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Abstract: Four university educators were interviewed over five years. Their practice was seen to develop in relation to teaching strategies, use of power, relationships with students, and the nature of reflection.

My intent in this study was to conduct an in-depth longitudinal study of a small number of educators to follow the development of their authenticity in teaching. In the context of two larger research studies, four participants remained involved for five years. This allowed me to document their development over time.

Theoretical Framework

Transformative learning theory and the concept of individuation provide the theoretical framework for my research. Transformative learning is a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated (Mezirow, 2000). New teachers tend to teach the way they were taught. Over time, through the experience of teaching, they may begin to question their previously held assumptions. Teachers transform frames of reference through critical reflection on their own and others' assumptions and beliefs about teaching

To understand transformative learning, theorists have turned to Jung's notion of individuation (Dirkx, 2001). Jung ([1921]1971, p. 448) defines individuation as the process by which individuals differentiate themselves from the general, collective society. It involves becoming aware of and considering the psychic structures of anima, animus, ego, shadow, and the collective unconscious. People come to see how they are both the same as and different from others. When we participate in life consciously and imaginatively, we develop a deepened sense of self and an expansion of consciousness. Transformation is the emergence of the Self, and the emergence of the Self is the development of authenticity. Educators separating from the collective distinguish their beliefs about teaching from the common rhetoric. This process is transformative; it is a reconstruction of the frame of reference related to the self and teaching.

Research Design

My research is a part of a larger project (Cranton & Carusetta, 2004). From 2000 to 2003, we used a grounded theory methodology to develop a model of authenticity that was set within the larger theoretical frameworks of transformative learning and individuation. We chose narrative inquiry as the methodology for the second stage of our study. Narrative inquiry is the process of gathering information through storytelling and creating a narrative of the experience. Narrative inquiry allows the researcher to include individual and collective stories in a study of the way humans experience the world—in our case, the way teachers experience teaching. Following data collection, the researchers construct a collective narrative—constructed out of the lives of both the participants and

the researchers—using story conventions such as scene and plot. In our case, the narrative is the story of becoming an authentic teacher in higher education.

For this study, I chose to work with the data from four university educators who have now participated in the research for five years. They are three women and one man, from the humanities, the sciences, and education. At the beginning of the research they were new faculty, although the person from education had prior teaching experience at the high school level.

Each educator has been interviewed once per semester for five years for a total of ten interviews. Interviews have been between one hour and one and one-half hours in length. Each educator has been observed in her or his classroom at least three times. All participants were a part of one focus group discussion.

The content of the interviews has varied over time. We began with finding out how people came to be university educators; we then explored their ideas about authenticity, bringing a sense of self into teaching, and constraints to authenticity. We used critical incidents to highlight their experiences and help articulate their assumptions. We talked about our observations of their teaching, and most recently, we have used metaphors, images, and fantasy as ways of exploring the meaning of teaching.

Findings

We found five interrelated facets of authenticity: self-awareness, an understanding of others (especially students), genuine connections or relationships with others, an understanding of the role of context in authenticity, and engaging in critical reflection on one's practice. Overall, the stories of how participants developed their authenticity over time showed a movement from concern with the techniques of teaching toward a more complex, integrative, and critical conceptualization of self and self as teacher. However, for each of the four educators in this facet of the study, this development had a slightly different focus—on teaching strategies, on power, on relationships with students, and on the nature of reflection. I include excerpts from four narratives constructed from the participants' own words. Each has an "earlier in practice" segment (within the first one or two years of practice) and a "later in practice" segment (within the last one or two years of practice), and each is followed by my comments.

Excerpts from L.'s Narrative

Earlier in her practice. Well, there's always that apprenticeship of observation, and then there's, I did learn some stuff in my B.Ed. courses, I found that my methods courses were helpful. I don't know about many of the other courses, but I did find my methods courses helpful. And then, of course, your induction year is always an eye-opening experience. I'd read some stuff in the journals, and I'd think, "Oh, I don't know if this is going to work." I mean the degree to which your students understand, the degree to which the students can answer your questions is a reflection of... Well, maybe you're not asking the right question, but you know, how well you taught them. So, you know, I always look at it as, it's an evaluation of me as a teacher.

