staff to the institution's expectations and needed resources to navigate administrative, financial, human resources and support service responsibilities. The study also concludes that new staff induction is an important vehicle through which the university is able to convey itself to the newly recruited academics. The Programme should certainly continue, but needs to be viewed as a process where follow-up sessions are held with staff on a regular basis rather than as a train and release exercise or a once off programme.

RECOMMENDATIONS

In lieu of the findings and discussion above, the following recommendations are advanced;

The Need for a Staff Manual: The Induction Programme is conducted twice a year and necessarily each one includes staff who have been on campus for a few months, while others are really new. There is a serious hiatus here which the University should address: the information on Finance, Human Resources, Registration, Examinations, Quality Assurance, the Technical Support Centre and the Library, and the correct procedures which are to be followed, cannot wait until the academic induction programme a few months down the line. It is recommended that each new staff member should receive a manual with all the necessary information on these sections, as soon as they arrive on campus. This could then serve as a focal and reference point for discussions on the first day of induction, so that the sessions can be shorter and interactive.

Commitment by Management: All the inductees appreciated the presence of top management at the opening session and the address by the Vice-Chancellor. It is recommended that all members of the Executive and Senior Management should attend the one-hour VC address (including the tea afterwards) because it gives each one of the inductees a sense of belonging.

Appointment of Mentors: The Deans of each faculty should appoint a mentor for each new staff member. This yearly role assigned to an experienced staff member in the same discipline will help the inductee adjust to the environment more quickly because questions will be answered as they arise. Relationships and interaction are vital in building communities of this nature.

New Staff Reflective Forum: It is recommended that a monthly journal /newsletter be introduced in the university where inductees can reflect on their experiences, how they are settling in and the challenges they are experiencing.

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