I've changed my notes so they're Powerpoint, so I e-mail my students the handouts, the notes, the slides, whatever, prior to the class, so if there are any problems, get that out of the way, and make sure they have what they need, and then move on. "Well, let's start." Usually, I try and start with "Do you have any questions?" "You know," I say, "that you want to discuss first," and then go into, "yesterday this is what we

were talking about, this is what we did last class, this is what we're going to do here, and this is where it's leading," and then go into the lecture. Try as often as possible to have it very open, so if I'm talking about that somebody has a question, they can ask at any point during the class. I try and ask for examples a lot from the class, I try and get them to participate as much as possible, I try to have them do something in the class. So, for example, if we are, we're talking about writing objectives, so we would talk about why they're important, where they fit, and then you talk about the whole process of writing an objective, give them an objective, ask them to evaluate whether it's good or bad, and if it's not good, which it's not, then they have to fix them.

Later in her practice. But when you move, you have to move your students with you, right? Because then your expectations for you students, I guess in turn, if you're thinking in more complex… like I want my students to think differently, it's just, my problem right now is getting them to think differently, and at this particular year, and it started, I started to notice my frustrations last year, but I'm definitely noticing them this year, is that I'm thinking differently about what I'm teaching and what I'm expecting, but I can't get my students to think that way, or I haven't figured out how I can get them to think differently. So that's what I'm struggling with right now, is, I don't want this simple, let me see, how do I put this, I don't want this simple regurgitation of information back. I want them to start thinking differently about the content and how they can arrange the content and how they can present it to their public school students in more relevant and meaningful ways.

I've changed my courses so much from when I first started teaching… my approach, the assignments they have to do, the way I deal with them and interact with them, but I think some of it is the way I approach the course and my expectations for them as well as it being somewhat transformative. The other thing is, with teaching, there's no right or wrong, and our beliefs… our beliefs and values, philosophies, our beliefs about teaching, our beliefs about how people learn, what they should learn, how they should learn… they're all different, right? And mine are going to be different from some of my students' as well, so what we do and they interpret me saying is going to be filtered through past occurrences, beliefs, and experiences, so it… what I say, what I try to convey may have different meanings to different students, you know, the details will be quite different for different students. Um, it's kind of ever-evolving, right?

Comments on L.'s Narrative. Initially, L. was very concerned about "getting it right" in the beginning of her career as a faculty member. She felt that her students' learning (or lack thereof) reflected directly on her skill as a teacher; she was searching for the best techniques and strategies. She was anxious and insecure, not only about her teaching, but also about publishing, doing research, getting tenure, and getting along with her colleagues. Later in her practice, L. spoke with confidence, had obtained tenure, and didn't mind "struggling with" something in her teaching. She doesn't look for right and wrong practices, recognizes the complexity of teaching and learning, and realizes that students will all take something different away from her class (she is no longer completely and directly responsible for their learning).

Excerpts from D.'s Narrative

Earlier in his practice. That's a great level to teach at. I am teaching first year next year so I'll get to do it again but teaching first and second year is a lot. I feel like you

can teach it, like you can pick out important concepts on a larger scale that would be more applicable to their daily experiences or something they seen on the news. You can actually come out with topics that are more relevant at that level and more general. So they don't get bogged down with details, because here they go up in course. I talk about systems with greater detail and it's more approaching the current state of the field. So if I don't get bogged down in details they like it but there's a lot to remember and it is very complex which is usually the system or which is usually the case with biological systems. So teaching at a first and second year level is probably, eventually I find bringing in more common examples and be a little bit more entertaining, I suppose and they tend to agree.

Grading is always a struggle. Actually that is the hardest thing about teaching, is the evaluation component of it. It is sort of a wrestle with the student's expectations or their desire for a particular mark and your expectations of the students and the type of mark you think they deserve and some of the decisions we make can be quite important as you know. Especially when the student is on the borderline, if they are going to fail the course cause they can have quite a conflict if they have to stay another year to repeat the course and it's the only course, that can be stressful. And so sometimes you can come up with a conflict with that. I've had a few students who have failed who deserved to fail, so I was never sorry about the mark that I assigned, that they earned. But it can be stressful for sure.

Later in his practice. Well I guess usually I recognize that when they come and ask questions outside of the class, when we go usually they will have a list of questions before we start**.** You can just sort of see when it dawns on them and they start to make a connection you can see it all over their face. It is actually a real pleasant job to see them understand the concept and from that you can interpret much. It's not just stuff written down not just memorizing but getting involved and giving people clues and have to put it together based on those clues or response and try to explained it based on all those little bits of information you talk about and all the examples you give in class put all those together**.**

I find teaching in general, you tend to be a bit goofy looking when you trying to get information across. At this point, often I don't really care necessarily, I'll often do actions or do things or say things in class which are light hearted and funny and sometimes kind of strange or whatever, things like that so I think sometimes students find me a curiosity in a sense.

Comments on D.'s narrative. D.'s relationship with his students changed dramatically from his first years of practice to his later years. Initially, he had a fairly rigid way of viewing and talking about students, an "othering" process in which he saw students as people to be "dealt with." Students were not individuals, but one-dimensional groups (for example, first year students, with a set of definitive first-year characteristics). He assumed a teaching persona, one where he wanted to do well and wanted his students do well, but revealed little of his personality. Later in his practice, he cared about making individual connections with students and drew great pleasure from seeing them learn. He was more "himself," and didn't mind "looking goofy" in his attempts to help students relate to the content of his courses.

Excerpts from J.'s Narrative

Earlier in her practice. Oh, I was very rigid with them and I had a policy you had to give in your essays at the beginning of class and if you didn't you got a late grade. Things like that. I think in order to get students to come to class the day the assignment was due. All well intentioned and what I got was a lot of resentful students because "my time is my business and why are you penalizing me for this?" And just in general a lot of unhappiness. And I thought why am I doing this? If they don't give a damn, I don't have to grade it. You know if they give it in late, then I am going to give them a late penalty but whether they show up at the beginning or end of class, it's pretty much irrelevant. I mean maybe not the least but in general I don't think it is going to ruin their careers or change their lives. So I started being much more, especially at the beginning of class about the fact that it was really their responsibility to figure out what they could, when they got them to me. And I set up a policy where I said this is the due date and if you have something that comes up and you need to submit in writing and alternate due date and sign it. I said as far as I'm concerned that is your due date and if you can't get it together for that, there is no negotiating, we don't speak again, this is it.

Later in her practice. And also realizing that I guess I'm there to give them, help them develop as people and part of that is to figure out how to interact with other people as adults. And that is kind of where it comes from, I think. So in general I find, I like teaching more in a more relaxed way and I tend less and less to do lecturing. I am just not interested in lecturing at all. It's funny because I taught a seminar, it was last year or the year before and some of the students actually said to me, these are 4th year students, they're mostly English honor students, they said you're the only class we go in to where you don't lecture. We come here expecting you to lecture and it is really nice when you don't. Well I go, that works! I mean a) I only know so much and b) that's really boring. And they all nod and say I wish that didn't happen in other classes but that was really fascinating to me because I don't see my other colleagues teach particularly. I don't ever get a chance but I do hear really good things about other profs and I do sometimes go and see people and say what are you doing with this or that? But it surprised me that that was the response because in my mind, even in a class of 50 or 60, you should be able to have a dialogue. There is no reason not to and it is much more interesting to students. They actually have something to say probably and honestly they have to read the material and come in and talk about it. If they don't understand it, that's one thing, they can say, and lots of them have. I say, Okay who didn't get this? Okay let's walk through the article, there is nothing wrong with that. And that in that case, I feel that I am not lecturing but I'm helping them get to a point where they understand what discussion is and then they can go on and do that discussion themselves, with me mediating it.

Comments on J.'s narrative. J. moved from a very controlling, "I have the power" attitude in her early years of teaching to a perspective where she saw herself as helping students develop as people and interact with each other as adults. She moved from lecturing and telling students what to do and when to do it to a relaxed, interactive dialogue regardless of the size of the class. Initially, J. would not even negotiate the time an assignment was due; later, her goal was to help them understand, even if that meant "walking them through" a reading.

Excerpts from S.'s Narrative

Earlier in her practice. I'm still really rigid about my extension policy and I use to feel that rewrites were unfair in a way because we would give them to certain students and not to others, etc. Sometimes if the institution would have an extension policy, I had rigorous thoughts of what that meant. Now I think I have changed a bit, in that I still keep my own extension policy, because I think we are professionalizing our students. I think in particularly in Arts, sometimes the students forget that. But I also think that I'm now much more maybe generous or more interested in process than I am in results in some ways. Because I think now after reflecting on what it means to be authentic, I actually start to think, what I am doing in my own work? I go back and I go back and I go back and I revise and I edit and everything and I if I don't, then maybe I am not doing my full job. So even though I keep to my original deadlines marking or not, I can hand back tons of papers and say redo it or change this or fix this and then give it to me before I put a grade down. Because I really, maybe I'm getting more interested in students succeeding than my being in charge. [laughter]

Later in her practice. Personal things have happened of a large magnitude, death of my mother and estrangement from my father for the last three years. That makes you reflect in general about how you want to be in the world and then as a result, because of what I most want to be in the world is an excellent professor. I don't separate parts of my world. I really don't, it's all together and I think in a way it has given me a kind of a calm where I can stop and reflect and think how do I want to be with it? How do I want to be with my students? Not how other people judge me to be or tell me not to be or, you hear a lot of that and I'm not interested in that anymore. I'm more interested in reflecting about what I can do well, what I can do better. What this institution needs to do about teaching to make it easier to facilitate reflection and to reward it. Because I don't think that those things are always self evident so I find myself reflecting even after each class, do I really think that way? Do I need to open it up a bit more? Do I need to get rid of that test and do something different because I'm bored with it? My notes are boring to me now. I think I reflect after each class, then I reflect after each term and sort of at the end of the year. How did the year go? Not from what anybody is telling me, but from what I think.

Comments on S.'s narrative. The primary change in S.'s practice centered on reflection. Early on, she quickly became more interested in helping students succeed than being in charge and thought a lot about what it means to be authentic. Later in her practice, following a series of difficult personal events, she integrated her personal and professional life, stopped trying to please others in the way she approached her practice, and became deeply reflective on the meaning of her work and her life.

Implications for Adult Education Theory and Practice

Transformative learning theory and Jung's concept of individuation describe people as moving from unconsciousness to consciousness, from black-and-white, unquestioned formulations to complex, integrated, and ambiguous understandings of the world. With each step of the journey, an individual becomes more aware of who he or she is as apart from the collective, uncritically assimilated whole of humanity. Our research demonstrates that these processes are evident in the way university educators become authentic in their practice.

Faculty who are reflecting on and cultivating their teaching skills are adult learners engaged in developmental and potentially transformative activities. University educators often turn the how-to literature, faculty development consultation and workshops, or discipline-specific conferences on teaching when they seek to improve their practice. These resources have one common flaw: they do not consider individual teachers' personalities, preferences, and values. This has resulted in a collective in which we expect to be able to find the "best way" of teaching regardless of who we are as individuals. When we bring our sense of self into our teaching, we are able to construct our own way of teaching. Faculty development is very much an adult education enterprise. We need to draw on what we know about how adults learn, develop, and transform in general and take this into helping teachers in higher education learn about their practice.

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